MARZANO Research

Teacher and Administrator Evaluation Systems

Case Study Report

December 2017

MARZANO Research

The research department at Marzano Research envisions an education system that utilizes research and evidence to make school work for kids. To realize that vision, we partner with educators to support them in understanding, using, and conducting research to improve education systems and outcomes for students.

The following individuals contributed to this report.

Lyn Bopp	Mary Klute
Marc Brodersen	Mary Piontek
Kerry Englert	Josh Stewart
Mckenzie Haines	Kara Underwood
Jeanette Joyce	David Yanoski

Referencing this Report

This report should be cited as: Marzano Research. (2017). *Teacher and administrator evaluation systems: Case study report*. Centennial, CO: Author.

TEACHER AND ADMINISTRATOR EVALUATION SYSTEMS

Case Study Report

Prepared for

MICHIGAN DEPARTMENT OF EDUCATION

by

Marzano Research

12577 E Caley Ave | Centennial, CO 80111

CONTENTS

TABLES AND FIGURES

EXECUTIVE SUMMARY

In 2009, Michigan passed Senate Bill 981, which required that annual teacher evaluations include student growth as a significant factor in the evaluation ratings. Following the passage of this bill, additional legislation was put into place to expand and clarify the legislative work, resulting in the development of Public Act 173 in 2015. This act requires that annual educator evaluations use a state-approved observation tool.

To inform ongoing and future support to districts as they implement new educator evaluation systems, the Michigan Department of Education (MDE) contracted Marzano Research to conduct a research project that provides information about recommendations for educator evaluation implementation. The project comprises five phases.

The fourth phase of the project included site visits to 12 districts and four public school academies (PSAs) in 12 counties across Michigan.

The data collection process for site visits included individual interviews with school and district administrators and focus groups with teachers and school staff who provided direct instruction to students. The number of stakeholders who participated in the data collection at each site varied, as did the time allotted for the interviews and focus groups. The breadth and depth of information covered during the interviews and focus groups was dependent on the participants' experience with and knowledge about the evaluation systems.

Across the 16 sites, two hundred and sixteen participants engaged in the interviews and focus groups: 11 district administrators, 35 school administrators, and 170 teachers and school instructional staff. The total number of participants at each site ranged from five to 28 participants.

The interview and focus-group participants from the 16 sites described similar **successes and catalysts**, including the following:

- Phased approach to implementation of educator evaluation systems.
- Involvement of key administrators and teachers in comprehensive training on the educator evaluation systems.
- School meetings and informal observations to review and discuss educator evaluation systems.
- Highly engaged board members, administrators, and instructional coaches.
- Shared definitions and expectations for high-quality instruction.

Shared **challenges and barriers** that teachers and administrators encountered in the implementation of the educator evaluation systems also emerged during the site visit discussions:

- Evaluator time constraints to conduct evaluation data collection and provide feedback.
- Educator discomfort with identifying challenging individual goals.
- Negative perceptions of constructive feedback and use of evaluation findings.
- Variations in the quality and utility of evaluation feedback.
- Limited adaptability of educator evaluation systems for special student populations and site contexts.
- Uncertain approaches to integrating student growth and outcome data in educator evaluation systems.

Additionally, as part of the data collection, district and school administrators and teachers were invited to provide suggestions for improving the overall implementation of educator evaluation systems. Participants provided a variety of suggestions for how schools, districts, and MDE might support and enhance implementation of the systems.

Suggestions for **school and district resources and support** for the educator evaluation systems included the following ideas:

- Create opportunities for regular administrator discussions.
- Identify school-level goals to encourage collective action.
- Include input from teaching peers and other stakeholders.
- Train additional evaluators.

Participants from the 16 sites also provided suggestions for **state resources and support** for the educator evaluation systems:

- Provide guidance on student academic growth and outcome requirements.
- Provide guidance and examples of integrating contextual evidence into educator evaluation systems.
- Encourage integration of educator evaluation systems into teacher preparation programs.
- Provide guidance and examples of adapting educator evaluation systems.
- Consider processes for including longitudinal evidence in the educator evaluation systems.
- Disseminate examples of lessons learned and exemplary teaching practices from schools and districts.
- Identify resources to support professional development on educator evaluation systems and instructional and leadership improvement.

BACKGROUND

In 2009, Michigan passed Senate Bill 981, which required that annual teacher evaluations include student growth as a significant factor in the evaluation ratings. Following the passage of this bill, additional legislation was put into place to expand and clarify the legislative work, resulting in the development of Public Act 173 in 2015. This act requires that annual educator evaluations not only incorporate student growth but also use a state-approved observation tool that, according to MDE, does the following:

- "Evaluates the teacher's or administrator's job performance at least annually while providing timely and constructive feedback.
- Establishes clear approaches to measuring student growth and provides teachers and administrators with relevant data on student growth.
- Evaluates a teacher's or administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor.
- Uses the evaluations to inform decisions regarding the effectiveness of teachers and administrators; promotion, retention, and development of teachers and administrators; whether to grant tenure and/or allow progression to the Professional Education Certificate; and the removal of ineffective tenured and untenured teachers and administrators" (MDE, n.d., p. 7).

To inform ongoing and future support to districts as they implement new educator evaluation systems, MDE contracted Marzano Research to conduct a research project that provides information about recommendations for educator evaluation implementation. In particular, MDE has expressed interest in learning about recommendations in six focus areas:

- Provision of professional development and mentoring aligned to individual educator evaluation areas or results.
- Integration of cultural competency into evaluation models and professional development for teachers and administrators.
- Provision of quality feedback to teachers and administrators throughout the school year as part of the educator evaluation process.
- Training of teachers and administrators on educator evaluation systems and the multiple components within the systems and tools.
- Evaluation of administrators in general, as well as specific evaluation of school-based administrators as compared to district-level administrators.
- Incorporation of multiple measures of student growth in educator evaluation, including the aggregation of multiple measures of growth and the combination of aggregated growth measures with the professional practice component to produce an overall effectiveness rating.

The project comprises five phases. This report summarizes the findings for work completed in the fourth phase, which included site visits to 16 districts and PSAs in Michigan. The site visit data complements the *Final Implementation Report: Survey Results* that Marzano Research provided to MDE in October 2017.

The site visits were designed to gather additional information about how districts and PSAs are implementing teacher and administrator evaluation systems. This data collection also included identifying barriers to implementation and strategies to mitigate barriers, and exploring ways in which MDE might support schools in implementing the recommended educator evaluation practices.

METHODS

SITE VISIT PARTICIPANT IDENTIFICATION AND RECRUITMENT

In summer 2017, as part of the multiphase research project, Marzano Research staff administered an online survey to all district and PSA administrators (N = 604) in Michigan to gather information about the extent to which districts and PSAs were implementing the recommended educator evaluation practices. One hundred and eighty-eight administrators responded to the survey, representing a 37 percent response rate. One hundred and forty-five respondents fully completed the survey.

See Appendix A for a description of survey categories.

Using the data set from the Teacher and Administrator Evaluation System Survey, Marzano Research staff identified and recruited 16 PSAs and districts for site visits. The locales included one small city, four large suburbs, one midsize suburb, one small suburb, five small towns, and four rural sites. Four sites are considered high implementers, nine were medium, and three were low.

See Appendix B for a description of the identification and recruiting process.

SITE VISIT DATA COLLECTION PROCESS

The site visit data collection process included individual interviews with school and district administrators as well as focus groups with teachers and school staff who provided direct instruction to students. Each site contact person was asked to identify administrators and teaching staff who represented a range of experience, roles, and grade levels in the district or PSA.

Across the 16 sites, two hundred and sixteen participants engaged in the interviews and focus groups: 11 district administrators, 35 school administrators, and 170 teachers and school instructional staff. The total number of participants at each site ranged from five to 28 participants.

Appendix C includes details about the interview and focus-group process, the interview and focus-group protocols as well as the consent form that each interview or focus-group participant completed.

FINDINGS

OVERVIEW OF THE SITE VISIT FINDINGS

Findings from the site visits to 16 districts and PSAs are presented as cross-site highlights and suggestions for supporting implementation of educator evaluation systems.

The findings are based on aggregate information drawn from the district and school administrator interviews and teacher focus-group discussions conducted at the 16 sites. To examine the aggregate information, Marzano Research staff created profiles for the 16 sites, describing the following areas:

- Strategies being used to implement the educator evaluation systems.
- Approaches to training administrators and staff on the evaluation systems.
- Use of evaluation feedback by teachers and administrators.
- Barriers and catalysts to implementation.
- Suggestions for support from MDE.

Marzano Research staff carefully reviewed the data from the 16 site visits to identify cross-site highlights and suggestions for supporting the implementation of educator evaluation systems in Michigan.

The complete set of 16 site profiles, as well as a description of the process for creating the profiles, is included in Appendix D.

CROSS-SITE HIGHLIGHTS

Across the 16 sites, the interview and focus-group participants described similar successes and catalysts. Shared challenges and barriers that teachers and administrators encountered in the implementation of the educator evaluation systems also emerged during the discussions.

Successes and Catalysts

Phased approach to implementation of educator evaluation systems. District and school administrators, instructional coaches, and teachers across sites noted that a phased approach to implementing the data collection processes for teacher evaluations enabled evaluators to increase their comfort with and skill in using the rubrics and providing actionable feedback.

The phased approach of adopting a subset of the components of the teacher evaluation frameworks or increasing the number and frequency of classroom observations over time enhanced teachers' understanding of the dimensions of the evaluation rubrics and rating

scales, and built trust and the commitment of teachers, school administrators, and district administrators to the process.

Involvement of key administrators and teachers in comprehensive training on the educator evaluation systems. Site participants suggested that one catalyst to creating in-depth understanding of the purpose and structure of the teacher evaluation systems was to include a range of district- and school-level administrators, instructional staff, teachers (including teacher union representatives), and school board members in trainings provided by the developers of the evaluation systems and in professional development sponsored by intermediate school districts (ISDs) and regional educational service agencies (RESAs) in the first few years of implementation.

Stakeholders across the sites noted that involving diverse groups of educators as early as possible in evaluation trainings creates broad knowledge about the research base, instructional concepts, rating scales, observation processes, and student academic growth and outcome measures of the educator evaluation systems. Leveraging professional development from regional providers enables districts and schools to maximize limited funds for professional development.

School meetings and informal observations to review and discuss educator evaluation systems. Stakeholders highlighted regularly scheduled staff meetings and grade-level and content-area committee meetings for review and discussion of the teacher evaluation framework-models. Teachers explained that discussions with peers enhanced their understanding of the evaluation systems and encouraged them to experiment with innovative ideas in their classrooms.

Teachers across sites further indicated that being able to request observations from evaluators in order to demonstrate instructional techniques or new content in their classrooms contributed to successful implementation of the formal evaluation systems. Teachers also conveyed that shorter, informal, non-evaluative observations with focused feedback built trust and confidence in the formal feedback and ratings.

Highly engaged board members, administrators, and instructional coaches. Educators across the sites expressed that school contexts—in which school board members, district administrators, and instructional coaches routinely visit classrooms and meet informally with principals and teachers—contribute to successful implementation of educator evaluation systems.

These frequent interactions within schools enable administrators, school board members, instructional coaches, and teachers to have regular conversations about evaluation goals, expectations for professional practice, and progress toward goals. Administrators noted that, because the educator evaluation frameworks are growth oriented, they are better able to leverage feedback and evidence to assist teachers to grow in their professional practice.

Shared definitions and expectations for high-quality instruction. The teacher, school administrator, and district administrator evaluation processes create opportunities to develop shared definitions of teaching excellence, identify district and school educational priorities, target professional development and instructional support, and analyze student academic growth and outcome evidence.

In addition, teaching becomes more transparent and intentional when board members, administrators, instructional staff, and teachers discuss and reflect on the elements of high-quality and innovative instruction, educational leadership, and meaningful use of data.

Challenges and Barriers

Evaluator time constraints to conduct evaluation data collection and provide feedback. A primary challenge across the districts and PSAs that participated in the site visits involves limited time for designated evaluators to conduct classroom observations and provide timely feedback to teachers.

Especially in small districts and PSAs, school principals may have sole responsibility for teacher evaluations. Evaluation activities may conflict with other administrative priorities in the schools and district offices.

School administrators, for example, are often responsible for building management and student discipline, limiting time to devote to conducting observations and reviewing evidence of student achievement. At some sites, district and school administrators or district curriculum directors are also responsible for providing training on the educator evaluation systems.

Stakeholders across the sites pointed out the need for evaluators to be highly skilled at observing diverse classroom activities and rating elements of complex evaluation rubrics during the relatively brief classroom observation sessions. Sites with frequent turnover of district and school administrators and instructional coaches face the barrier of limited numbers of evaluators who are fully trained or certified and available to conduct the multiple informal and formal observations for each teacher.

Educator discomfort with identifying challenging individual goals. Many teachers noted that, although they view the dimensions of the teacher evaluation frameworks used at their sites as essential instructional practices and welcome the structure of frequent communication that focuses on actionable feedback, some of them have experienced discomfort with identifying annual goals to which they will be held accountable.

Administrators and teachers alike recognize that some individuals choose goals for which they can easily create evidence to demonstrate growth or in which they already have high levels of competency. At some sites, few teachers choose goals related to true growth areas

due to uncertainty about their ability to demonstrate proficiency during classroom observations or by providing additional curricular materials or student learning evidence.

At other sites, stakeholders noted that some teachers are uncomfortable with completing self-evaluation instruments at the beginning of the evaluation process. In many teacher evaluation systems, self-evaluation results inform the selection of annual goals. Teachers may lack confidence in their ability to rate themselves using a rubric system with which they are not completely comfortable or on which they have not received comprehensive training.

Negative perceptions of constructive feedback and use of evaluation findings. In some of the districts and PSAs, teachers suggested that their receptiveness to evaluative feedback may be influenced by their personal relationships with evaluators. Formative feedback may be viewed as either harsh or supportive, depending on the evaluator. While many teachers mentioned positive relationships with their principals and district staff, some view evaluation ratings as subjective and easy to manipulate to produce predetermined scores.

On the other hand, a reported challenge in other sites involves district or school cultures in which administrators and teachers hesitate to "hurt others' feelings" during evaluations. At these sites, stakeholders noticed that evaluation scores and feedback tend to be positively biased, avoiding constructive comments that might be perceived in a negative light.

Teachers and administrators also noted concerns about how MDE disseminates educator evaluation system requirements and how the resulting evaluation findings will be used. Some stakeholders see educator evaluation systems as mechanisms to collect data that enable administrators to terminate staff rather than promote continuous professional growth.

Variations in the quality and utility of evaluation feedback. At some sites, district and school administrators have discussed the need to be more consistent in the breadth and depth of the written feedback they provide, and ways to offer action-oriented suggestions with relevant professional development resources. At other sites, administrators conveyed their reluctance to rate teachers at the highest level on the rubric dimensions for student growth and achievement due to concerns about the limited availability and uncertain reliability and validity of the assessment data used to demonstrate the dimensions.

Some teachers remarked that observations may be completed too close to the end of the school year, making it difficult to reflect on and use the evaluation feedback to improve their professional practice. Additionally, teachers voiced their discomfort with receiving feedback via email or the electronic portals used for some educator evaluation systems. Instead, they would prefer to meet with administrators and instructional coaches to discuss evaluation findings, but acknowledge that this option may not be possible, given the number of observations required for each teacher.

At certain sites, district and school administrators had received limited or no training on the administrator evaluation systems and had yet to meet with their evaluators (typically school board members or superintendents, respectively) to establish annual professional goals, student growth and achievement targets, or schedules of meetings for formative and summative feedback.

Limited adaptability of educator evaluation systems for special student populations and site contexts. At many of the districts and PSAs, participants mentioned that teachers and instructional coaches who work with special student populations face particular challenges in the implementation of teacher evaluation systems. Special education teachers and instructional coaches stated that the teacher evaluation frameworks are most easily applied to instruction that is classroom-based and directed to a consistent set of students.

Special education teachers and instructional coaches stressed that they typically provide one-on-one and small-group instruction to students who vary on a daily basis. Working with students from kindergarten to 12th grade, they use customized interventions that are based on the current needs of their students.

Furthermore, teachers explained that special education and English learner (EL) instruction is often iterative, involving working with students to develop foundational skills and revisiting those skills to reinforce them. Therefore, an evaluator who conducts observations over the course of a semester may see a teacher or instructional coach using very similar strategies with a particular student, limiting the dimensions of the evaluation rubric on which he or she can be rated.

Barriers also exist for stakeholders at sites with large proportions of ELs, students with low socio-economic status, or communities with migrant or refugee populations who need support to adjust to new cultures, languages, and community context. At these sites, stakeholders pointed out that administrators and teachers provide emotional, social, and behavioral resources in addition to instruction on academic content areas.

Administrators and teachers provide supports for socialization of students and cultural support for new families, as well as programs focusing on students' basic general physical and emotional wellbeing. Administrators and teachers note that the teacher and school administrator evaluation models do not typically include dimensions that capture these nonacademic responsibilities and practices.

Uncertain approaches to integrating student growth and outcome data in educator evaluation systems. Across many of the sites, district and school administrators emphasized the challenge of identifying valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating student academic growth and outcomes. Stakeholders described using teacher-designed pre- and post-tests or STAR, DIBELS, PSAT/SAT results (if available for their grade levels and content areas) for the student

growth element of the teacher evaluation systems. They also indicated that state-level standardized student assessment results are typically disseminated during the summer—after summative evaluation ratings are established for superintendents, school administrators, and teachers.

Leadership and staff at the districts and PSAs are concerned that, for the 2018/19 school year, the weight of student academic growth and outcome evidence will increase to 40 percent of the total score in the teacher evaluation systems in Michigan. Stakeholders conveyed the need for additional formal training on best practices for integrating student academic growth and outcome data into the district administrator, school administrator, and teacher evaluation processes.

SUGGESTIONS FOR IMPLEMENTATION SUPPORT

As part of the data collection for site visits, Marzano Research staff invited district and school administrators and teachers to provide suggestions for improving the overall implementation of educator evaluation systems. Participants in the interviews and focus-group discussions provided a variety of suggestions for how schools, districts, and MDE might support and enhance implementation of the evaluation systems.

Suggestions for School and District Resources and Support for the Educator Evaluation Systems

Create opportunities for regular administrator discussions. Stakeholders across the sites encouraged schools and districts to enable administrators to meet frequently during the school year to discuss implementation of teacher observations and share strategies for completing evaluation data collection and feedback consistently and in a timely manner.

Identify school-level goals to encourage collective action. Administrators and teachers suggested that each school identify a school-level goal, specifically related to supporting student learning, that all administrators and staff collectively work toward—compiling evidence, documenting process, and celebrating successes as a group. Stakeholders noted that collective action toward a shared goal encouraged open discussions, across grade levels and content areas, about promoting student learning.

Include input from teaching peers and other stakeholders. Teachers in the districts and PSAs recommended creating mechanisms for input from instructional coaches and mentors, classroom paraprofessionals, and teaching peers on grade-level and curriculum committees in the teacher evaluation systems.

Administrators and teachers also recommended including data from teacher, parent, and student surveys and feedback from administrative peers in the district and school administrator evaluation systems. Stakeholders encouraged the creation of mechanisms for teachers and other school staff to provide input into district and school administrator evaluation processes, specifically formative feedback on the quality of leadership.

Train additional evaluators. Administrators at many sites indicated that they had limited time to conduct teacher evaluation observations and provide timely and meaningful feedback. Having additional district and school staff trained as evaluators, as well as resources to hire additional staff to attend to building management responsibilities, would help to streamline the implementation of the teacher evaluation systems. Administrators and teachers also encouraged schools and districts to create protected time in evaluators' schedules to complete evaluation data collection and analysis.

Teachers stated that additional evaluators enhance the objectively of feedback and provide further insights for improving instructional practices. For example, teachers at some sites recommended that a subset of teacher evaluation observations be conducted by individuals familiar with relevant grade levels or content areas.

Suggestions for State Resources and Support for the Educator Evaluation Systems

Provide guidance on student academic growth and outcomes requirements. District and school administrators and teachers described challenges in identifying valid and reliable K–12 assessments across all curriculum areas to fulfill the state's requirements for demonstrating student academic growth and outcomes.

Across sites, leadership and staff were concerned that the weight of student academic growth and outcome evidence will increase to 40 percent of the total score in the teacher evaluation systems in Michigan for the 2018/19 school year.

District and school administrators and teachers suggested that MDE disseminate additional guidance on strategies for identifying robust assessments and using available state assessment data as part of the teacher and school administrator evaluation systems.

Provide guidance and examples of integrating contextual evidence into educator evaluation systems. District and school administrators and teachers recommended that MDE develop guidance on strategies for accounting for larger community contexts, student diversity, and nonacademic needs of students in the educator evaluation systems. Stakeholders were interested in learning from MDE and other PSAs and districts about best practices for identifying, collecting, analyzing, and integrating data that provide a broader and richer depiction of their educational contexts into the summative, end-of-year educator ratings.

Encourage integration of educator evaluation systems into teacher preparation programs. Some PSAs and districts have faced challenges in evaluating novice teachers or teachers without experience in the teacher evaluation systems. Administrators and teachers recommended that MDE encourage institutions of higher education with teacher preparation programs to familiarize preservice teachers with the primary teacher evaluation systems used in the state, including overviews of evaluation rubrics, feedback structure, and expectations for instructional improvement.

Teachers and administrators suggested that preservice teachers who are familiar with the teacher evaluation systems and have practiced receiving and using feedback may experience fewer challenges when they enter the profession.

Provide guidance and examples of adapting educator evaluation systems. Many districts and PSAs face challenges in using their chosen teacher evaluation systems with early childhood teachers or teachers of special student populations. Stakeholders described the teacher evaluation rubrics as being most appropriate for the delivery of academic instruction that is classroom-based and directed to a consistent set of students.

Special education and early childhood teachers and instructional coaches noted that they typically provide one-on-one and small-group instruction to students who vary on a daily basis. Working with students from kindergarten to 12th grade, these educators use customized interventions that are based on the current needs of the students.

Administrators and teachers suggested that MDE disseminate guidance for adapting the teacher evaluation systems so that they capture the range of instructional practices in all grade levels and content areas and with all student populations in each school.

Administrators and teachers also recommended that MDE consider adapting the teacher evaluation systems to allow for differentiated evaluation processes for new versus veteran teachers, as well as for high-performing teachers versus those who are struggling.

Consider processes for including longitudinal evidence in the educator evaluation systems. Stakeholders expressed interest in developing processes for tracking multiyear evidence of professional practice and student academic achievement as part of the educator evaluation systems. Stakeholders welcomed guidance from MDE on how longitudinal evidence might be integrated into the evaluation systems to support teachers' professional development and administrators' leadership growth.

Teachers also recommended allowing teachers to set multiyear goals for which they compile evidence of teaching practice and student academic growth and outcomes to demonstrate longitudinal success.

Disseminate examples of lessons learned and exemplary teaching practices from schools and districts. Stakeholders across the sites were interested in lessons learned from the experiences of other Michigan schools and districts in implementing educator evaluation systems. Administrators and teachers also encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching.

Identify resources to support professional development on educator evaluation systems and instructional and leadership improvement. Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district and school staff, as well as further professional development to promote teacher and administrator professional growth.

Teachers and administrators recommended that the MDE promote opportunities for districts to combine financial resources in order to fund collaborative professional development and share best practices about teaching and learning. Stakeholders would like to partner with other schools and districts that use the same evaluation systems to learn from their implementation experiences and approaches to professional development and support for educator professional growth.

LIMITATIONS OF THE SITE VISIT FINDINGS

In the *District Implementation of Educator Evaluation Systems: Survey Results* report (Brodersen, Joyce, Bopp, Stewart, & Cherasaro, 2017), researchers noted that "the responding districts and PSAs varied in their implementation across the educator evaluation categories, with most being moderate implementers of recommended evaluation practices." However, the researchers advised that, due to a low response rate (37.4 percent), those survey results "should be interpreted with caution" and "should not be considered representative of all Michigan districts and schools" (p. 13).

Similarly, the site visit data in this report should be interpreted with caution. The districts and PSAs that participated in the phase-four site visit process were identified from among the 145 respondents that fully completed the survey. Of the 54 invited districts and PSAs, only 16 agreed to participate in the site visit process.

The number of stakeholders who participated in the data collection at each site varied, as did the time allotted for the interviews and focus groups. Moreover, the breadth and depth of information covered during the interviews and focus groups was dependent on the participants' experience with and knowledge about the evaluation systems.

REFERENCES

Brodersen, M., Joyce, J., Bopp, L., Stewart, J., & Cherasaro, T. (2017). *District implementation of educator evaluation systems: Survey results*. Centennial, CO: Marzano Research.

Michigan Department of Education. (n.d.). *Michigan educator evaluations at-a-glance.* Lansing, MI: Author. Retrieved from https://www.michigan.gov/documents/mde/Educator_Evaluations_At-A-Glance_522133_7.pdf

APPENDIX A. EDUCATOR EVALUATION SURVEY DESCRIPTION

DESCRIPTION OF SURVEY EVALUATION CATEGORIES

Marzano Research developed survey items to address each of the recommendations in the evaluation categories identified in the phase one literature review (Table A1). The survey also gathered information to describe the responding districts and PSAs (Table A2).

Table A1. Description of Survey Evaluation Categories

Evaluation Category	Description
Training	Survey respondents were asked to report on the type or extent to which training was provided to evaluators and educators within their district or PSA. Training questions included who received training on the teacher, school administrator, and superintendent evaluation systems, as well as whether evaluators were required to demonstrate proficiency on the evaluation framework prior to evaluating teachers. The survey included 24 questions regarding the type of training provided on both the teacher and administrator evaluation systems, and 29 questions that specifically addressed the teacher evaluation system, strategies to ensure the teacher evaluation system was used consistently, and training provided to all educators within the district or PSA.
Feedback	The survey included 22 questions that addressed how a district or PSA expects evaluation feedback to be provided to teachers, including to what extent certain aspects should be included and the time frame for when the feedback should be provided to teachers following a classroom observation.
Professional Development	Survey respondents reported on the type or form of professional development, informed by evaluation results, that was provided to educators within their district or PSA. The survey included 13 questions addressing how teacher evaluation results are used to inform professional development for educators and strategies to support teachers in using evaluation results.
Administrator Evaluation	Seven questions were asked about school administrator evaluation systems in regards to accountability, alignment with the teacher evaluation system, and components of the administrator evaluation system.
Equity	The survey included seven questions related to provisions that districts and PSAs have for evaluation of teachers of special student populations to address equitable use of the evaluation system.
Selecting measures of student growth	The survey included seven questions asked of all respondents regarding expectations their district or PSA has regarding how assessments to measure student growth are selected.

Evaluation Category	Description
Student learning objectives	For those districts or PSAs who used SLOs to measure survey growth, 29 questions were asked regarding their expectations, descriptions, and supports for the usage of SLOs.
Weighting components	Of those who reported using numerical or weighting approaches, five questions were asked regarding their weighting approach.

Table A2. Description of Questions Eliciting Information on Responding Districts and PSAs

Topic	Description
Current position and organization	Survey respondents were asked to report on their positions at the time of response and the type of educational organizations they served.
Evaluation frameworks adopted	Survey respondents were asked to indicate the evaluation framework or instrument used to evaluate teachers, school administrators, and superintendents. The survey contained separate items for each framework or measure recommended by the MDE.
Measures of student growth included in system	Respondents were also asked for the student growth model or measure included in the evaluation model.
Approaches to combining measures into evaluation rating	Respondents were asked what approach their district or PSA used to combine multiple measures to assign teacher evaluation ratings.

APPENDIX B: SITE VISIT PROCESS

SITE VISIT PARTICIPANT IDENTIFICATION AND RECRUITMENT

To determine levels of implementation, Marzano Research staff scored and aggregated the responses for the 145 fully completed surveys into eight categories: training, feedback, professional development, administrator evaluation, equity, student learning objectives, weighting components, and selecting student growth measures. The numeric ratings were assigned to the response scale of not at all (score = 0), to some extent (score = 1), and to a great extent (score = 2). The aggregate numeric ratings were then translated into descriptive ratings of high, medium, and low implementers.

While each of the eight categories provided important information about the nature of the implementation of the educator evaluation systems, the three categories of training, feedback, and professional development captured essential elements, including the types of training offered in the teacher and administrator evaluation systems; the expectations for providing evaluation feedback to teachers; and the use of teacher evaluation results to inform professional development for educators, as well as strategies to support teachers in using evaluation results.

Focusing on these three categories, Marzano Research staff identified 17 districts and PSAs that self-reported as high implementers and eight that reported as low implementers across the three categories. The remaining 120 districts and PSAs rated as medium implementers.

SITE VISIT RECRUITMENT PROCESS

In early September 2017, beginning with the 25 districts and PSAs rated as either high or low implementers, Marzano Research staff sent an email to the original survey respondents—typically superintendents or other district administrators—inviting them to participate in the site visit process. The email included a brief description of the purpose of the site visit, the scheduling and time commitment, and the structure of the data collection.

Each district or PSA contact person received a phone call 7 to 10 days after the email invitation to encourage participation. Those who did not reply to the email or phone call were contacted by email two additional times.

As some of the first 25 invited district and PSA administrators declined participation, Marzano Research staff identified alternative sites those with a medium rating and that were similar in terms of the Common Core urbanicity classification or geographic location in the state.

During September and October 2017, a total of 54 sites received invitations: 17 high, 8 low, and 29 medium implementers. Of those 54 sites, sixteen agreed to participate in site visits between September and November 2017.

The site visit data collection included individual interviews with school and district administrators, and focus groups with teachers and school staff who provide direct instruction to students. Each interview and focus-group participant received a $15.00 Target gift card as a thank-you gift. When appropriate, school and district staff who provided assistance with the scheduling and logistics of site visits also received a $15.00 Target gift card.

Figure B1 and Table B1 at the end of this section display the locations of the 16 sites within Michigan. The 16 sites are located in 12 counties.

Table B2 shows the 16 participating sites by institutional type, urbanicity,[1] and survey category ratings. Four sites are PSAs and 12 are districts.

SITE VISIT DATA COLLECTION PROCESS

The site visit data collection process included individual interviews with school and district administrators as well as focus groups with teachers and school staff who provided direct instruction to students. Each site contact person was asked to identify administrators and teaching staff who represented a range of experience, roles, and grade levels in the district or PSA.

Topic areas in the protocols include teacher evaluation system, administrator evaluation system, training on the evaluation systems, and barriers and catalysts to implementation of the evaluation systems.

Recognizing that MDE staff (the client) are most interested in understanding implementation of teacher evaluation systems across the state, Marzano Research staff emphasized questions related to the teacher evaluation systems during the district and school administrator interviews and teacher focus groups. When time allowed, questions related to district and school administrator evaluation were discussed.

Each site visit team consisted of one to two Marzano Research staff members. The teams consisted of a senior researcher or researcher and, on two-member teams, a research associate. The senior researchers and researchers had primary responsibility for facilitating the interviews and focus groups, while the research associates served as note-takers and alternative facilitators when multiple interviews and focus groups were held

---

[1] Urbanicity was determined using the Common Core of Data guidelines. See https://nces.ed.gov.

simultaneously. The interview and focus-group sessions were also audiotaped to provide backup to the handwritten or typed notes taken during the discussions.

The structure of site visits and amount of time devoted to data collection activities varied by site. In an effort to minimize the burden on the sites, the Marzano Research team scheduled interviews and focus groups as school and district calendars allowed. Site visits were held on weekdays, the interviews and focus groups typically occurring in a single day between 7:00 a.m. and 5:00 p.m. ET.

The district and school administrator interviews were scheduled for 30 to 45 minutes and the teacher focus groups for 45 to 60 minutes. At a few sites, school administrator interviews were conducted in groups of two to four rather than as individual interviews.

Across the 16 sites, two hundred and sixteen participants engaged in the interviews and focus groups: 11 district administrators, 35 school administrators, and 170 teachers and school instructional staff. The total number of participants at each site ranged from five to 28 participants.
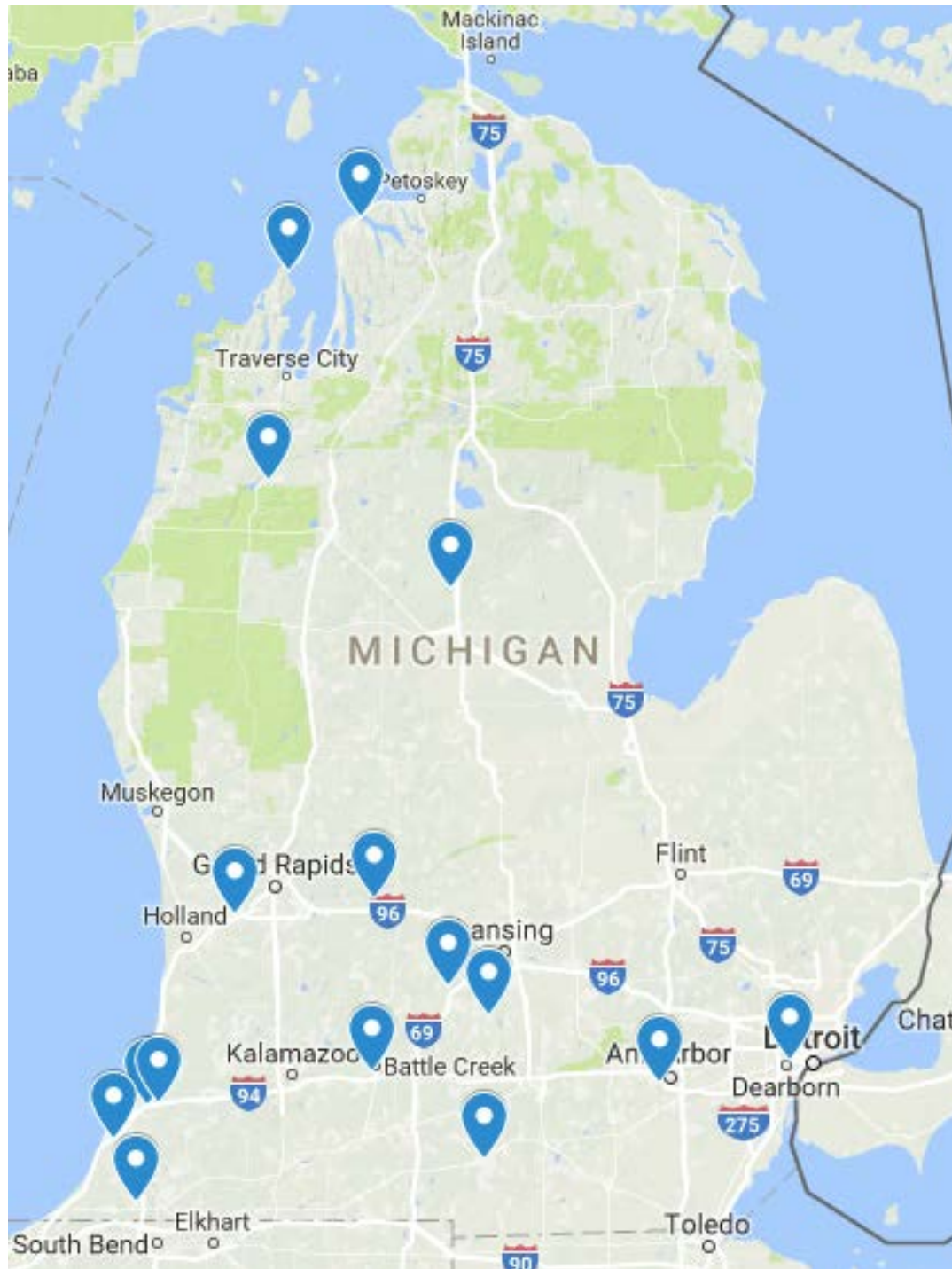
Figure B1. Geographic Location of 16 Participating Sites

Table B1. Number of Participating Sites by Michigan County

County	Number of Sites
Berrien	4
Calhoun	1
Charlevoix	1
Clare	1
Eaton	2
Hillsdale	1
Ionia	1
Leelanau	1
Ottawa	1
Washtenaw	1
Wayne	1
Wexford	1
Total	**16**

Table B2. Participating Sites by Institutional Type, Common Core Designation, and Survey Category Ratings

Organization	Type	Common Core Urbanicity	Training	Feedback	Professional Development	Administrator Evaluation	Equity	Student Learning Objectives	Weighting Components	Selecting Student Growth Measures
Battle Creek Area Learning Center	Public school academy	Small city	Medium	High	Medium	High	Medium	Does not use	Low	Medium
Buchanan Community Schools	School district	Large suburb	Medium	High	Medium	Medium	Low	Does not use	Low	High
Charlevoix Montessori Academy for the Arts	Public school academy	Small town	Low	Medium	Low	Low	Low	Does not use	Low	Medium
Charlotte Public Schools	School district	Midsize suburb	High	High	High	High	Low	High	Medium	High
Coloma Community Schools	School district	Small town	High	High	Medium	Low	Medium	Does not use	Does not use	High
Eaton Rapids Public Schools	School district	Small town	Medium	High	High	High	Medium	High	Medium	Medium
Harrison Community Schools	School district	Small town	High	High	High	High	High	Does not use	Medium	High
Honey Creek Community School (Ann Arbor)	Public school academy	Large suburb	Medium	Medium	Low	High	Low	Does not use	Low	Medium

Organization	Type	Common Core Urbanicity	Training	Feedback	Professional Development	Administrator Evaluation	Equity	Student Learning Objectives	Weighting Components	Selecting Student Growth Measures
Hudsonville Public School District	School district	Large suburb	Medium	High	Medium	High	Medium	Does not use	Medium	High
Jonesville Community Schools	School district	Rural	High	High	High	High	Medium	Low	Medium	High
Mesick Consolidated Schools	School district	Rural	Medium	High	Medium	Low	Medium	Does not use	Does not use	Medium
Northport Public School District	School district	Rural	Medium	High	Medium	Low	Medium	Medium	Does not use	High
Riverside Academy (Dearborn)	Public school academy	Large suburb	Low	Medium	Medium	Low	Low	Does not use	Does not use	High
Saranac Community Schools	School district	Rural	High	High	High	Medium	Low	Does not use	Does not use	Medium
St. Joseph Public School District	School district	Small suburb	Medium	Medium	Medium	Medium	Low	Does not use	Medium	Medium
Watervliet School District	School district	Small town	Medium	High	High	High	Medium	Does not use	Medium	High

APPENDIX C. SITE VISIT INVITATION, PROTOCOLS, AND CONSENT FORMS

SITE VISIT EMAIL INVITATION

In 2017, the Michigan Department of Education (MDE) contracted with Marzano Research* to document districts' current educator evaluation systems to inform MDE's support services and resources.

In summer 2017, you were contacted by Marzano Research to complete a survey to gather detailed information about the types of educator evaluation systems currently used by districts across Michigan. We want to thank you for completing the survey and providing essential information for MDE.

Your district/school is one of a small sample of survey respondent districts/schools being invited to participate in site visits this fall. The districts represent a variety of geographic locations and sizes.

The site visits will allow Marzano Research to have in-person conversations to document educators' perspectives on educator evaluation systems – what is working well and what additional supports districts and schools need.

The site visits will take place between September 25 and November 15, 2017 based on sites' availability.

Marzano Research staff will follow-up this email with a phone call in early September to confirm if your district/school is willing to participate and, if so, to identify potential site visit dates.

During the site visits, Marzano Research staff will conduct a few individual interviews (~30 minutes in length) and focus group discussions (~60 minutes) to capture additional details about the evaluation systems for district administrators, school administrators, and teachers. We will minimize the time commitment and scheduling burden on the participants as much as possible.

The site visit team anticipates allowing 1-2 days in each district to conduct the individual interviews with district and school leadership most familiar with the administrator and teacher evaluation systems, for example the superintendent or assistant superintendents, director of human resources, curriculum directors, principals or assistant principals, and department heads or instructional coaches. During that time, the team will also hold 1-2 focus groups with classroom teachers and other school instructional staff with direct student contact at a time and location convenient to the participants.

All interview and focus group participants will receive $15 gift cards as tokens of thanks for their time.

Marzano Research will use the findings from individual interviews and focus group discussions to develop a comprehensive summary report of all sites that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

***Marzano Research is a separate company from the Marzano Center at Learning Sciences International in Florida. We are NOT affiliated with the Center. We do NOT promote the Center's the evaluation systems for teachers, school leaders, or district leaders. Marzano Research has been contracted by MDE to collect information from sites across Michigan to inform MDE's infrastructure and resources to support districts and schools. The evaluation system your district/school currently uses was NOT a factor in inviting your participation in the site visits.*

Thank you for your time and consideration.

Sincerely, SIGNATURE INFORMATION OF MARZANO STAFF MEMBER

DISTRICT ADMINISTRATOR INTERVIEW PROTOCOL

Superintendent, Assistant/Deputy Superintendent, Director of Human Resources, Curriculum Director

<u>Introduction</u>:

Thank you for taking the time to speak with me today about your district's educator evaluation system. In 2017 the Michigan Department of Education (MDE) contracted with Marzano Research to document K-12 districts' current educator evaluation systems to inform MDE's support services and resources. A sample of districts that responded to a summer 2017 survey were invited to participate in site visits this fall, your district is one of that group. These districts represent a variety of geographic locations, district size, student demographics, and type of educator evaluation system.

During this site visit to your district, Marzano staff are conducting individual interviews and focus group discussions with district and school administrators and staff to capture

- specific elements of the evaluation systems for district administrators, school administrators, and teachers;
- inclusion of measures of student growth and cultural competency factors in the evaluation system(s);
- training of administrators, teachers, and instructional staff to use the evaluation system(s);
- format and frequency of feedback to teachers and administrators; and
- professional development and mentoring aligned to the educator evaluation areas/results.

For each of the site visit districts, the Marzano team will create a brief, descriptive profile that includes data drawn from the survey responses, individual interviews, and focus group discussions. We will use these findings to develop a comprehensive summary report that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

You have read and signed a consent form to participate in this interview. As noted in the consent form, all efforts will be made to keep your personal information confidential. However, given the small number of individuals participating in the site visits, we cannot guarantee absolute confidentiality. No individual will be identified by name, or by demographic characteristics that would reveal his/her identity, in the notes taken during the interview or in subsequent data summaries.

The interviewer will take notes and the interview will be audio-recorded to ensure thorough data collection. However, the recorder can be turned off at any time during the

interview at your request. The interviewer will use the audio recording to clarify his/her handwritten notes. Only the Marzano team will have access to the interview datasets and resulting analyses.

Taking part in this interview is completely voluntary. You are free to terminate the interview or skip any questions at any time. Do you have any questions before we begin?

<u>Background Information</u>:

Q: What is your role in the district?

Q: What is your role/responsibility with the district-level administrator, school-level administrator, and/or teacher evaluation systems? How were you involved in selecting/developing the evaluation systems?

Q: Which evaluation framework(s)/model(s) does the district use for the district-level administrator, school-level administrator, and/or teacher evaluation systems?

<u>Topic Area I: Administrator Evaluation System</u>

Q: For how long has the district used the current administrator evaluation system? (e.g., school-level administrators, district-level administrators)

Q: Who provides input into the evaluation of school-level/district-level administrators? (e.g., district administrators, district staff, principals/assistant principals, school board, department heads, teachers, staff, students, parents, external evaluator, etc.)

Q: Who is missing that should be involved?

Q: What data is collected/reviewed as part of the administrator evaluation process? (e.g., observation, document review, student data review, teacher data review, surveys)

Q: How is the administrator evaluation system linked to district goals? School-level goals? Individual administrator goals?

Q: How often are school-level/district-level administrators evaluated? (e.g., monthly, bi-monthly, quarterly, twice yearly, etc.)

Q: In what form(s) do you/they receive evaluation feedback? (e.g., verbal, written) Does it include a meeting to discuss/reflect on the findings? Does the process include documenting administrator responses to the feedback?

Q: How timely is the evaluation feedback? How much time elapses between the evaluation data collection and receiving feedback?

Q: Does the evaluation feedback include action steps/recommendations to address weaknesses? To sustain strengths?

Q: Is the feedback helpful in refining district/school leadership? District/school management? Supervision of district and school staff? Assessment/monitoring of student learning? Parent/community outreach?

Q: Which particular feedback topics/areas of focus are least helpful?

Q: How does evaluation feedback influence how administrators use student information/data? Support school-level administrators? Support school-level teachers and staff? Identify professional develop opportunities for the district/schools? Collaborate with the school board? Collaborate with community partners?

Topic Area II: Teacher Evaluation System

Q: For how long has the district used the current teacher evaluation system?

Q: Who provides input into the evaluation of teachers? (e.g., principal/assistant principal, district administrator, district staff person, department head, lead teacher, peer, external evaluator, etc.)

Q: Who is missing that should be involved?

Q: What data is collected/reviewed as part of the teacher evaluation process? (e.g., observation, document review, student data review, video review)

Q: In what form(s) do they receive evaluation feedback? (e.g., verbal, written) Does it include a meeting to discuss/reflect on the findings? Does the process include documenting teacher responses to the feedback?

Q: What types of professional development/coaching is provided by the district? To what extent is the aligned to the teachers' evaluation results? By district instructional coaches/PD experts? Do coaches have access to evaluation data?

Q: What systems are in place for documenting and supporting progress of teachers towards their goals overtime?

Q: What effects has the evaluation system had on teachers?

Q: What effects has the evaluation system had on student learning/academic outcomes?

Q: What other resources/supports do teachers need to meaningfully use the evaluation feedback? To provide feedback to others? To enhance professional knowledge and skills? To support student learning?

Topic Area III: Training on Administrator and/or Teacher Educator Evaluation System(s)

Q: What type of training do district/school administrators, teachers, and staff receive on the Teacher Evaluation System? (e.g., in person, online, video) On the Administrator Evaluation System?

Q: How does the training provide adequate opportunities to practice observations/feedback structure/interrater reliability/calibration/proficiency-certification?

Q: What type of information is provided about the "ratings" process? In other words, how are participants trained in the evaluation feedback scoring? (e.g., integration with other data sources; calculating multiple measures: numeric, matrix, holistic, screening; weighting)

Q: How does the training address communication skills? Trust building? Observation techniques?

Q: How does the training address how the evaluation criteria is linked to District/School Academic Outcomes? To Student Growth Measures? To Student Learning Objectives?

Topic Area IV: Barriers and Catalysts to Administrator and/or Teacher Evaluation Systems

Q: What are barriers to implementing the district's teacher evaluation system? To the administrator evaluation system? (e.g., stakeholder buy-in, time for/quality of training, timeliness of feedback, breadth/depth of feedback, time for professional development, use of multiple measures, data quality/access, etc.)

Q: What are barriers to using the feedback administrators and teachers receive?

Q: What, if any, systems/policies/procedures has the district put in place to act as catalysts to the implementation and use of the evaluation systems? To ameliorate the barriers?

Q: What advice/guidance/lessons learned would you like to share with other districts/schools about your experiences with your administrator and teacher evaluation systems? Would you like to share with the Michigan Department of Education?

Q: What might the Michigan Department of Education provide to better support districts and schools? Guidance? Training? Tools? Coaching?

Topic Area IV: Barriers and Catalysts to Administrator and/or Teacher Evaluation Systems

Q: What are barriers to implementing the district's teacher evaluation system? To the administrator evaluation system? (e.g., stakeholder buy-in, time for/quality of training, timeliness of feedback, breadth/depth of feedback, time for professional development, use of multiple measures, data quality/access, etc.)

Q: What are barriers to using the feedback you receive? To supporting others to use evaluation feedback?

Q: What advice/guidance/lessons learned would you like to share with other districts/schools about your experiences with your administrator and teacher evaluation systems? Would you like to share with the Michigan Department of Education?

Q: What might the Michigan Department of Education provide to better support districts and schools? Guidance? Training? Tools? Coaching?

SCHOOL ADMINISTRATOR INTERVIEW PROTOCOL

Principal/Assistant Principal, Department Head/Instructional Coach

Introduction:

Thank you for taking the time to speak with me today about your district's educator evaluation system. In 2017 the Michigan Department of Education (MDE) contracted with Marzano Research to document K-12 districts' current educator evaluation systems to inform MDE's support services and resources. A sample of districts that responded to a summer 2017 survey were invited to participate in site visits this fall, your district is one of that group. These districts represent a variety of geographic locations, district size, student demographics, and type of educator evaluation system.

During this site visit to your district, Marzano staff are conducting individual interviews and focus group discussions with district- and school-level administrators and staff to capture

- specific elements of the evaluation systems for district-level administrators, school-level administrators, and teachers;
- inclusion of measures of student growth and cultural competency factors in the evaluation system(s);
- training of administrators, teachers, and instructional staff to use the evaluation system(s);
- format and frequency of feedback to teachers and administrators; and
- professional development and mentoring aligned to the educator evaluation areas/results.

For each of the site visit districts, the Marzano team will create a brief, descriptive profile that includes data drawn from the survey responses, individual interviews, and focus group discussions. We will use these findings to develop a comprehensive summary report that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

You have read and signed a consent form to participate in this interview. As noted in the consent form, all efforts will be made to keep your personal information confidential. However, given the small number of individuals participating in the site visits, we cannot guarantee absolute confidentiality. No individual will be identified by name, or by demographic characteristics that would reveal his/her identity, in the notes taken during the interview or in subsequent data summaries.

The interviewer will take notes and the interview will be audio-recorded to ensure thorough data collection. However, the recorder can be turned off at any time during the

interview at your request. The interviewer will use the audio recording to clarify his/her handwritten notes. Only the Marzano team will have access to the interview datasets and resulting analyses.

Taking part in this interview is completely voluntary. You are free to terminate the interview or skip any questions at any time. Do you have any questions before we begin?

<u>Background Information</u>:

Q: What is your role in the district?

Q: What is your role/responsibility with the district-level administrator, school-level administrator, and/or teacher evaluation systems? How were you involved in selecting/developing the evaluation systems?

Q: Which evaluation framework(s)/model(s) does the district use for the district-level administrator, school-level administrator, and/or teacher evaluation systems?

<u>Topic Area I: Administrator Evaluation System</u>

Q: Who provides input into the evaluation of school-level/district-level administrators? (e.g., district administrators, district staff, principals/assistant principals, school board, department heads, teachers, staff, students, parents, external evaluator, etc.)

Q: Who is missing that should be involved?

Q: What data is collected/reviewed as part of the administrator evaluation process? (e.g., observation, document review, student data review, teacher data review, surveys)

Q: How often are school-level/district-level administrators evaluated? (e.g., monthly, bi-monthly, quarterly, twice yearly, etc.)

Q: In what form(s) do you receive evaluation feedback? (e.g., verbal, written) Does it include a meeting to discuss/reflect on the findings? Does the process include documenting administrator responses to the feedback?

Q: How timely is the evaluation feedback? How much time elapses between the evaluation data collection and receiving feedback?

Q: Does the evaluation feedback include action steps/recommendations to address weaknesses? To sustain strengths?

Q: Which particular feedback topics/areas of focus are most helpful to you in refining your instructional leadership? Your school management? Your assessment/monitoring of student learning? Your parent/community outreach?

Q: Which particular feedback topics/areas of focus are least helpful?

Q: How does evaluation feedback influence how you use student information/data? Support classroom instruction? Facilitate parent-teacher, teacher-student, student-student interactions? Identify professional develop opportunities for yourself? For your staff?

Topic Area II: Teacher Evaluation System

Q: Who provides input into the evaluation of teachers? (e.g., principal/assistant principal, district administrator, district staff person, department head, lead teacher, peer, external evaluator, etc.)

Q: Who is missing that should be involved?

Q: What data is collected/reviewed as part of the evaluation process? (e.g., observation, document review, student data review, video review)

Q: How often are teachers in your school evaluated? (e.g., monthly, bi-monthly, quarterly, twice yearly, etc.)

Q: In what form(s) do they receive evaluation feedback? (e.g., verbal, written) Does it include a meeting to discuss/reflect on the findings? Does the process include documenting teacher responses to the feedback?

Q: How timely is the evaluation feedback provided to teachers? How much time elapses between the evaluation data collection and you receiving feedback?

Q: Does the evaluation feedback include action steps/recommendations to address weaknesses? To sustain strengths?

Q: What types of professional development/coaching is provided by you? By school-level coaches/teaching peers? By district instructional coaches/PD experts? As part of district-wide PD events? (e.g., content focused, skill focused, etc.)

Q: What systems are in place for documenting and supporting progress of teachers towards their goals overtime?

Q: What effects has the evaluation system had on teachers?

Q: What effects has the evaluation system had on student learning/academic outcomes?

Q: What other resources/supports do teachers need to meaningfully use the evaluation feedback? To provide feedback to others? To enhance professional knowledge and skills? To support student learning?

Topic Area III: Training on Administrator and/or Teacher Educator Evaluation System(s)

Q: What type of training did you receive on the Teacher Evaluation System? (e.g., in person, online, video) On the Administrator Evaluation System?

Q: Did the training provide adequate opportunities to practice observations/feedback structure/interrater reliability/calibration/proficiency-certification?

Q: What type of information did you receiving about the "ratings" process? In other words, were you trained in how the evaluation feedback is determined/scored? (e.g., integration with other data sources; calculating multiple measures: numeric, matrix, holistic, screening; weighting)

Q: Did the training address communication skills? Trust building? Observation techniques?

Q: Did the training address how the evaluation criteria is linked to District/School Academic Outcomes? To Student Growth Measures? To Student Learning Objectives?

DISTRICT AND SCHOOL ADMINISTRATOR INTERVIEW CONSENT FORM

**Informed Consent Statement for the Michigan Department of Education
Educator Evaluation Systems Project**

Interviews with District and School Administrators and Staff

**Conducted by Marzano Research
Fall 2017**

You are invited to participate in an interview as part of a Michigan Department of Education (MDE) project to document K-12 districts' current educator evaluation systems to inform MDE's support services and resources.

In summer 2017, Marzano Research, contracted by MDE to conduct the project, surveyed Michigan districts to gather detailed information about the types of educator evaluation systems currently used across the state. A sample of respondent districts were invited to participate in site visits this fall, your district is one of that group. These districts represent a variety of geographic locations, district size, student demographics, and type of educator evaluation system.

You were selected to participate in the project because of your key role in your district or school. The information you provide will allow us to understand the specific aspects of educator evaluation systems in Michigan, and barriers and catalysts to implementing those systems.

We ask that you read this consent form and ask any questions you may have before agreeing to participate in the interview.

PURPOSE

During the site visits Marzano staff are conducting individual interviews and focus group discussions with district- and school-level administrators and staff to capture additional details about

- specific elements of the evaluation systems for district-level administrators, school-level administrators, and teachers;
- inclusion of measures of student growth and cultural competency factors in the evaluation system(s);
- training of administrators, teachers, and instructional staff to use the evaluation system(s);
- format and frequency of feedback to teachers and administrators; and

- professional development and mentoring aligned to the educator evaluation areas/results.

In addition to the district survey and site visit interviews and focus groups, Marzano staff have compiled and reviewed publicly available background information about the participating districts/schools and the educator evaluation system(s).

For each of the site visit districts, the Marzano team will create a brief, descriptive profile that includes data drawn from the survey responses, individual interviews, and focus group discussions. We will use these findings to develop a comprehensive summary report that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

RISKS OF TAKING PART IN THE PROJECT:

There is a minimal risk that you may not feel comfortable answering some of the questions that will be asked during the interview. While participating in the interview, you may decline to answer any or all questions.

BENEFITS OF TAKING PART IN THE PROJECT:

We expect that the interview data collection will provide information about the structure and implementation of educator evaluation systems and professional development to support administrators and teachers. The information you provide will be used to provide MDE descriptive summaries of educator evaluation systems and recommendations for additional MDE supports to districts and schools.

As compensation for participating in the interview you will receive a gift card valued at $15.00.

CONFIDENTIALITY

Every effort will be made to keep your identity confidential. However, given the small number of participants in the project, we cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in the comprehensive summary report. No individual interviewee will be identified by name, or by demographic characteristics that would reveal his/her identity, in the notes taken during the interview or in subsequent data summaries.

The interviewer will take notes and the interview will be audio-recorded to ensure thorough data collection. However, the recorder can be turned off at any time during the interview at your request. The interviewer will use the audio recording to clarify his/her handwritten notes. Only the Marzano team will have access to the interview datasets and resulting analyses. The interview notes and audio recording files will be stored

electronically in the Marzano Research's secure server. Marzano Research will keep the electronic files for the duration of its project contract with MDE, at which time the files will be either transferred to the state funding source or destroyed under procedures as required by state and federal law.

VOLUNTARY NATURE OF PROJECT

Taking part in this project is completely voluntary. You may choose not to take part in or end the interview at any time. Leaving the interview will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in the interview will not affect your current or future relations with the MDE or Marzano Research.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the project, contact Mary Piontek, Senior Researcher (mary.piontek@marzanoresearch.com; phone 303-766-9199, ext 317) or Lyn Bopp, Research Associate (lyn.bopp@marzanoresearch.com; 303-766-9199, ext 301)

PARTICIPANT'S CONSENT

I choose to participate in this project. I have read all of the above, or it has been read to me. I have had the chance to ask questions about this project, and my questions have been answered. After I sign this consent form, I will be given a copy of it for my own records. I do not give up any of my legal rights by signing this consent form.

Participant's Printed Name: _____

Participant's Signature: _____

Date: _____

Name of Marzano Research Staff Member Obtaining Consent: _____

TEACHER AND SCHOOL STAFF FOCUS GROUP PROTOCOL

Introduction:

Thank you for taking the time to speak with me today about your district's educator evaluation system. In 2017 the Michigan Department of Education (MDE) contracted with Marzano Research to document K-12 districts' current educator evaluation systems to inform MDE's support services and resources. A sample of districts that responded to a summer 2017 survey were invited to participate in site visits this fall, your district is one of that group. These districts represent a variety of geographic locations, district size, student demographics, and type of educator evaluation system.

During this site visit to your district, Marzano staff are conducting individual interviews and focus group discussions with district- and school-level administrators and staff to capture

- specific elements of the evaluation systems for district-level administrators, school-level administrators, and teachers;
- inclusion of measures of student growth and cultural competency factors in the evaluation system(s);
- training of administrators, teachers, and instructional staff to use the evaluation system(s);
- format and frequency of feedback to teachers and administrators; and
- professional development and mentoring aligned to the educator evaluation areas/results.

For each of the site visit districts, the Marzano team will create a brief, descriptive profile that includes data drawn from the survey responses, individual interviews, and focus group discussions. We will use these findings to develop a comprehensive summary report that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

You have read and signed a consent form to participate in this focus group discussion. As noted in the consent form, all efforts will be made to keep your personal information confidential. However, given the small number of individuals who are participating in the site visits, we cannot guarantee absolute confidentiality. No individual will be identified by name, or by demographic characteristics that would reveal his/her identity, in the notes taken during the focus group or in subsequent data summaries.

We want to encourage open and engaging conversation. We ask that all participants in the focus group keep each other's identities and contributions to the discussion confidential. Please do not discuss any aspects of today's focus group within or outside of your district/school.

The facilitator(s) will take notes during the focus group, and the discussion will be audio-recorded to ensure thorough data collection. However, the recorder can be turned off at any time during the focus group at your request. The facilitator will use the audio recording to clarify his/her handwritten notes. Only the Marzano team will have access to the site visit datasets and resulting analyses.

Taking part in this focus group discussion is completely voluntary. You are free to limit your participation in the discussion as you wish and may leave the focus group at any time. Do you have any questions before we begin?

Topic Area I: Content and Structure of Evaluation Feedback to Teachers

I would like to start the conversation by gathering your insights about structure of the teacher evaluation system.

Q: Who provides input into the evaluation of your teaching? (e.g., principal/assistant principal, district administrator, district staff person, department head, lead teacher, peer, external evaluator, etc.)

Q: Who is missing that should be involved?

Q: What data is collected/reviewed as part of the evaluation process? (e.g., observation, document review, student data review, video review) What additional data should be used?

Q: How often are you evaluated? (monthly, bi-monthly, quarterly, twice yearly, etc.)

Q: In what form(s) do you receive evaluation feedback? (e.g., verbal, written) Does it include a meeting to discuss/reflect on the findings? Does the process include documenting teacher responses to the feedback?

Topic Area II: Use of Teacher Evaluation Feedback

Now I would like to learn about the evaluation feedback you receive.

Q: How timely is the evaluation feedback? How much time elapses between the evaluation data collection and you receiving feedback?

Q: Does the evaluation feedback include action steps/recommendations to address weaknesses? To sustain strengths?

Q: Which particular feedback topics/areas of focus are most helpful to you in refining your instructional technique? Your classroom management? Your assessment/monitoring of student learning?

Q: Which particular feedback topics/areas of focus are least helpful?

Q: How does evaluation feedback influence how you use student information/data? Design classroom management? Facilitate student-student interactions?

Topic Area III: Supports/Resources for Teacher Evaluation System

I would like to turn the discussion to the types of supports and resources you receive related to the evaluation process.

Q: How is the evaluation feedback integrated into your Individualized Plan for Improvement? Into personalized professional development? Personalized supervision/coaching?

Q: What types of professional development/coaching is provided by your school-level administrator? By school-level coaches/teaching peers? By district instructional coaches/PD experts? As part of district-wide PD events? (e.g., content focused, skill focused, etc.)

Q: Do these professional development opportunities help you improve in areas of need? What systems are in place for documenting and supporting progress towards your goals overtime?

Q: What other resources/supports to you need to meaningfully use the evaluation feedback? To provide feedback to others? To enhance your professional knowledge and skills? To support student learning?

Topic Area IV: Training on Administrator and/or Teacher Educator Evaluation System(s)

Let us now discuss training you received on the administrator and/or teacher evaluation systems.

Q: What type of training did you receive on the Teacher Evaluation System? (e.g., in person, online, video) On the Administrator Evaluation System?

Q: Did the training provide adequate opportunities to practice observations/feedback structure/interrater reliability/calibration/proficiency-certification?

Q: What type of information did you receiving about the "ratings" process? In other words, were you trained in how the evaluation feedback is determined/scored? (e.g., integration with other data sources; calculating multiple measures: numeric, matrix, holistic, screening; weighting)

Q: Did the training address communication skills? Trust building? Observation techniques?

Q: Did the training address how the evaluation criteria is linked to District/School Academic Outcomes? To Student Growth Measures? To Student Learning Objectives?

Topic Area V: Barriers and Catalysts to Administrator and/or Teacher Evaluation Systems

Finally, I would like to gather your insights about barriers to the administrator/teacher evaluation systems.

Q: What are barriers to implementing the district's teacher evaluation system? To the administrator evaluation system?

Q: What are barriers to using the feedback you receive? To supporting others to use evaluation feedback?

Q: What changes would you make to the teacher evaluation system to improve it?

Q: What advice/guidance/lessons learned would you like to share with other districts about your experiences with your administrator and teacher evaluation systems? Would you like to share with the Michigan Department of Education?

Q: What might the Michigan Department of Education provide to better support districts and schools? Guidance? Training? Tools? Coaching?

TEACHER AND SCHOOL STAFF FOCUS GROUP CONSENT FORM

**Informed Consent Statement for the Michigan Department of Education
Educator Evaluation Systems Project**

Focus Groups with Teachers and School Staff

**Conducted by Marzano Research
Fall 2017**

You are invited to participate in a focus group discussion as part of a Michigan Department of Education (MDE) project to document K-12 districts' current educator evaluation systems to inform MDE's support services and resources.

In summer 2017, Marzano Research, contracted by MDE to conduct the project, surveyed Michigan districts to gather detailed information about the types of educator evaluation systems currently used across the state. A sample of respondent districts were invited to participate in site visits this fall, your district is one of that group. These districts represent a variety of geographic locations, district size, student demographics, and type of educator evaluation system.

You were selected to participate in the project because of your key role in your school. The information you provide will allow us to understand the specific aspects of educator evaluation systems in Michigan, and barriers and catalysts to implementing those systems.

We ask that you read this consent form and ask any questions you may have before agreeing to participate in the focus group discussion.

PURPOSE

During the site visits Marzano staff are conducting individual interviews and focus group discussions with district- and school-level administrators and staff to capture additional details about

- specific elements of the evaluation systems for district-level administrators, school-level administrators, and teachers;
- inclusion of measures of student growth and cultural competency factors in the evaluation system(s);
- training of administrators, teachers, and instructional staff to use the evaluation system(s);
- format and frequency of feedback to teachers and administrators; and
- professional development and mentoring aligned to the educator evaluation areas/results.

In addition to the district survey and site visit interviews and focus groups, Marzano staff have compiled and reviewed publicly available background information about the participating districts/schools and the educator evaluation system(s).

For each of the site visit districts, the Marzano team will create a brief, descriptive profile that includes data drawn from the survey responses, individual interviews, and focus group discussions. We will use these findings to develop a comprehensive summary report that captures catalysts and barriers to creating and implementing robust educator evaluation systems, as well as potential strategies for MDE to consider in its support of districts and schools across the state.

RISKS OF TAKING PART IN THE PROJECT:

There is a minimal risk that you may not feel comfortable answering some of the questions that will be asked during the focus group. While participating in the focus group, you may decline to answer any or all questions.

BENEFITS OF TAKING PART IN THE PROJECT:

We expect that the focus group data collection will provide information about the structure and implementation of educator evaluation systems and professional development to support administrators and teachers. The information you provide will be used to provide MDE descriptive summaries of educator evaluation systems and recommendations for additional MDE supports to districts and schools.

As compensation for participating in the focus group you will receive a gift card valued at $15.00.

CONFIDENTIALITY

Every effort will be made to keep your identity confidential. However, given the small number of participants in the project, we cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in the comprehensive summary report. No individual participant will be identified by name, or by demographic characteristics that would reveal his/her identity, in the notes taken during the focus group or in subsequent data summaries.

The facilitator will take notes and the focus group will be audio-recorded to ensure thorough data collection. However, the recorder can be turned off at any time during the focus group at your request. The facilitator will use the audio recording to clarify his/her handwritten notes. Only the Marzano team will have access to the focus group datasets and resulting analyses. The focus group notes and audio recording files will be stored electronically in the Marzano Research's secure server. Marzano Research will keep the electronic files for the duration of its project contract with MDE, at which time the files will

be either transferred to the state funding source or destroyed under procedures as required by state and federal law.

VOLUNTARY NATURE OF PROJECT

Taking part in this project is completely voluntary. You may choose not to take part in or end your participation in the focus group at any time. Leaving the focus group will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in the focus group will not affect your current or future relations with the MDE or Marzano Research.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the project, contact Mary Piontek, Senior Researcher (mary.piontek@marzanoresearch.com; phone 303-766-9199, ext 317) or Lyn Bopp, Research Associate (lyn.bopp@marzanoresearch.com; 303-766-9199, ext 301)

PARTICIPANT'S CONSENT

I choose to participate in this project. I have read all of the above, or it has been read to me. I have had the chance to ask questions about this project, and my questions have been answered. After I sign this consent form, I will be given a copy of it for my own records. I do not give up any of my legal rights by signing this consent form.

Participant's Printed Name: _____

Participant's Signature: _____

Date: _____

Name of Marzano Research Staff Member Obtaining Consent: _____

APPENDIX D. SITE PROFILES

OVERVIEW OF SITE PROFILES

This appendix provides the 16 site profiles. Each profile summarizes data collected from the survey responses, interviews, and focus groups, thereby documenting the self-reported information from stakeholders (district and school administrators and teachers).

Although similar in format, each profile captures the specific data provided by stakeholders in a particular district or PSA. However, the profiles do <u>not</u> include the names of districts or PSAs. Instead, each site profile is given a number. Additionally, no individuals are identified by name or demographic characteristics that would reveal their identities, and no direct quotes are included.

During the site visits, Marzano Research staff did not attempt to verify the ratings of level of implementation (high, medium, or low) as reported in the survey responses. Rather, each site visit team used the survey information as a foundation for framing the interview and focus-group discussions.

Marzano Research staff collected background information about the sites from publicly available sources, including state and district or school websites, in preparation for visits. This information typically included the numbers and types of schools (for district sites), the grades served, the numbers and demographics of students, the numbers and demographics of staff, and academic achievement results. Staff also compiled and reviewed publicly available information about the specific administrator and teacher evaluation systems used by the 16 sites (5 Dimensions of Teaching and Learning framework, Multidimensional Principal Performance Rubric, Michigan Association of School Boards' Superintendent Evaluation Tool, etc.).

At the completion of the site visits, the Marzano Research teams reviewed the handwritten or typed notes and accompanying audiotapes to create summaries of the self-reported information from stakeholders (i.e., survey respondents, district and school administrator interviewees, and teacher focus-group participants).

The number of stakeholders who participated in the data collection at each site varied, as did the time allotted for the interviews and focus groups. The site profiles represent the perspectives of only a select number of administrators and teachers or instructional staff.

Furthermore, the breadth and depth of information covered during the interviews and focus groups varied according to participants' experience with and knowledge of the evaluation systems. Therefore, each site profile documents only those topic areas for which information was available and consequently represents limited stakeholder perspectives, experiences, and knowledge.

PROFILE: SITE 1

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 1 slowly transitioned from previous district and school evaluation practices to implementation of its current teacher, school administrator, and district administrator evaluation systems. The site has experienced changes in the superintendent position and in principal and assistant principal positions at the elementary and secondary levels (all internal hires).

The majority of teachers in Site 1 are veteran staff with 10 to 30 years of teaching experience within the district. A few teachers have been hired in the past two to three years, with previous experience ranging from one to four years. Therefore, most teachers had experience with a variety of teacher evaluation systems before the district adopted the 5 Dimensions of Teaching and Learning system.

Successes and Catalysts for the Teacher Evaluation System

District and school administrators, instructional coaches, and teachers positively view the approach to phasing in the 5 Dimensions of Teaching and Learning evaluation framework—beginning with three dimensions in year 1 and increasing to four in year 2 and five in year 3. Comfort with the teacher evaluation system has increased over time as the evaluators (the district and school administrators) and teachers become more familiar with the structure and focus of the dimensions.

Specifically, teachers are becoming more skilled at identifying annual goals, while administrators are becoming more efficient in completing observations and providing feedback in a timely manner. Evaluators have gained experience in providing constructive feedback and targeting actionable instructional practices.

The relationships between school administrators and teachers are generally positive and allow for informal feedback outside of the required evaluation observations. Teacher union representatives are veteran teachers in the district, some of whom participated in the 5 Dimensions of Teaching and Learning training with administrators in the first year of implementation.

Challenges and Barriers for the Teacher Evaluation System

Site 1 has experienced some barriers to fully implementing the teacher evaluation system, including the limited number of district and school administrators who are fully trained and available to conduct the 4–6 observations for each teacher.

While teachers generally view the five dimensions as key instructional practices and welcome the structure of frequent communication that focuses on actionable feedback,

they have experienced a level of discomfort with identifying annual goals to which they will be held accountable. Administrators and teachers alike recognize that some individuals choose goals for which they can easily create evidence to demonstrate growth or in which they already have high levels of competency. Few teachers choose goals related to true growth areas due to uncertainty about their ability to demonstrate progress towards challenging goals during the evaluation observations or by providing additional evidence.

Additionally, teachers noted that their receptiveness to evaluative feedback is influenced by their personal relationships with the evaluators (district and school administrators). Formative feedback may be viewed as either harsh or supportive, depending on the evaluator. District and school administrators have discussed how to be more consistent in the breadth and depth of the written feedback they provide, and how to offer follow-up feedback with suggested professional development resources.

Some teachers noted their discomfort with receiving feedback via email or the electronic portal of the evaluation system. Instead, they would prefer to meet with administrators to discuss evaluation findings, but acknowledge that this option is not possible given the number of observations that must be completed for each teacher across the district by only three evaluators.

Administrators and teachers noted that the current set of assessments used by Site 1 to provide evidence for student academic growth and outcomes is limited. In the past two years, the district adopted a new K–12 mathematics curriculum that includes standards-based assessments. All other curriculum areas lack consistent cross-grade curricula, making it difficult to uniformly track student academic growth and achievement across grade levels. Teachers currently provide teacher-designed pre- and post-tests or use STAR, DIBELS, or PSAT results (if available for their grade levels and content areas) for the student growth element of the teacher evaluation system.

Special education teachers and instructional coaches have found the teacher evaluation model challenging. From their perspective, the evaluation rubric assumes that the delivery of academic instruction is classroom-based and directed to a consistent set of students. Special education teachers and instructional coaches noted that they typically provide one-on-one and small-group instruction to students and that those students vary on a daily basis. Working with students from kindergarten to 12th grade, they use customized interventions based on the current needs of the students.

Furthermore, special education teachers indicated that their instruction is often iterative as they work with students to develop foundational skills and revisit those skills to reinforce them. Therefore, an administrator conducting observations over the course of a semester may see very similar strategies with a particular student, limiting the dimensions of the evaluation rubric on which they can be rated.

District and school administrators conveyed their reluctance to rate teachers at the highest level on the rubric for the student growth and achievement dimension due to concerns about the limited availability and uncertain reliability and validity of the assessment data used to demonstrate the dimension.

Suggestions for Improving the Teacher Evaluation System

District and school administrators and teachers provided suggestions for improving the quality and consistency of implementation of teacher evaluation systems at Site 1 and at districts and schools across Michigan.

Site 1 administrators encouraged other districts to enable their administrators to meet frequently during the school year to discuss their implementation of teacher observations and share strategies for completing the observations consistently and in a timely manner.

As noted earlier, Site 1 administrators and teachers find it challenging to identify valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating student academic growth and outcomes. Leadership and staff are concerned that the weight of student academic growth and outcome evidence will increase to 40 percent of the total score in the teacher evaluation system in Michigan for the 2018/19 school year. District and school administrators and teachers welcome additional guidance from the state on how to identify robust assessments and use available state assessment data as part of the teacher and school administrator evaluation systems.

Challenges and Barriers for the School and District Administrator Evaluation Systems

Site 1 has also experienced some barriers to fully implementing the district and school administrator evaluation systems. For example, the previous superintendent did not fully implement the school administrator evaluation system during the 2016/17 school year, resulting in no formative feedback and a truncated summative assessment in spring 2017 for the principals and assistant principals.

The current superintendent (a former principal in the district) has yet to receive any evaluation feedback from the school board and has not been trained in the Michigan Association of School Boards (MASB) evaluation system.

Suggestions for Improving the School and District Administrator Evaluation Systems

Due to their limited experience in implementing the district and school administrator evaluation systems, administrators at Site 1 did not have any suggestions for improving the quality and consistency of implementation of the administrator evaluation systems at the site or across districts and schools in Michigan.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 1 uses the 5 Dimensions of Teaching and Learning framework to evaluate teachers. The 2017/18 school year is the third year of implementation. Site 1 has implemented the 5 Dimensions of Teaching and Learning evaluation framework in phases, beginning with three dimensions in year 1, and expanding to four in year 2 and five in year 3.

The evaluation framework-model involves standardized instruments (rubrics) for conducting two cycles of evaluation during each school year. Feedback is typically provided to teachers within one week of the evaluative observation, via an online system that displays written comments and ratings on the rubrics. Each teacher meets with his/her evaluator to review the collection of evaluation results at the end of the year.

Evaluators. School administrators (principals) and district administrators (curriculum coordinators) act as evaluators in the teacher evaluation system.

Evaluation data sources. The evaluation framework-model uses multiple observations—two to three times each inquiry cycle, for a total of four to six times a year. The observations are designed to be approximately 15 minutes in length. They are typically unannounced and are conducted by school principals or the curriculum coordinator.

Each teacher self-assesses his or her instructional practices, using the 5 Dimensions of Teaching Learning Instructional Framework and Teacher Evaluation Rubric. Referring to the self-assessment results, the teacher identifies one to two goals for the school year.

Alignment with teacher professional goals. The teacher evaluation system includes setting individual development-plan goals based on the evaluation feedback and assessing progress toward those goals. Teachers are expected to identify one to two goals each school year. Teachers can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation rating, calculated at the end of the school year.

Alignment with student outcomes. As part of its teacher evaluation system, Site 1 uses district-developed interim assessments and teacher-developed classroom assessments to measure student growth. Teachers have autonomy in identifying the classroom assessments to submit in order to document student academic growth and outcomes. Student progress toward goals outlined in Individual Education Program (IEP) plans are also used when appropriate.

Intended uses of evaluation feedback. Teacher evaluation feedback is meant to promote formative improvement in teaching practices, and it informs the summative evaluation rating at the end of the year.

The feedback includes specific suggestions for improving instructional practice relevant to the discipline or content area. Evaluation data identifies both strengths and weaknesses, described as two to three positive notations and one suggestion for improvement or action. Individual feedback is aligned with each teacher's development-plan goals.

In addition, the teacher evaluation feedback includes suggestions for using data to improve student learning. The evaluation results also inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 1 uses the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school administrators. This framework-model incorporates standardized instruments. Site 1 does not include teacher, student, or parent surveys in its evaluation of school administrators.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The MASA instrument and student academic growth and outcomes inform the school administrator evaluations.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year.

Alignment with student outcomes. Student academic growth and outcomes, as measured by state and district assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year. The superintendent meets with each principal every other month to discuss progress toward goals and ways to support school staff.

The MASA instrument provides ratings on elements of vision for learning and achievement factors and leadership behavior factors. At Site 1, principals and assistant principals are expected to identify one to two goals on which to focus each year.

The school administrator evaluation system also includes ratings on teacher performance and high fidelity and reliability instructional program factors. The principals are encouraged to identify goals related to instructional leadership.

Similarly, student achievement results and achievement-gap reductions are elements of the results domain of the MASA principal rubric. At Site 1, student academic growth and outcome information based on state and district assessments are included in the evaluation ratings.

The school administrator evaluation results inform staff decisions related to administrator assignment, tenure, and promotion.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 1 uses the MASB Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB Superintendent Evaluation Tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide the evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate superintendent performance.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress toward goals outlined in the district-wide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward district-wide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The MASB evaluation model specifies that the school board and superintendent meet at key points during each 12-month evaluation cycle.

- Three-Month and Nine-Month Informal Updates: Superintendent provides written updates to the board; and the board president shares with the superintendent any specific concerns or questions from the board.

- Six-Month Formal Update: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides them to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- Eleven-to-Twelve-Month Formal Evaluation: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of minimally effective or ineffective, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 1 provided training to school and district administrators, teachers, and instructional coaches on the teacher evaluation system during its first year of implementation. Newly appointed school administrators have been trained in the teacher evaluation systems each year through the regional Intermediate School District (ISD). New teachers receive informal training from the curriculum coordinator and school principals.

The teacher evaluation system training provided by ISD focuses on guidance on key behaviors and expectations for performance levels of the evaluation rubric and processes for collecting relevant evidence and aligning it to the rubric. The training also provides guidance on differentiating supervision for teachers, based on evaluation results. To a lesser extent, the training provides guidance on time management for completing the required evaluation activities, expectations for data use and data security procedures, processes for rating non-observational rubric domains, and strategies for reducing bias during observations. The school administrator evaluation system training covers the same topics.

Additionally, the teacher evaluation system training provided by ISD includes an overview of the elements of the system; the philosophy, standards, and research base of the framework-model; and the alignment of the evaluation framework-model to the site's vision for instruction and current educational initiatives, polices, and procedures.

The format of the ISD provided teacher evaluation system training involves in-person training modules, which take place over multiple days and use standardized training materials with processes for checking participants' understanding throughout the training.

School and district administrators receive training on the school administrator evaluation system. School board members and district administrators are expected to receive training on the district administrator evaluation system, but the current superintendent has not yet been trained.

Typically, certified trainers deliver MASB training for board members and superintendents. The training includes two components. The Fundamentals of Evaluation training overviews legal requirements, essential elements of a performance evaluation system, and processes for establishing superintendent performance goals and expectations. The MASB Superintendent Evaluation Tool training overviews the cycle and processes of evaluation, and provides guidance on using the rubric and additional evidence to rate superintendent performance.

At Site 1, the superintendent is in his first year in the position (appointed in summer 2017 for the 2017/18 school year. As of fall 2017, he has yet to meet with the school board to receive any evaluation feedback.

Frequency of Training

Training on the teacher and district administrator evaluation systems is provided annually to staff who have been promoted to leadership positions or are new hires in the district.

Quality Assurance

Site 1 does not require evaluators to demonstrate proficiency in the evaluation framework-model prior to conducting evaluations for any of the three systems.

Informal ongoing support is provided to evaluators throughout the year in the form of emails from the curriculum coordinator about available resources and conversations between district and school administrators and teaching staff.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems include a rubric component aligned to student learning objectives.

Professional Development and Resources to Support Use of Evaluation Feedback

The curriculum coordinator and instructional coaches provide support to teachers in using evaluation feedback to set professional goals and monitor individual improvement. Teachers are allotted time to meet with coaches and peers to discuss pedagogy and lesson

plans, and share strategies for addressing similar instructional goals during classroom learning labs at the elementary school.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 1 is a very small district with new leadership at the district and school levels. The new superintendent is an internal hire, which is viewed positively with the expectation that he will restore to the district the leadership that had eroded during the tenure of the previous superintendent. However, the role of the school board in the district is unclear. It has yet to meet with the superintendent to discuss his evaluation process.

The district has limited resources for professional development for leadership and staff. Trainings on the evaluation system are typically conducted through the regional ISD. The two school principals are becoming more comfortable with implementing the teacher evaluation system, but have acknowledged the difficulty in completing the observations each semester in a timely manner.

The current implementation of the teacher evaluation system is not as robust as stakeholders at Site 1 would like it to be. Administrators and teachers noted their concerns about the quality of the student assessment data and teachers' reluctance to identify goals that are true growth areas. They also noted that the district lacks integrated, updated curricula in most academic areas, as only a new mathematics curriculum has been adopted in the past five years.

PROFILE: SITE 2

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 2 transitioned from previous school evaluation practices to implementation of the Thoughtful Classroom teacher evaluation system. The 2017/18 school year is the first full year of implementing the current evaluation system.

Successes and Catalysts for the Teacher Evaluation System

District and school administrators, and some teachers, positively view the approach to phasing in the Thoughtful Classroom evaluation framework—beginning with four dimensions in year 1 and transitioning to 10.

Comfort with the teacher evaluation system is slowly increasing as district and school administrators and teachers become familiar with the structure and focus of the 10 dimensions. Relationships between school administrators and teaching staff are generally positive and allow for informal feedback outside of the required evaluation observations.

Challenges and Barriers for the Teacher Evaluation System

Site 2 has experienced some barriers to fully implementing the teacher evaluation system, including teacher resistance to the evaluation system and time limitations for school principals to complete the observations.

Most of the teachers in the district had experience with a variety of evaluation systems prior to the adoption of the Thoughtful Classroom system. While teachers are becoming more skilled at identifying annual goals, and administrators are becoming more efficient in completing the observations and providing feedback in a timely manner, stakeholders noted they had concerns about the nature of the evaluation feedback and the way in which end-of-year ratings are calculated.

Teachers generally view the dimensions on the Thoughtful Classroom rubric as important instructional practices, yet they reported some discomfort with identifying annual goals to which teachers will be held accountable. Both administrators and teachers at Site 2 noted that some individuals choose goals for which they can easily create evidence to demonstrate growth or in which they already have high levels of competency. Few teachers choose goals in true growth areas due to their uncertainty about their ability to demonstrate progress towards challenging goals during the evaluation observations or by providing additional evidence.

Additionally, some teachers see potential for the Thoughtful Classroom rubric to support project-based learning and development approaches to instruction, but they noted that the

district is still in an early stage of implementation and not yet taking full advantage of the teacher evaluation system's potential.

Many special education and early childhood teachers have found the Thoughtful Classroom model to be challenging. From their perspective, the evaluation rubric assumes that the delivery of academic instruction is classroom-based and directed to a consistent set of students, and is most relevant to upper elementary through high school grades.

Special education and early childhood teachers noted that they often provide one-on-one and small-group instruction to students and that those clusters of students vary daily. When working with students, they also use customized interventions based on the current developmental and academic needs of those students.

These teachers reported that their instruction is often iterative as they work with students to develop foundation skills and revisit those foundation skills to reinforce them. Therefore, over the course of a semester, an evaluator may see very similar strategies with a particular student, limiting the dimensions of the evaluation rubric on which the teacher can be rated.

While many teachers mentioned positive relationships with their principals and district staff, they view the evaluation ratings as subjective and easy to manipulate to produce pre-determined scores. Teachers regard the Professional Practice dimension as particularly problematic, their perception being that only lead teachers can readily demonstrate evidence for this area.

Some teachers are uncomfortable with receiving feedback through the electronic portal of the evaluation system. They would prefer to meet with school and district administrators to discuss evaluation findings, but acknowledge that this option is not possible given the number of observations that must be completed for each teacher across the district. Other teachers find the online portal difficult to navigate and burdensome when they must provide additional evidence to clarify or expand on evaluation feedback.

District and school administrators have discussed how to be more consistent in the breadth and depth of the written feedback they provide to teachers. As 2017/18 is the first full year of implementing all 10 dimensions of the rubric, principals are specifically focusing on providing constructive feedback and targeting actionable instructional practices.

Suggestions for Improving the Teacher Evaluation System

District and school administrators and teachers offered suggestions for improving the quality and consistency of implementation of teacher evaluation systems at Site 2 and across districts and schools in Michigan.

District and school administrators encouraged other districts to enable their administrators to meet frequently during the school year to discuss their implementation

of teacher observations. They also suggested that each school identify a school-level goal, specifically related to supporting student learning, that all administrators and staff collectively work toward—compiling evidence, documenting process, and celebrating successes as a group.

Site 2 leadership and staff are concerned that the weight of student academic growth and outcome evidence will increase to 40 percent of the total score in the teacher evaluation system in Michigan for the 2018/19 school year. District and school administrators and teachers welcome additional guidance from the state on how to identify robust assessments and use available state assessment data as part of the teacher and school administrator evaluation systems.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 2 employs the Thoughtful Classroom framework-model for teacher evaluation. The 2017/18 school year is the second year of implementation. The evaluation model was introduced in the second half of the 2016/17 school year, when it focused on a subset of dimensions. Site 2 previously used the 5 Dimensions of Teaching and Learning evaluation framework.

The Thoughtful Classroom framework-model involves standardized instruments (rubrics) for conducting two cycles of evaluation, focusing on 10 dimensions of teaching, during each school year. Evaluators typically provide feedback within one week after observation. Teachers receive the feedback primarily through an online system that displays ratings on the rubric and written comments. Each teacher meets with his or her principal to review the collection of evaluation results at the end of the year.

Evaluators. School administrators (principals) act as the evaluators in the teacher evaluation system.

Evaluation data sources. The evaluation framework-model involves multiple observations—a total of four to six per year. The observations are approximately 15 to 30

minutes in length and are typically unannounced. They are conducted by the school principals.

Using the Thoughtful Classroom rubric, each teacher self-assesses his/her instructional practices. From the self-assessment results, each teacher identifies one to two goals for the school year. The 2017/18 school year is the first year in which teachers are expected to self-assess in all 10 dimensions. However, some teachers stated that they had not yet completed the process for all 10 dimensions, finding it confusing and time consuming.

Alignment with teacher professional goals. The teacher evaluation system includes setting individual development plan goals based on the evaluation feedback and assessing progress towards those goals. Teachers are expected to identify one to two goals each school year and can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation rating, calculated at the end of the school year.

Alignment with student outcomes. As part of the teacher evaluation system, Site 2 uses district-developed interim assessments and teacher-developed classroom assessments to measure student growth. The system also involves state and national assessments, but principals noted that the results from PSAT/SAT and state assessments are not released until after teachers' end of year evaluation ratings are completed.

Teachers have autonomy in identifying the classroom assessments to document student academic growth and outcomes. Student progress toward goals outlined in Individual Education Program (IEP) plans are also used when appropriate.

Intended uses of evaluation feedback. The teacher evaluation feedback is meant to promote formative improvement in teaching practices, and it informs the summative end of year evaluation rating.

The feedback also provides specific suggestions for improving instructional practice relevant to the discipline or content area, as well as suggestions for using data to improve student learning. The evaluation data identifies both strengths and weaknesses.

In addition, evaluation results inform staff decisions related to teaching assignment, tenure, and promotion. The teacher union has input on the cut scores for the summative teacher evaluation rating scale.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 2 uses the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school administrators. This framework-model

incorporates standardized instruments. Site 2 also includes teacher, student, and parent surveys in its evaluation of school administrators.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The MASA instrument and student academic growth and outcomes inform the school administrator evaluations.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year. These goals are aligned to the school improvement goals of each school.

Alignment with student outcomes. Student academic growth and outcomes, as measured by district and state assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year.

The MASA instrument provides ratings on leadership elements of vision for learning and achievement factors and leadership behavior factors. At Site 2, principals and assistant principals are expected to identify one to two goals on which to focus each year.

The school administrator evaluation system also includes ratings on teacher performance and high fidelity and reliability instructional program factors. The principals are encouraged to identify goals related to instructional leadership. Similarly, student achievement results and achievement-gap reductions are elements of the results domain of the MASA principal rubric.

The school administrator evaluation results inform staff decisions related to administrator assignment, tenure, and promotion.

Adaptations of framework-model. No adaptations to the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 2 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB Superintendent Evaluation tool is based in part on the 2015 Professional Standards for Educational Leaders from the

National Policy Board for Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide the evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate performance of a superintendent.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress towards goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The MASB evaluation model specifies that the school board and superintendent meet at key points during each 12-month evaluation cycle.

- <u>Three-Month and Nine-Month Informal Updates</u>: Superintendent provides written update to the board; and the board president shares with the superintendent any specific concerns/questions from the board.
- <u>Six-Month Formal Update</u>: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- <u>Eleven-to-Twelve-Month Formal Evaluation</u>: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of minimally effective or ineffective, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 2 provides limited training to administrators and staff on the teacher evaluation system. Teachers, school and district administrators, and instructional coaches received training in year 1. New teachers receive informal training through their school principals. However, some teachers noted that, as of fall 2017, they had not yet received an orientation on the teacher evaluation rubric or the online portal.

The teacher evaluation system training focuses to some extent on guidance on key behaviors and expectations for performance levels of the evaluation rubric and processes for collecting relevant evidence and aligning it to the rubric. The training also provides guidance on differentiating supervision for teachers, based on evaluation results, as well as guidance on expectations for data use and data security procedures, processes for rating non-observational rubric domains, and strategies for reducing bias during observations. The school administrator evaluation system training covers similar topics.

Additionally, the teacher evaluation system training includes an overview of the elements of the system; the philosophy, standards, and research base of the framework-model; and the alignment of the evaluation framework-model to the site's vision for instruction and current educational initiatives, polices, and procedures.

The format of the teacher evaluation system training in year 1 involved in-person training modules, which took place over multiple days and used standardized training materials with processes for checking participants' understanding throughout the training.

School and district administrators receive training on the school administrator evaluation system, while school board members receive training on the district administrator evaluation system.

Typically, certified trainers deliver MASB training for board members and superintendents. The training includes two components. The Fundamentals of Evaluation training overviews legal requirements, essential elements of a performance evaluation system, and processes for establishing superintendent performance goals and expectations. The MASB Superintendent Evaluation Tool training overviews the cycle and processes of evaluation, and provides guidance on using the rubric and additional evidence to rate superintendent performance.

Frequency of Training

Training on the teacher and district administrator evaluation systems is provided informally by principals to new staff in the district.

Quality Assurance

Site 2 requires evaluators to demonstrate proficiency in the teacher and administrator evaluation framework-models prior to conducting evaluations.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems do not include a rubric component aligned to student learning objectives.

Professional Development and Resources to Support Use of Evaluation Feedback

Site 2 does not provide specific support to help teachers use the evaluation feedback.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 2 has hired more than a dozen new teachers for the 2017/18 school year, and it is transitioning to conducting more internal professional development training in addition to participating in trainings available through the regional Intermediate School District (ISD).

District and school administrators commented that district staff tend to focus on comparing their district to others in the region, rather than concentrating on ways to continuously improve the academic outcomes of their students. The administrators perceive this tendency as myopic and noted that it limits the district in becoming more innovative.

The school principals are becoming more comfortable with implementing the teacher evaluation system, but acknowledged that it is difficult to complete the observations in a timely manner. The 10 dimensions of the rubric are complex, and teachers and principals are learning the concepts as they simultaneously conduct the evaluations.

PROFILE: SITE 3

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 3 uses the Danielson Framework for Teaching for the teacher evaluation system. While the Danielson Framework provides the formal process for classroom observations, ratings, and feedback, Site 3 also uses informal observations conducted by the assistant principal, mentors, and content experts. The educators describe these observations as important to improving their teaching and creating a culture of supportive feedback.

Administrators and teachers note that the informal feedback is viewed positively and the assistant principal, who conducts many of the observations, is seen as someone with whom the teachers can candidly discuss classroom challenges and strategize approaches to instructional improvement.

Successes and Catalysts for Teacher Evaluation System

Site 3 teaching staff identified successful examples of how the Danielson Framework for Teaching evaluation system has focused professional development and instructional support and improved teaching practice at the PSA.

Administrators noted the value of the evaluation information, especially related to classroom environment, domain 2 of the Danielson Framework. This domain focuses on positive interactions between teachers and students, and classroom management. The domain aligns with the goals of Positive Behavior Interventions and Supports (PBIS) used at the PSA to promote a positive classroom environment. Administrators noted that they have seen marked improvement in this domain at the school.

Teachers stated that the feedback and reflection components of the teacher evaluation system have facilitated instructional improvements. For example, teachers described using technology as a means to relay information to students by showing videos or using the Smartboard in class. However, observational feedback from the principal noted that the technology goal in the rubric related to improving students' capacity to use technology, rather than teachers' use of technology in the classroom.

Similarly, teachers mentioned that they received feedback on reading instruction, which resulted in expanding instruction from simply reading aloud to students to incorporating strategies that promote reading comprehension.

Additionally, teachers and administrators felt that the PSA's charter agency provided a variety of resources and support for their classrooms. These resources were sufficient to support the instructional quality of the school.

Challenges and Barriers for Teacher Evaluation System

At Site 3, teachers stated that they experienced some challenges with implementing the rubric, specifically highlighting the applicability of the rubric to first-year or novice teachers. Teachers who are new to teaching or new to the PSA may find it challenging to serve the diverse population of learners and can become overwhelmed by the complexity of the framework, ratings, feedback, and expectations for professional practice. Teachers suggested adapting the rubric and process for providing feedback to first-year or novice teachers so that the evaluation information is clearer and the expectations for changes in professional practice are more manageable.

Teachers at Site 3 also remarked that some staff view the teacher evaluation system as a contributor to turnover among new or novice teachers. A poor evaluation score for a new or novice teacher can be overwhelming in the context of serving a diverse student population with a variety of academic and social needs.

Similarly, administrators at the PSA noted challenges for new or novice teachers in implementing the Danielson Framework, given its complexity and the frequency of feedback, which can impede those teachers' ability to comprehend the system and use feedback to improve their instruction.

Administrators further touched on the challenge of observing and rating all of the 22 components in the rubric. They expressed openness with regard to adjusting teachers' ratings based on additional evidence and discussion with the teachers.

In addition, administrators and teachers view the rubric as not easily adaptable to all subject areas. When observing specialist teachers, administrators tend to rate components as *not applicable* and do not provide instructional feedback. Administrators also remarked that the Danielson Framework is culturally specific to U.S. education systems and that teachers from other countries may find its concepts and terminology challenging.

Finally, teachers noted that elements of the teacher evaluation system, including professional development, are not in their control. While teachers are encouraged to pursue professional learning opportunities, they are restricted by limited funding to support professional development and by the PSA's struggle to find substitute teachers.

Suggestions for Improving Teacher Evaluation System

As mentioned above, teachers and administrators have faced challenges in using the Danielson Framework to evaluate new or novice teachers. Their suggestions to support the implementation of teacher evaluation systems throughout Michigan include encouraging institutions with teacher preparation programs to familiarize preservice teachers with the primary teacher evaluation systems used in the state, including overviews of evaluation rubrics, feedback structure, and expectations for instructional improvement. Teachers and administrators believe that preservice teachers who are familiar with teacher evaluation

systems and have practiced receiving and using feedback will experience fewer challenges when they enter the profession.

At Site 3, teachers also recommended that MDE consider providing guidance on accounting for the larger community context, student diversity, and nonacademic needs of students in the evaluation system. Some teachers perceive the evaluation system as dehumanizing the teaching process by focusing primarily on academic outcomes and summative teacher ratings.

Additionally, administrators would welcome MDE guidance and suggestions for professional development that supports teachers and administrators in identifying quality assessments and using student data to inform teacher evaluations. Both teachers and administrators perceived disconnect between compiling student academic outcome data and using those data to inform teacher evaluations and guide instructional improvement.

Successes and Catalysts for School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school administrator evaluation system. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school administrator evaluation system. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 3 uses the Danielson Framework for Teaching for its teacher evaluation system. The Danielson rubric is comprised of four domains with 22 components and 76 elements. The four domains include planning and preparation, classroom environment, instruction, and professional preparation. Each component defines a distinct aspect of a domain, and each component is further described by two to five elements. The rubric outlines four levels of teaching performance (*unsatisfactory*, *basic*, *proficient*, and *distinguished*) and provides strategies for improving instruction.

On a monthly basis, the evaluator at Site 3 conducts classroom walkthroughs on classroom environment (domain 2) and instruction (domain 3). Then, twice a year, evaluations are conducted on all four domains. New teachers receive immediate feedback in the form of a 15-minute conference. More experienced teachers receive feedback via email, with an option to meet with the evaluator if they disagree with any of the evaluation results.

In addition, Site 3 holds observations that support classroom instruction but that are not part of the formal Danielson Framework. These include classroom observations by the

PSA's assistant principal, who evaluates teachers on specific goals related to implementing the curriculum with fidelity, classroom management, and data-driven instruction.

Site 3 also supports instruction through a schoolwide instructional mentor who conducts informal observations in support of classroom pedagogy. Finally, the Arabic Director observes the foreign language teacher at the PSA three times a year to support content.

Evaluators. The school principal is officially designated as the evaluator for the Danielson Framework for Teaching evaluation system. The principal is solely responsible for conducting the evaluation, providing feedback, and rating teachers. The principal shares teacher ratings and observational information with the dean of students.

The assistant principal has also been trained on the Danielson Framework and consults informally with the principal to provide feedback.

Evaluation data sources. Teacher evaluation data are collected from multiple observations conducted over the course of a school year. The Danielson rubric observational data include the monthly 15-minute walkthroughs on domains 2 and 3, and the formal biannual evaluations on all four of the domains.

In addition, non-observational data are included in the evaluation. These data sets include student attendance, teacher lesson plans, student achievement and growth data, Northwest Evaluation Association (NWEA) assessment results, professional development participation, and volunteer work at school-sponsored activities.

Within the evaluation system, teachers identify one instructional goal for the year and collaborate with the principal to determine how to document progress towards that goal. Teacher goals are selected from domain 1 or 2 of the rubric. The PSA's instructional coach monitors progress and provides coaching and resources to support each teacher in reaching his or her goal.

Annually, the principal consults the school improvement plan to identify a schoolwide goal on which all teachers focus. The PSA's school board approves this goal. For example, a goal from the school improvement plan might be to increase higher-level questioning in classroom instruction. The principal would then look for evidence of this teaching practice during the formal and informal observations.

Alignment with teacher professional goals. Twenty percent of each teacher's summative evaluation score is based on the principal's ratings from the Danielson rubric. As noted above, each teacher collaborates with the principal to identify an individual instructional goal for the year. In addition, the principal and school board identify a schoolwide goal, which all school educators are responsible to implement. Teachers are evaluated on progress toward their individual and the schoolwide goals.

The principal monitors teachers' progress toward goals and provides them with feedback after each classroom observation. Teachers have the option to provide additional evidence of teaching practice and student outcomes during a post-observation meeting or via email in response to the evaluation feedback.

Alignment with student outcomes. Part of the teacher evaluation rating is based on student achievement and growth. The PSA conducted an initial survey to identify the range of student assessments in use at the school. The PSA believed that assessments should reflect priorities for student learning and align to state academic content standards, and that the assessments should be valid and reliable. After their review, Site 3 selected NWEA assessment data to inform instruction and monitor achievement and growth. Teachers and administrators collaborate to set schoolwide NWEA student achievement goals.

The school has a universal goal that focuses on ensuring that 80 percent of students are meeting their student growth goals. Each teacher is required to set a goal for his or her students, using classroom-level NWEA data results.

Outside of the evaluation system, the assistant principal informally coaches teachers on using formative student assessment data to inform instruction. Administrators noted increases in student growth on classroom assessments, although those changes have not been evident in NWEA assessment results.

Intended uses of evaluation feedback. The primary use of the evaluation feedback is to support instructional improvement. Teachers stated that the principal thoroughly explains the evaluation ratings and provides specific feedback on how to improve their teaching practice.

Teachers are provided with feedback on the components of the rubric as well as on their progress toward meeting their individual and schoolwide goals.

Teachers receive explicit information on reasons for specific ratings and recommendations on how to improve. The evaluation feedback assists teachers in identifying areas of weaknesses and strategizing ways to adjust their teaching practice.

Teacher evaluations also inform merit pay decisions.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics.

School Administrator Evaluation Framework-Model

While there was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems, the PSA administrators reported that Site 3 uses the Marzano School Leader Evaluation Model for school administrators. This evaluation framework-model utilizes standardized formative and summative instruments. The evaluation process includes self-evaluation to identify school administrators' annual goals.

Progress toward those goals is monitored throughout the year, with evidence from teacher evaluation and student academic outcome data included in the end-of-year summative evaluation process. Formative evaluation feedback is provided through the web-based iObservation tool.

The Marzano School Leader Evaluation Model assesses school administrators on five domains: (1) a data-driven focus on student achievement; (2) continuous improvement of instruction; (3) a guaranteed and viable curriculum; (4) cooperation and collaboration; and (5) school climate. Site 3 does not include teacher, parent, or student surveys to inform the evaluation rating.

School administrators receive training on the components of the rubric as well as the process to collect evidence in support of the rubric dimensions.

District Administrator Evaluation Framework-Model

Site 3 is a PSA and does not have a designated district administrator.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

At Site 3, both the principal and assistant principal have received training on the Danielson Framework for Teaching. This in-person training was provided by individuals specifically trained on the Danielson Framework. The training focused largely on key behaviors and expectations for performance levels of the evaluation rubric, and processes for collecting relevant evidence and aligning it to the rubric. The training also informed evaluators about the use of evaluation data.

Additionally, the training provided limited information on observing student–teacher interactions and teaching practices, as well as information regarding the differences in effective teaching across grade levels and videos that supported the evaluation of teachers in different content areas.

The in-person evaluator training occurred over a 2-year period. In 2016, the training session focused on the content of the evaluation rubric, and, in 2017, it focused on observational bias and implementation of the rubric. The training included multiple classroom scenarios related to different components of the rubric, and explanations of how to rate observed behaviors on the four levels of the scale.

The 2017 training session also offered guidance on facilitating conversations with teachers about improving instruction. Administrators stated that the trainers provided suggestions for creating nonthreatening discussions by using phrases such as "So what I am noticing is"

and "Tell me about." The training also included a structure for holding post-observation meetings and other strategies to promote constructive conversations.

While noting the training was very helpful, administrators also remarked that they needed training on specific instructional strategies and resources to enable teachers to address areas of weaknesses.

Teachers at Site 3 were provided with training on the Danielson Framework through a series of in-person professional development sessions. These in-service sessions included an overview of the content of the rubric and the rating system. For example, the trainers explained which elements need to be evident in teachers' instruction in order for their performance to be considered proficient.

During the training sessions, teachers discussed the rubric in small groups arranged by grade level. These discussion groups reviewed specific components and elements and articulated how those could be reflected in their teaching practice. The small groups presented their ideas to the whole group, thereby creating shared understanding of the content and learning how peers interpreted levels of the rubric. The training also included resources that outlined the structure of the formal observations.

Frequency of Training

Training on the teacher evaluation system is conducted with both new and returning teachers at the school. It occurs over several in-service sessions at the beginning of each school year. Administrators received training during two in-person sessions over the course of a 2-year period.

Quality Assurance

The charter agency of the PSA selected the Danielson Framework for Teaching. The principal is designated as an evaluator and has received the two phases of Danielson professional development. The PSA requires evaluators to demonstrate proficiency in the evaluation system prior to conducting evaluations. In addition, evaluators receive some support throughout the school year and information about the reliability of their ratings.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher evaluation system currently includes student growth data as measured by NWEA assessments. Teachers at Site 3 would like to include additional assessment data that capture ESL language growth.

Professional Development and Resources to Support Use of Evaluation Feedback

Administrators and teachers highlighted a range of available resources to address the evaluation feedback. The PSA's charter agency provides the PSA with content resources,

professional development, mentoring, coaching, specialists, lead teachers, Common Core-aligned curricula, and textbooks. However, teachers noted that many of the resources focused on only math and language arts and were not available across all grade levels.

Teachers collaborate with the PSA's mentor to set annual evaluation goals and monitor individual progress toward those goals.

Teachers receive professional development primarily through the charter agency. Site 3 schedules early release days on Friday afternoon for in-service trainings on specific components of the teacher evaluation framework such as vocabulary and classroom management.

While teachers perceive the professional development training as useful, they emphasized that hands-on experience in receiving feedback and discussing findings with the evaluator were particularly useful and important.

Site 3 offers additional instructional supports outside the formal evaluation system to promote pedagogical improvements. The PSA's mentor observes teachers weekly and offers guidance on curriculum and instruction. Similarly, the head of the foreign language department at the charter level observes language teachers at the PSA and provides feedback on academic content. The assistant principal provides resources to support data use, assessment, and classroom management.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

A large percentage of students enrolled at Site 3 are English learners (ELs) with low socioeconomic status. The community includes migrant populations from the Middle East and Africa who need support in adjusting to new cultures, languages, and contexts.

In addition to instruction in academic content areas, administrators and teachers provide emotional, social, and behavioral resources as well as supports for socialization of students and cultural support for refugee families. The PSA also offers programs that focus on students' general physical and emotional wellbeing. Administrators and teachers pointed out that the teacher evaluation model does not include dimensions that capture these nonacademic responsibilities and practices.

The teachers prioritize these non-instructional activities because many students are refugees, immigrants, or ELs, or are from low socioeconomic backgrounds. The evaluation framework does not include instructional best practices for these populations.

PROFILE: SITE 4

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 4 built on a foundation of district and school evaluation practices to implement the current teacher and administrator evaluation systems. The PSA adopted the Danielson Framework for Teaching for teacher evaluation and the Michigan Association of School Administrators (MASA) School ADvance Administrator Evaluation System for school administrator evaluation. Both systems focus on goal setting and professional growth.

Successes and Catalysts for Teacher Evaluation System

The success of the system for this PSA is primarily due to the knowledge and experience of its administrator, who is responsible for conducting the teacher evaluations. Teachers describe the administrator as being fully aware of the teaching context at the PSA and of the needs of the student population. The administrator frequently visits classrooms and informally discusses professional practice with the teachers.

Challenges and Barriers for Teacher Evaluation System

Site 4 has experienced some barriers to fully implementing the teacher evaluation system, including the lack of adaptability of the evaluation system to special student populations. Site 4 is an alternative education setting for students who have experienced failure in other settings. Many students have Individualized Education Plans (IEPs) or 504 modifications to their instruction. Most do not intend to pursue postsecondary education.

Teachers at Site 4 view the Danielson teacher evaluation rubric as not adequately capturing the diverse needs of the students or the challenges that teachers face regarding student attendance and academic achievement. They see the teacher evaluation system as overly reliant on data from standardized assessments, such as the SAT, and course grades. Teachers feel that the evaluation system should be adapted to reflect the PSA's alternative education setting. They welcome guidance from MDE on strategies for including additional student assessment, attendance, and behavioral intervention data.

Teacher evaluations are conducted by the sole administrator at the PSA. The formal and informal observations are time intensive and create scheduling conflicts with required managerial duties at the PSA.

Given a single administrator and a small teaching staff, teachers noted that evaluation feedback may be regarded as subjective. Teachers perceive that the rubric ratings may reflect predetermined expectations set by the state on how many teachers should receive *highly effective* ratings.

Suggestions for Improving Teacher Evaluation System

Teachers at Site 4 mentioned the need for alternative models, or the adaptation of the current teacher evaluation system, for teachers with special student populations. Teachers also suggested including student attendance data in the teacher rating system to provide a fuller picture of teaching impact and quality at the school.

Successes and Catalysts for School and District Administrator Evaluation Systems

The PSA's school board recently adopted the MASA School ADvance Administrator Evaluation System framework, which is positively viewed by the school administrator and teachers. The MASA system is seen as providing feedback that encourages instructional leadership of the PSA administrator.

Challenges and Barriers for School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school administrator evaluation system. Therefore, no information about challenges and barriers is included.

Suggestions for Improving School and District Administrator Evaluation Systems

The teacher evaluation ratings and school-level student achievement outcomes are included as data sources in the school administrator evaluation system. Administrators at Site 4 welcome guidance from MDE on how to identify and integrate other academic assessments to capture the needs of student populations in alternative education settings.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 4 uses the Danielson Framework for Teaching for its teacher evaluation system. The teaching rubric is comprised of four domains with 22 components and 76 elements. The four domains include planning and preparation, classroom environment, instruction, and professional preparation. Each component defines a distinct aspect of a domain and is further described by two to five elements. The rubric outlines four levels of teaching performance (*unsatisfactory*, *basic*, *proficient*, and *distinguished*) and provides strategies for improving of teaching.

Evaluators. The PSA administrator, who serves as both principal and superintendent of the school, acts as the evaluator.

Evaluation data sources. The teacher evaluation process includes a minimum of two formal evaluation sessions annually. These sessions include a pre-observation meeting in which teachers fill out a worksheet to identify both goals for the lesson to be observed and any personal development goals for their instructional practice. Teachers also submit a formal lesson plan for each session.

Throughout the school year, the school administrator also conducts informal classroom observations.

Alignment with teacher professional goals. Within the evaluation system, teachers identify instructional goals for the year and collaborate with the evaluator to determine how to document progress toward that goal.

Alignment with student outcomes. Teachers develop pre- and post-tests for each unit of instruction in each course. The data from these teacher-developed assessments are used as evidence of student growth. The teacher evaluation system includes SAT results as evidence of student academic outcomes.

Intended uses of evaluation feedback. Teacher evaluation feedback provides specific suggestions for improving instructional practice for all teachers. For teachers early in their careers at Site 4, a growth objective is identified for each dimension on the Danielson Framework. For experienced teachers, a single domain is targeted for improvement.

Each year, a schoolwide goal is identified for all teachers to focus on. For the 2017/18 school year, the focus is on integrating blended learning into the curriculum. Each teacher also has a related growth objective.

The teacher evaluation feedback also includes the school administrator's suggestions for using data to improve student learning. In addition, the teacher evaluation informs staff decisions.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 4 adopted the MASA School ADvance Administrator Evaluation System for the school administrator. This evaluation framework-model includes standardized formative and summative instruments.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Before the adoption of the MASA Framework, the school administrator was not formally evaluated.

Evaluators. The 2016/17 school year was the first year of implementation of the school administrator evaluation system. The PSA's board members conduct the administrator evaluation.

Evaluation data sources. In addition to rating the school administrator on the dimensions of the rubric, board members review budget reports. In the future, the board members intend

to collect school staff and parent/community input as part of the school administrator evaluation process.

Alignment with school administrator professional goals. In the first year of the administrator evaluation system, the PSA's school administrator was not required to identify professional goals.

Alignment with student outcomes. During the first year of the administrator evaluation system, the school board did not discuss student outcome data with the school administrator.

Intended uses of evaluation feedback. As of fall 2017, the school administrator had not received any formal evaluation feedback from the PSA's school board.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

The teacher evaluation system training at Site 4 focuses on guidance on key behaviors and expectations for performance levels of the evaluation rubric and on processes for collecting relevant evidence and aligning it to the rubric. Both the teacher and administrator evaluation system trainings provide strategies for finding the time to complete all required evaluation activities, as well as guidance on differentiating supervision for teachers based on evaluation results. The teacher evaluation system training also includes a focus on the philosophy, standards, and research base of the Danielson evaluation model.

To some extent, the teacher and administrator systems provide descriptions of how the evaluation frameworks reflect the districtwide vision for high-quality instruction and of how the evaluation systems align with district initiatives, policies, and procedures. There is also guidance on how to attend to student–teacher interactions and teaching practices during observations, with training provided to all evaluators and opportunities for observers to practice using the rubric.

Frequency of Training

The PSA administrator received intensive training on the Danielson Framework for Teaching. Teachers received professional development training during the first year of implementation of the evaluation system.

Ongoing review of the teacher evaluation system is informally provided to teachers during staff meetings.

The school administrator and school board received training on the School ADvance Administrator Evaluation System during the first year of implementation.

Quality Assurance

Site 4 does not require evaluators to demonstrate proficiency in the teacher evaluation framework-model prior to conducting evaluations.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher evaluation system includes a pre- and post-test for each course's academic unit to measure student growth.

Professional Development and Resources to Support Use of Evaluation Feedback

At Site 4, the school administrator provides mentoring, with the expectation that evaluation data will be used to guide instructional improvement. The feedback includes suggestions related to using data to inform instruction and improve student learning.

Experienced teachers informally mentor junior colleagues. Teachers at the PSA also participate in a professional learning community that incorporates peer observations of classroom instruction.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 4 is a PSA for students in grades 9–12. It functions as the alternative education high school for the district, serving students who are behind in academic credits, who are at risk of failing multiple courses or dropping out of school, or who have received disciplinary actions.

The administrator and teachers welcome guidance on how to adapt administrator and teacher evaluation systems to better reflect the school's instructional context and students' behavioral and academic needs.

PROFILE: SITE 5

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Stakeholders at Site 5 view the 5 Dimensions of Teaching and Learning framework as a useful tool to support teachers in engaging in reflective practice. Administrators note that the 5 Dimensions rubric creates shared understanding of high-quality instructional practices and enables them to gain a deeper understanding of teaching activities in their schools.

Successes and Catalysts for Teacher Evaluation System

Teachers at Site 5 remarked that the 5 Dimensions framework has enabled them to reflect more on their professional practice. The evaluation system encourages conversations between teaching staff and administrators about best practices in classroom instruction.

School administrators mentioned that multiple evaluation observations allow them to view the variety of teaching practices across classrooms in their schools. These administrators are able to identify teachers in need of support and target professional development activities to support them.

Challenges and Barriers for Teacher Evaluation System

Site 5 has experienced some barriers to fully implementing the 5 Dimensions of Teaching and Learning evaluation system. Teachers expressed concerns that the teacher evaluation process focuses on summative, end-of-year evaluation ratings rather than on formative professional growth.

Teachers in the district described the evaluation process as subjective, dependent on the administrators performing the observations. School administrators are responsible for conducting all teacher evaluation observations in their respective schools. Stakeholders noted that some administrators may not be familiar with teaching pedagogy in particular content areas or for special student populations, and thus teachers in those areas may not regard their feedback as helpful in advancing professional practice.

Administrators and teachers noted that the *highly effective* level on the summative teacher rating scale is rarely used in the district. It is considered an exceptional status that most teachers will not achieve. Teachers suggest that this rating is counterintuitive to how they conceive of their teaching ability and potential for growth, which has contributed to negative perceptions of the teacher evaluation system.

Administrators hope that their focus on building trusting and constructive relationships with school staff will contribute to a more positive culture for evaluation in the district.

Administrators at Site 5 also noted that the district currently uses a combination of locally developed and standardized assessments as evidence of student growth and academic achievement. However, standardized assessment data is seen as less useful in informing everyday instruction, and results are generally received after the completion of summative teacher ratings.

Suggestions for Improving Teacher Evaluation System

Administrators and teachers at Site 5 suggested that MDE consider adapting the teacher evaluation system to allow for multiyear evidence of professional practice and student academic achievement. Stakeholders mentioned their interest in using longitudinal evidence to support teachers' professional development and administrators' leadership growth.

Teachers also suggested creating mechanisms for input from classroom paraprofessionals and peers with whom they serve on grade-level and curriculum committees in the teacher evaluation system. Teachers recommended additional training on the 5 Dimensions of Teaching and Learning framework, including opportunities for teaching staff to use the rubric in classroom observations of peers and in review videos created by the developer.

At Site 5, stakeholders are interested in learning strategies for implementing the educator evaluation systems from other schools and districts across the state, and they encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching. Administrators and teachers would also like MDE to document and disseminate strategies used in other districts and schools to adapt educator evaluation systems to reflect local contexts and student populations. Furthermore, teachers at Site 5 would welcome opportunities to provide MDE, when possible, with feedback and insights about the teacher evaluation system.

Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district and school staff, as well as further professional development to promote teacher and administrator professional growth. Administrators indicated that their time to conduct teacher evaluation observations and provide timely and meaningful feedback was limited. Having additional district and school staff trained as evaluators, as well as resources to hire additional staff to attend to building management responsibilities, would help to streamline the implementation of the evaluation systems.

Successes and Catalysts for School and District Administrator Evaluation Systems

School administrators stated that the evaluation feedback from the School ADvance Administrator Evaluation System encourages professional growth. District administrators welcome the formative feedback provided by board of education members to support progress towards individual and districtwide goals.

Challenges and Barriers for School and District Administrator Evaluation Systems

Administrators at Site 5 mentioned that not all members of the school board are trained in the educator evaluation systems used in the district, resulting in different expectations for district and school administrator professional growth and student outcomes.

Suggestions for Improving School and District Administrator Evaluation Systems

District and school administrators recommended including community, parent, and student input as evidence in the educator evaluation systems.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 5 utilizes the 5 Dimensions of Teaching and Learning as its teacher evaluation model. This evaluation system incorporates standardized rubrics for 4–5 observations throughout the school year. Most teachers in the district receive evaluation feedback within 30 minutes after classroom observations, through an online system called Pivot.

The 5 Dimensions framework-model assesses teachers on the following dimensions: (1) purpose; (2) student engagement; (3) curriculum and pedagogy; (4) assessment for student learning; and (5) classroom environment and culture.

Each teacher meets with his or her district administrator at the beginning of the school year to set individual goals and at the end of the year to review the summative evaluation results.

Evaluators. School administrators act as evaluators in the teacher evaluation system. Special education teachers are evaluated by the director of special education, who is also a school principal.

Evaluation data sources. School administrators conduct 4–5 observations for each teacher throughout the school year. These observations are a combination of planned and impromptu sessions. Teachers at Site 5 may request a scheduled observation to allow the evaluators to observe specific lessons or instructional activities.

Alignment with teacher professional goals. The superintendent sets annual districtwide goals based upon the previous year's evaluation results. Teachers use the 5 Dimensions of Teaching and Learning self-assessment tool to identify individual goals. They are expected to provide evidence of progress toward those districtwide and individual goals throughout the year. They then review the collection of evidence with the school administrator at the end of the school year.

Alignment with student outcomes. At the end of the 2017/18 school year, 25 percent of a teacher evaluation summative score will be calculated by using the school-level results of the Michigan Student Test of Educational Progress (M-STEP).

The district's professional development activities are focused on developing teachers' skills in creating local assessments to use as additional evidence (along with standardized test data) for student growth.

Intended uses of evaluation feedback. Teacher evaluation feedback is intended to promote formative improvement in teaching practices, and it informs summative evaluation ratings at the end of the year.

The feedback includes specific suggestions for improving instructional practice, relevant to the discipline or content area. Evaluation data identifies both strengths and weaknesses, described as two to three positive notations and one suggestion for improvement or action.

The evaluation results also inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubric for special populations.

School Administrator Evaluation Framework-Model

Site 5 features the School ADvance Administrator Evaluation System for the evaluation of school administrators. This evaluation framework-model includes standardized formative and summative instruments.

The School ADvance rubric assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. Each school administrator submits a portfolio that includes artifacts of professional activities and school-level evidence of teacher and student success.

Alignment with school administrator professional goals. School administrator evaluations focus on the annual districtwide goal.

Alignment with student outcomes. At the end of the 2017/18 school year, 25 percent of a school administrator evaluation summative score will be calculated by using the school-level results of the M-STEP.

Intended uses of evaluation feedback. At Site 5, school administrators are expected to use evaluation feedback to guide professional improvement. The School ADvance

administrator evaluation tool provides ratings on the two leadership elements of vision for learning and achievement factors, as well as on leadership behavior factors.

Evaluation feedback also focuses on improved teacher-performance results and on instructional program factors. Student-achievement results and achievement-gap reduction or elimination are included under the results domain. The evaluation rubric includes expectations for using research-based instructional practices to support teacher growth.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 5 uses the School ADvance Administrator Evaluation System to evaluate district administrators. This evaluation framework-model provides formative and summative feedback on four performance domains, nine performance factors, and 31 observable or documentable characteristics.

The School ADvance tool includes ratings on five dimensions: (1) results; (2) leadership; (3) systems alignment; (4) processes; and (5) capacity building.

Evaluators. School board members provide the evaluative feedback to the superintendent.

Evaluation data sources. The results domain in the School ADvance rubric targets improved student achievement, improved teacher performance, achievement gap reduction or elimination, and overall district performance.

Alignment with district administrator professional goals and student outcomes. The district administrator evaluation rubric includes goals and expectations related to vision for learning and achievement factors. Each school year, the superintendent creates a districtwide goal.

Intended uses of evaluation feedback. At Site 5, the district administrator and school board members meet twice a year, in November and March, for formal evaluation discussions. During these meetings, the superintendent and board members discuss the administrator's progress on the districtwide goal.

In addition to attending the two formal meetings, board members provide informal feedback to the superintendent regarding district events, school activities, and community input. The informal feedback is intended to support leadership growth.

Adaptations of framework-model. The School ADvance administrator evaluation system does not include any modifications to the rubrics for district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 5 provides training to district and school administrators and teachers on the 5 Dimensions of Teaching and Learning evaluation system. This training focuses on guidance on key behaviors and expectations for the performance levels of the evaluation rubric, and processes for collecting relevant evidence and aligning it to the rubric. The training also outlines expectations for data use and data security procedures.

The teacher evaluation system training provides further guidance on the differentiation of supervision for teachers based on evaluation results, time management for completing the required evaluation activities, processes for rating non-observational rubric domains, and strategies for reducing bias during observations.

Additionally, the teacher evaluation system training includes an overview of the elements of the system, including the philosophy, standards, and research base of the evaluation framework, and the alignment of the evaluation framework with the districtwide vision for instruction and with district initiatives, policies, and procedures.

The teacher evaluation system training includes in-person training modules that take place over multiple days and involve standardized training materials with processes for checking participants' understanding throughout the training. Time is allocated for participants to reflect and ask questions and to practice using the system with colleagues.

Formal training on the School ADvance Administrator Evaluation System is not provided to school administrators. The superintendent provides information about the general format of the evaluation and the dimensions of the rubric to the school administrators.

During the first year of implementation of School ADvance, representatives from Site 5, as part of a regional consortium of school boards and superintendents, attended training on the evaluation system led by professional trainers. The two-part training included sessions for superintendents to learn how to create SMART goals, collect evidence on those goals, and report findings to their school boards. The second part of the training focused on providing school board members and superintendents with detailed overviews of the evaluation system components, tools, and review processes.

Frequency of Training

During the first year of implementation of the 5 Dimensions of Teaching and Learning evaluation system, school administrators and teachers received formal training. No additional training has been provided to school administrators or teachers who participated in the initial training.

All school administrators are required to participate in formal training before evaluating teachers, but no supplemental training is required.

Similarly, training was provided to school administrators on the School ADvance Administrator Evaluation System during the first year of implementation. Newly hired school administrators have not received training on the system. At Site 5, the superintendent and school board members attended one formal training on the administrator evaluation system.

Quality Assurance

Site 5 does not require evaluators to demonstrate proficiency in the 5 Dimensions framework-model prior to conducting evaluations for any of the three systems.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher and school administrator evaluations include a schoolwide student growth measure. Student growth is currently measured through annual M-STEP assessment data.

Professional Development and Resources to Support Use of Evaluation Feedback

District and school professional development is based on district goals and focuses on areas of weakness for the staff as a whole. Teachers are able to request professional development based on their annual professional goals.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 5 employs a school choice system in which students have flexibility to transfer across schools within and outside of the district. Some schools in the district experience high levels of student transience and face challenges in documenting student growth and achievement.

Additionally, teachers at Site 5 expressed concerns about the summative rating of *highly effective*. Administrators view this rating as an exceptional level of professional practice. However, teachers voiced their frustration that the rating is perceived as an unattainable goal, leading to contention regarding the utility of the evaluation feedback for professional growth.

Teachers also expressed concern about district and school administrators making staffing decisions based on teacher evaluation results. Teachers indicated that the culture in some schools is competitive rather than collaborative, with teachers being reluctant to mentor colleagues and share best practices. They suggested that adapting the evidence for teacher evaluations to include longitudinal data across two to three years of teaching experience could increase teachers' confidence in the reliability and validity of the classroom observations and student achievement evidence.

PROFILE: SITE 6

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 6 has adopted a phased implementation of its teacher and school administrator evaluation systems. Each year, schools select a specific component of the teacher evaluation framework on which to focus its evaluation and professional development activities. However, school administrator and teacher turnover has resulted in new district staff not having knowledge of the evaluation components addressed in previous years.

Stakeholders mentioned that the superintendent's long tenure in the district, having previously been a teacher and principal, has helped provide continuity and support for the implementation of the district's evaluation frameworks.

Successes and Catalysts for the Teacher Evaluation System

At Site 6, a primary success noted by teachers and school administrators involves how the implementation of the 5 Dimensions of Teaching and Learning framework for teacher evaluation has made teaching more transparent and intentional across the district.

Administrators and teachers described the framework as clarifying the elements of good instruction and the nature of evaluation observations. School administrators reported that the 5 Dimensions framework allows them to provide targeted instructional feedback and foster teacher reflection that supports professional growth.

Challenges and Barriers for the Teacher Evaluation System

A primary challenge for the district in the implementation of the teacher evaluation system is limited time for school administrators to conduct observations and provide timely feedback. Because principals have sole responsibility for teacher evaluations in the district, evaluation activities may conflict with other administrative priorities in the schools.

For example, principals reported that they have multiple building management and student discipline responsibilities, which limit their ability to observe classrooms as frequently as they would like. School administrators indicated that they are also responsible for providing training on the evaluation system to the teachers in their schools.

While the 5 Dimensions developer has trainers available to assist schools and districts, Site 6 has limited funding available for districtwide professional development. Limited school administrator time also contributes to the inability to provide professional development that addresses individual teachers' needs.

While some schoolwide professional development is provided, teachers must seek out their own professional development in areas that fall outside of the school's annual focus. Stakeholders at Site 6 pointed out the need for additional funding to support the hiring of

instructional coaches, who could provide mentoring and resources to target individual teacher's needs.

Another challenge reported by Site 6 administrators and teachers is the district culture in which school administrators and teachers are hesitant to "hurt others' feelings" as part of evaluations. Stakeholders stated that evaluation scores and feedback tend to be positively biased, lacking constructive feedback that might be perceived negatively.

Teachers and administrators also expressed concerns about the process that MDE used to implement the educator evaluation system requirements and the ways in which evaluation results will be used. The teachers perceived the educator evaluation system as a process for collecting data to enable schools and districts to fire staff rather than promoting continuous profession growth.

Teachers at Site 6 stated that implementation of the evaluation system has had a positive effect on their instructional practice. However, teachers also mentioned that their positive perception of implementation is primarily due to reassurances and support provided by school and district administrators rather than their confidence in the design of the teacher evaluation system.

Suggestions for Improving the Teacher Evaluation System

At Site 6, teachers suggested adding evaluators—besides school administrators—to conduct classroom observations and provide feedback in the teacher evaluation process. Teachers noted that additional evaluators would enhance the objectively of feedback and provide additional insights on improving instructional practices in the district.

For example, teachers recommended that some of the observations be conducted by individuals familiar with relevant content areas, or that district administrators or other leaders from outside particular schools conduct some of the classroom observations. They noted that including evaluators who are not school administrators might promote more honest, critical feedback and mediate the current district culture of avoiding negative perceptions.

Administrators and teachers also encouraged the district to create protected time in evaluators' schedules to implement the teacher evaluation process.

Another suggestion of stakeholders at Site 6 involved providing ongoing training on the evaluation system. Teachers and school administrators reported that the current level of training on the teacher evaluation system limits the teachers' ability to adopt a growth mindset.

Administrators and teachers further noted that the current strategy of focusing on one component of the 5 Dimensions framework each year results in little attention given to rubric components addressed in previous years. Without the opportunity to revisit those

components and review school-level and individual-teacher ratings on them, stakeholders believe that little effort will be made to enhance those components. More frequent training could provide recently hired teachers and teachers new to the profession with foundational knowledge of the 5 Dimensions evaluation system, in addition to reorienting all staff to areas of focus from previous years and the current year.

Teachers and administrators at Site 6 suggested that the MDE promote opportunities for districts to combine financial resources in order to fund collaborative professional development and share best practices about teaching and learning.

Stakeholders also mentioned that state assessment data results are not currently available until after most district and school administrators have completed summative ratings for teachers. School administrators reported being hesitant to give teachers low scores based on data from the previous year, particularly when teachers have been assigned to positions in different grade levels or content areas.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 6 employs the 5 Dimensions of Teaching and Learning framework as its teacher evaluation system. The framework includes standardized instruments (rubrics) to conduct two cycles of evaluation during each school year.

Additional observations and feedback may occur, depending on the availability of building administrators and on the needs of individual teachers. For example, recently hired teachers or those new to the profession may receive additional observations and feedback during their first year in the district.

Each teacher self-assesses his or her instructional practices by using the 5 Dimensions of Teaching and Learning Instructional Framework and Teacher Evaluation Rubric. Referring to the self-assessment results, each teacher identifies one to two goals for the school year.

The evaluation framework involves multiple observations: two to three times per inquiry cycle, for a total of four to six times a year. The observations are designed to be approximately 15 minutes in length and are typically unannounced.

At Site 6, the teacher evaluation system focuses on only four components in the rubric each school year. Two components are set as schoolwide goals for the year, while the remaining two are based on a teacher's individual growth plan. During classroom observations, the evaluator, typically the school administrator, focuses on these four components. Observations of teachers new to the profession may focus on a single component of the framework to provide more in-depth feedback aimed at promoting instructional improvement.

Site 6 uses the Pivot online system to collect data and provide feedback. In Pivot, evaluators record their observations, highlighting evidence aligned to the framework components, and provide written comments known as *noticings* and *wonderings* that center on areas of strengths and weaknesses. Teachers respond to the written feedback and can provide additional evidence of instructional effectiveness that may not have been observed during the evaluation sessions. The feedback provided through Pivot is immediately available to the teachers.

At the end of the year, each teacher meets with his or her evaluator to review the collection of evaluation results.

Evaluators. School administrators (i.e., principals) serve as evaluators in the teacher evaluation system at Site 6. Instructional coaches are assigned to provide support to teachers new to the profession and those who receive low ratings. These coaches conduct informal observations and provide feedback, but they are not part of the formal evaluation process.

Evaluation data sources. Results of evaluation observations are the primary source of data in the teacher evaluation system. Additionally, teachers have the opportunity to submit documentation of teaching practices and evidence related to the components of the evaluation rubric (e.g., lesson plans, student work artifacts). School administrators review the evidence and consider it when assigning end-of-year evaluation ratings for teachers.

Teachers are evaluated against the yearly schoolwide goals and their individual goals. At the end of the year, the school administrator holds a meeting with each teacher to review all available evaluation evidence, including classroom student growth data, and then assigns a final summative rating.

At Site 6, student growth is assessed through state student growth percentiles, NWEA data, local assessments, and student progress toward IEP goals.

Alignment with teacher professional goals. Each year, teachers identify two components of the 5 Dimensions framework on which to focus as part of their individual growth plan.

Each school administrator also identifies two schoolwide target areas. Classroom observations focus on the four components, and post-observation conversations and written feedback include targeted suggestions for instructional improvement and teacher reflection.

Alignment with student outcomes. The district uses the state assessment, NWEA, and local assessments to measure student growth. The annual schoolwide evaluation target areas and professional development plans are based on aggregated school growth scores and trends observed during the previous year's evaluations.

Intended uses of evaluation feedback. Feedback is provided after each observation through the Pivot system. Teachers also have midyear and end-of-year conferences with principals to discuss their progress in meeting individual growth goals and schoolwide goals. During the conferences, teachers receive feedback and suggestions for growth.

While evaluators provide recommendations that target specific areas of growth, individual teachers are responsible for identifying professional development opportunities to address identified need areas. At Site 6, districtwide and schoolwide professional development aligns with the annual school target areas.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 6 utilizes the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school administrators. This evaluation framework-model incorporates standardized instruments. Site 6 does not include teacher, student, or parent surveys in its evaluation of school administrators. The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The district superintendent serves as the evaluator in the school administrator evaluation.

Evaluation data sources. The MASA instrument and student academic growth inform the school administrator evaluations. State assessment data is used to examine schoolwide growth, a component of the school administrator evaluation system. Because the results of standardized state assessments are typically not available until the following summer, school administrator evaluations at Site 6 are not fully completed until November or December of the subsequent school year.

Alignment with school administrator professional goals. During the fall, the superintendent meets with each principal to examine his or her school's state assessment results and assess the degree to which he or she is meeting his or her growth goals, or to adjust or set

new goals. The principal has the opportunity to provide a portfolio of evidence related to individual or schoolwide goals.

Intended uses of evaluation feedback. The MASA tool provides ratings on the leadership elements of vision for learning and achievement, and on leadership behavior factors. The evaluation feedback is intended to promote formative improvement in education leadership and administrator management practices, and it informs the summative end-of-year evaluation rating. The evaluation results also inform staff decisions related to administrator assignment, tenure, and promotion.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 6 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration, and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each dimension of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. The superintendent evaluation is conducted by the seven members of the school board.

Evaluation data sources. Using the MASB tool, school board members provide evaluative feedback to the superintendent. The superintendent completes a self-assessment to identify areas of strengths and weaknesses and submits the results to the board members. In addition to the MASB tool ratings, student growth measures are included in the district administrator evaluation. In Michigan, each district is expected to establish a student growth model for use in teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to measure the performance of a superintendent.

Each year, in November or December, the superintendent at Site 6 provides the school board with results of standardized state assessments and other school-level teacher and student outcome data. The board members review the compiled evidence and MASA tool ratings to assess the degree to which the superintendent met the annual goals, and to assign a final summative evaluation score.

Intended uses of evaluation feedback. The evaluation model recommends that the school board and superintendent meet at key points during each 12-month evaluation cycle:

- <u>Three-Month and Nine-Month Informal Updates</u>: Superintendent provides written update to the board, and board president shares with the superintendent any specific concerns or questions from the board.
- <u>Six-Month Formal Update</u>: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides them to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- <u>Eleven-to-Twelve Month Formal Evaluation</u>: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of minimally effective or ineffective, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 6 employs a phased approach to implementing the 5 Dimensions of Teaching and Learning teacher evaluation system and related training. Each year, Site 6 chooses one component of the 5 Dimensions framework on which to focus districtwide training.

During the first year of implementation, each school administrator participated in a formal 6-day professional development training on the teacher evaluation system. This training focused on reviewing the framework components and related research that informed the design of each component. The training included watching video-recorded classroom instruction, as well as practicing the notetaking structure required of the system.

The training also included instruction on how to provide feedback that is aligned to the observations and how to recommend professional development goals for teachers. The school administrators stated that no guidance was provided regarding how to combine multiple sources of data in order to assign overall evaluation scores.

During districtwide professional development days and school staff meetings, each school administrators provides training to teachers on the framework component chosen for the annual focus. This training includes a description of the rubric component, explanation of effective instruction in relation to the component, and examples of the different levels of proficiency.

The professional development materials created by the developer of the 5 Dimensions of Teaching and Learning include PowerPoints and videos that school administrators can use for teacher training. Any additional school-level training is conducted at the discretion of the school administrator.

The Regional Educational Service District (RESD) also provides periodic training on the 5 Dimensions framework. Attendance at the RESD trainings is voluntary.

Site 6 utilizes a similar phased implementation for the School ADvance administrator evaluation framework. Each school year, one component of the framework guides evaluation and professional development. The RESD provides a multiday training on the framework for principals, but it is the administrators' responsibility to register for the training sessions. As of fall 2017, some school administrators at Site 6 have yet not received training on the School ADvance system.

Frequency of Training

As noted above, districtwide and school training on the teacher evaluation system occurs annually.

Quality Assurance

Site 6 does not require evaluators to demonstrate proficiency in the evaluation framework-model prior to conducting evaluations for any of the three systems.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems include a rubric component aligned to student growth measures.

Professional Development and Resources to Support Use of Evaluation Feedback

At Site 6, school professional development targets the annual school goals, which are based on teacher and school administrator evaluation results from the previous year.

Currently, the district does not provide resources to address individual teachers' learning needs based on their evaluation feedback. School administrators may recommend conferences or professional development offerings outside of the district—for example, an event sponsored by the RESD—but it is the responsibility of individual teachers to register for those events.

Teachers who are new to the profession or who have received low evaluation ratings are provided with mentors. This assistance is a supplement to the teacher evaluation system; it is not an element of the 5 Dimensions framework. Currently, mentors are not provided with release time for one-on-one coaching or classroom observations. Therefore, the role of mentors is primarily to answer questions raised by the teachers.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 6 is proactive in supporting the implementation of its educator evaluation systems. Annual district and schoolwide goals focus on select aspects of the teacher and school administrator evaluation rubrics. The evaluation systems are leveraged to encourage shared understanding of high-quality instruction and best practices in leadership.

Administrators stated that a challenge to successful implementation of the three evaluation systems involves areas of misalignment between the district and school administrator evaluation systems and the teacher evaluation system. Stakeholders noted that district and school administrators have encountered difficulties in aligning individual teacher and school-level growth goals with district priorities.

Limited financial and personnel resources for professional development and coaching currently restrict the depth and breadth of support to promote the professional growth of teachers.

PROFILE: SITE 7

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 7 uses the Marzano Teacher Evaluation Model and School Leader Evaluation Model. Prior to selecting these evaluation systems for teachers and school administrators, the district had adopted the Marzano Art and Science of Teaching instructional framework. The alignment of the educational curriculum and pedagogical strategies with the educator evaluation systems has promoted shared understanding of high-quality teaching and leadership.

Successes and Catalysts for Teacher Evaluation System

The Marzano teacher and school administrator evaluation systems have created a common language of instruction aligned to the curriculum, which is based on the Art and Science of Teaching instructional framework. Both administrators and teachers had input into the selection of the districtwide curricula and have received extensive training on the Marzano instructional strategies. Annual districtwide professional development is provided on the instructional framework and the teacher evaluation system.

The teacher evaluation system has enabled teachers to experiment with innovative ideas. Teachers expressed that they appreciate the opportunity to request informal evaluation observations in order to demonstrate instructional strategies or content they are testing in their classrooms.

For the 2017/18 school year, the district is focusing on 23 of the 61 elements of the teacher evaluation system to streamline the focus of the classroom observations and feedback. Stakeholders at Site 7 noted that the brief, non-evaluative observations that provide focused feedback promote trust between teachers and administrators, and increase teachers' confidence in the formal evaluation process.

School administrators stated that the alignment of the districtwide curricula with the educator evaluation systems enables them to provide evaluation feedback that is focused and actionable. Administrators utilize the extensive professional development and instructional resources in the Art and Science of Teaching approach to make recommendations to individual teachers to promote their professional growth.

Challenges and Barriers for Teacher Evaluation System

Site 7 has experienced a few barriers to fully implementing the teacher evaluation system. Administrators and teachers mentioned that implementing the required observations and recording feedback for each teacher is time consuming for evaluators. Additionally, the Marzano rubric is complex and requires extensive training to implement consistently.

School administrators have primary responsibility for evaluating teachers in the district, and evaluation activities may conflict with other administrative priorities in the schools. For example, principals reported that they have multiple building management and student discipline responsibilities, which limit their ability to observe classrooms as frequently as they would like. Furthermore, at Site 7, recent administrator turnover at the district and school levels has contributed to the challenge of providing consistent and timely evaluation feedback across schools.

Administrators and teachers also pointed out the challenge of using state standardized assessment data as part of the evidence for student achievement. Standardized assessments are perceived as less useful in informing everyday instruction, and the results are generally received after the completion of summative teacher ratings.

In the Marzano Teacher Evaluation Model, each teacher completes a self-evaluation process at the beginning of the school year to identify annual goals. Some teachers expressed discomfort with selecting annual goals for which they must demonstrate growth during a single school year. In addition, administrators and teachers recognize that some individuals select annual goals for which they can easily create evidence to demonstrate growth or in which they already have high levels of competency.

Teaching staff also acknowledged that observations are sometimes completed too close to the end of the evaluation cycle, which makes it difficult for them to consider and use the feedback to better their practice.

District administrators and special education teachers have found the teacher evaluation model challenging. From their perspectives, the evaluation rubric assumes that the delivery of academic instruction is classroom-based and directed to a consistent set of students. They pointed out that special education teachers typically provide one-on-one and small-group instruction to students who vary on a daily basis. Working with students from kindergarten to 12th grade, they use customized interventions, based on the current needs of the students.

Furthermore, special education teachers indicated that their instruction is often iterative as they work with students to develop foundational skills and revisit those skills to reinforce them. Therefore, an administrator conducting observations over the course of a semester may see very similar strategies with a particular student, limiting the dimensions of the evaluation rubric on which they can be rated.

Suggestions for Improving Teacher Evaluation System

Stakeholders recommended that Site 7 provide training on the Marzano Teacher Evaluation Model as part of spring/summer professional development so that administrators and teachers who are new to the district become familiar with the system before the start of the school year. Teachers suggested that the professional development

include videos with examples of teaching excellence where participants practice using the evaluation rubric to rate the video and draft examples of actionable feedback.

While recognizing that evaluators already devote significant time to completing the classroom observations, teachers suggested that school administrators conduct pre- and post-observation discussions with new teachers to further orient them to the purpose and structure of the evaluation rubric. Teachers would also like the opportunity to conduct peer observations within their schools as well as in other schools in the district to practice using the rubric themselves.

Moreover, stakeholders noted that they would be interested in partnering with other districts that use the Marzano evaluation systems to learn from their implementation experiences and approaches to professional development and support for teacher professional growth.

Teachers also recommended allowing teachers to set multiyear goals for which they compile evidence of teaching practice and student academic growth and outcomes to demonstrate longitudinal success.

Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district and school staff, as well as further professional development to promote teacher and administrator professional growth.

Successes and Catalysts for School and District Administrator Evaluation Systems

District and school administrators view the Marzano School Leader Evaluation Model as successfully capturing the instructional leadership elements that they consider to be their most important job responsibilities. The shared value system created through the alignment of the school administrator evaluation system with the teacher evaluation system and districtwide curriculum is a catalyst to implementation of the educator evaluation systems.

Challenges and Barriers for School and District Administrator Evaluation Systems

Site 7 has also experienced a few barriers to fully implementing the district and school administrator evaluation systems. District and school administrators remarked that the Marzano School Leader Evaluation Model does not completely capture some of the building management and student discipline tasks that are typically the responsibility of the assistant principals. District administrators who routinely provide instructional coaching to specialist teachers also view the evaluation system as not fully capturing evidence of those leadership responsibilities.

Suggestions for Improving School and District Administrator Evaluation Systems

Stakeholders at Site 7 recommended creating mechanisms for teachers and other school instructional staff so that they could provide input during the evaluation processes for district and school administrators—specifically providing formative feedback on the quality of leadership.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 7 uses the Marzano Teacher Evaluation Model for the teacher evaluation system. This model assesses teachers on four domains: (1) classroom strategies and behaviors; (2) planning and preparing; (3) reflecting on teaching; and (4) collegiality and professionalism.

The Marzano model includes standardized summative and formative instruments for evaluators to conduct four to six observations over the course of the school year. One observation is formal and scheduled, while the remaining observations are informal, impromptu sessions. The model also includes an annual summative evaluation report.

Within one week, feedback from the formal observation is provided through iObservation (a web-based tool for collecting data from classroom observations). At the beginning of the school year, each teacher meets with his or her evaluator to review goals and the results of the self-assessment tool, which is completed by the teacher to identify areas of strength and potential areas for improvement.

At the end of the school year, each teacher meets with his or her evaluator to review the summative evaluation results.

Evaluators. School administrators act as evaluators in the teacher evaluation system.

Evaluation data sources. The Marzano Teacher Evaluation Model includes four to six observations each year: one formal observation, as well as informal observations that are either announced or unannounced. Teachers can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation ratings, calculated at the end of the school year.

At the middle school level, school administrators visit classrooms and informally interview students about classroom activities and their awareness of the learning goals of their lessons. Administrators use this interview data to gauge the extent to which students understand the purposes of the instruction and are actively engaged in their education, as outlined in the Marzano approach. The school administrators provide the interview data to the teachers as part of the informal observation feedback process.

Alignment with teacher professional goals. The teacher evaluation system includes setting individual development-plan goals, based on the evaluation feedback, and assessing

progress toward those goals. Teachers are expected to identify one to two goals each school year.

Alignment with student outcomes. Site 7 uses student growth percentiles, school-level academic growth on state assessments, student learning objectives, and the FASTBridge English language arts (ELA) and mathematics assessments to measure academic outcomes.

Elementary and middle schools in the district utilize FASTBridge ELA and mathematics assessments to document student academic outcomes. For the 2017/18 school year, the middle school is piloting Next-Generation assessment instruments. The high school, on the other hand, uses curriculum-based and teacher-developed classroom assessments and SAT scores to measure student growth.

Intended uses of evaluation feedback. Teacher evaluation feedback is intended to promote formative improvement in teaching practices, and it informs the summative evaluation rating at the end of the year. The feedback includes specific suggestions for improving instructional practice. The district focuses on seven elements for classroom instruction:

- Identifying critical content (Element 6).
- Helping students elaborate on new content (Element 11).
- Helping students record and represent knowledge (Element 12).
- Helping students examine similarities and differences (Element 17).
- Helping students examine their reasoning (Element 18).
- Helping students revise knowledge (Element 20).
- Engaging students in cognitively complex tasks involving hypothesis generation and testing (Element 22).

The evaluation results also inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 7 employs the Marzano School Leader Evaluation Model for school administrators. This evaluation framework-model includes standardized formative and summative instruments. The evaluation process also includes a self-evaluation for identifying school administrators' annual goals. Progress toward the goals is monitored throughout the year, with evidence of teacher evaluation and student academic outcome data included in the end-of-year summative evaluation process. Formative evaluation feedback is provided through iObservation.

The Marzano School Leader Evaluation Model assesses school administrators on five domains: (1) a data-driven focus on student achievement; (2) continuous improvement of

instruction; (3) a guaranteed and viable curriculum; (4) cooperation and collaboration; and (5) school climate.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The Marzano school leader evaluation instrument and student academic growth and outcomes inform the school administrator evaluations. Student growth is calculated as an aggregate school score.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year.

Alignment with student outcomes. Student growth is calculated as an aggregate school score.

Intended uses of evaluation feedback. Leadership improvement is embedded the five domains of the Marzano School Leader Evaluation Model. The evaluation rubric measures the extent to which administrators support a culture of collaboration within both the school and the community, ensure high-quality curricula and instruction, and focus on improving student achievement in the school.

The continuous improvement of instruction domain of the school leader evaluation model includes creating a vision of instruction, supporting and retaining effective teachers, being aware of primary instructional practices, ensuring teachers are provided with evaluations, and providing teachers with professional development. School administrators are also evaluated on using data to document progress toward overall and individual student achievement, as well as implementing instructional interventions to support student growth.

Adaptations of framework-model. The school administrator evaluation system does not include any adaptations based on district context or administrator experience.

District Administrator Evaluation Framework-Model

Site 7 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration as well as on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, school board members provide evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate performance of a superintendent.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section to rate the superintendent on the district's progress towards goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The evaluation model recommends that the school board and superintendent meet at key points during each 12-month evaluation cycle:

- Three-Month and Nine-Month Informal Updates: Superintendent provides written update to the board, and the board president shares with the superintendent any specific concerns/questions from the board.
- Six-Month Formal Update: Superintendent provides update on progress along with available evidence; the board president collects questions from the board and provides them to the superintendent; the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- Eleven-to-Twelve Month Formal Evaluation: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; the board president or consultant facilitates evaluation and formal evaluation is adopted by the school board.

The MASB evaluation system recommends that, when a superintendent receives a rating of minimally effective or ineffective, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 7 provided intensive training to school and district administrators, teachers, and instructional coaches on the teacher evaluation system during its first year of implementation. In subsequent years, the district has provided professional development to review specific elements of the teacher evaluation system and to orient administrators and teachers who are new to the district.

The training provided during the first year of implementation focused on guidance on key behaviors and expectations for performance levels of the evaluation rubric, processes for collecting relevant evidence and aligning it to the rubric, and guidance for using evaluation data. The training also provided strategies for differentiating supervision for teachers, based on evaluation results. To a lesser extent, the training addressed time management strategies for completing the required evaluation activities, data security procedures, processes for rating non-observational rubric domains, and strategies for reducing bias during observations.

Additionally, the teacher evaluation training provided an overview of the elements of the system; the philosophy, standards, and research base of the framework-model; and the alignment of the evaluation framework-model with the district's vision for instruction and with current educational initiatives, policies, and procedures.

Frequency of Training

Site 7 provides annual professional development training on the Marzano Teacher Evaluation Model. This training provides an overview of the evaluation rubric and the process for conducting classroom observations and providing evaluation feedback. All school administrators are required to complete the training prior to implementing observations.

Quality Assurance

Site 7 requires evaluators to demonstrate proficiency in using the teacher, administrator, and superintendent evaluation frameworks prior to conducting evaluations.

At the beginning of the school year, district and school administrators conduct joint informal observations of classrooms to create a shared understanding of expectations for teaching quality and to calibrate their ratings on the observation rubric.

At the high school, both the principal and assistant principal conduct classroom observations. To provide multiple perspectives on the classroom practices, the assistant principal conducts two informal observations while the principal conducts three informal and one formal observation.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems include a rubric component aligned to student learning objectives.

Professional Development and Resources to Support Use of Evaluation Feedback

At Site 7, school professional development targets the annual school goals, which are based on teacher and school administrator evaluation results from the previous year.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 7 adopted the Marzano Art and Science of Teaching instructional framework prior to selecting the evaluation systems for teachers and school administrators. Employing a districtwide curriculum that promotes particular instructional strategies and a process to promote student learning created a strong foundation for the implementation of the teacher and school administrator evaluation systems.

Across the district, administrators and teaching staff have shared expectations for high-quality teaching and use Marzano instructional resources to support teacher growth. The culture of the district promotes positive interactions between administrators and teachers and encourages classroom innovation.

PROFILE: SITE 8

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 8 began implementing the 5 Dimensions of Teaching and Learning evaluation framework-model for teachers during the 2015/16 school year. The district adopted a phased approach to implementing the teacher evaluation system, beginning with three dimensions and adding more over time. This process enabled district and school administrators and teachers to methodically increase their knowledge of and comfort with the system.

Successes and Catalysts for Teacher Evaluation System

During the process of adopting a teacher evaluation system, Site 8 partnered with the regional Intermediate School District (ISD) to participate in orientation sessions for the evaluation systems recommended by MDE.

A committee of district and school administrators and teachers was formed to review the potential teacher evaluation systems and select the best option. The committee selected the 5 Dimensions of Teaching and Learning framework-model, noting that the philosophy and definitions of instructional best practices closely matched the district's curricula.

This committee participated in intensive training in year 1 of implementation and continue to meet to discuss successes and barriers in implementing the teacher evaluation system. Having a core of administrators and teaching staff who received in-depth training and who continue to meet regularly has increased trust in the teacher evaluation system.

During the first year of implementation, the district focused on three of the dimensions in the evaluation model. In Year 2, a fourth dimension was added, and, for the 2017/18 school year, all five dimensions are being used to evaluate teachers.

At Site 8, district and school administrators, instructional coaches, paraprofessionals, and other stakeholders routinely visit classrooms. Because other adults are frequently present in classrooms, the observations for the 5 Dimensions evaluation process are not disruptive to teachers or students.

Challenges and Barriers for Teacher Evaluation System

Site 8 has experienced barriers to fully implementing the teacher evaluation system. Stakeholders noted that some teachers view the evaluation system primarily as a tool for determining summative job performance, rather than for promoting professional growth. To support professional growth, school administrators focus on providing clear and actionable feedback that is respectful in tone and that highlights positive teaching practices demonstrated by the teachers during the observations.

While the phased approach to implementing the 5 Dimensions framework was a successful strategy, administrators maintained that evaluating every teacher during the first year of implementation was challenging. Completing multiple observations and providing timely feedback during the first year was very time consuming for the evaluators. To mitigate this challenge, Site 8 has proposed that teachers who receive a summative of rating of *highly effective* for three consecutive years will thereafter be evaluated in alternate years, unless concerns emerge about their student academic growth and outcome data or about the quality of their professional practice.

Similarly, accessing and responding to the evaluation feedback required teachers to quickly learn the online interface and gather teaching evidence to support their responses.

Both administrators and teachers stated that simultaneously learning the complex teacher evaluation system while also trying to implement the data collection and feedback with fidelity contributed to less trust in the quality and accuracy of evaluation results during the first year of implementation.

Suggestions for Improving Teacher Evaluation System

District and school administrators and teachers provided suggestions for improving the quality and consistency of implementation of teacher evaluation systems at Site 8 and at districts and schools across Michigan.

At Site 8, administrators and teachers pointed out that identifying valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating student academic growth and outcomes has been challenging. District and school administrators and teachers would welcome additional guidance from MDE on how to identify robust assessments and use available state assessment data as part of the teacher and school administrator evaluation systems.

At Site 8, stakeholders are interested in learning strategies for implementing the educator evaluation systems from other schools and districts across the state, and they encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching for various grade levels and content areas.

Successes and Catalysts for School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 8 utilizes the 5 Dimensions of Teaching and Learning framework-model for its evaluation of teachers. This evaluation framework-model includes standardized instruments (rubrics) to conduct two cycles of evaluation during each school year.

Feedback is typically provided within 24 hours of the evaluative observation, via an online system that displays written comments and ratings on the rubric. In the middle and at the end of the school year, each teacher meets with his or her evaluator(s) to review the collection of evaluation results.

Evaluators. School administrators, including principals and assistant principals, act as evaluators in the teacher evaluation system.

Evaluation data sources. The 5 Dimensions framework-model involves multiple observations—two to three times per inquiry cycle, for a total of four to six times a year. The observations are designed to be approximately 15 minutes in length. They are typically unannounced, but teachers are able to request observations so that evaluators can observe specific lessons or instructional activities connected to their annual goals.

Each teacher self-assesses his or her instructional practices by using the 5 Dimensions of Teaching and Learning Instructional Framework and Teacher Evaluation Rubric. Referring to the self-assessment results, each teacher identifies one to two annual goals.

Alignment with teacher professional goals. The teacher evaluation system training includes guidance on how to set individual development-plan goals, using evaluation feedback, and on how to conduct self-assessments to monitor progress towards those goals. Teachers can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation ratings, calculated at the end of the school year.

Alignment with student outcomes. As part of the teacher evaluation system, Site 8 uses teacher-developed classroom pre-, mid-, and post-tests to measure student growth. These assessments are selected based on alignment with district and school student learning priorities and state academic standards. Student progress toward goals outlined in Individualized Education Program (IEP) plans are also used.

Intended uses of evaluation feedback. Teacher evaluation feedback promotes formative improvement in teaching practices and informs the summative end-of-year evaluation rating. The feedback provides specific suggestions for improving instructional practice relevant to each teacher's discipline or content area. The evaluation data identifies both strengths and weaknesses, as well as focus areas determined by the teacher.

Individual teacher feedback is aligned with his or her development plan goals. Feedback includes suggestions for using data to improve student learning. Teacher evaluation results also inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 8 employs the Multidimensional Principal Performance Rubric (MPPR) for school administrators. MPPR assesses school administrators on six domains: (1) shared vision for learning; (2) school culture and instructional program; (3) safe, efficient, effective learning environment; (4) community; (5) integrity, fairness, ethics; and (6) political, social, economic, legal, and cultural context.

Evaluators. The superintendent conducts evaluations of school administrators.

Evaluation data sources. Each school administrator submits a portfolio that includes artifacts (e.g., growth plan, agendas for staff meetings, initiated changes based on evaluation data, and examples of feedback to teachers).

Site 8 does not include formal teacher, student, or parent surveys in the school administrator evaluation process.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year.

Alignment with student outcomes. Student academic growth and outcomes, as measured by state and district assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year.

The school administrator evaluation system includes ratings on school culture and on monitoring, evaluating, and improving instructional programs. The MPPR includes a rating on how student learning outcomes inform school leadership decisions.

Adaptations of framework-model. The MPPR does not include any modifications.

District Administrator Evaluation Framework-Model

Site 8 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for

Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each dimension of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, the superintendent evaluation rubric includes student growth and assessment data. Each district in Michigan is expected to establish a student growth model to use in teacher and administrator evaluations. The appendices of the MASB evaluation tool list 107 artifacts and examples of evidence that may be used to demonstrate superintendent performance.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating the superintendent on the district's progress toward goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The evaluation model recommends that the school board and superintendent meet at key points during each 12-month evaluation cycle:

- <u>Three-Month and Nine-Month Informal Updates</u>: Superintendent provides written update to the board, and the board president shares with the superintendent any specific concerns/questions from the board.
- <u>Six-Month Formal Update</u>: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides them to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- <u>Eleven-to-Twelve Month Formal Evaluation</u>: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review the portfolio and seek clarification as needed; the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model recommends that, when a superintendent receives a rating of *minimally effective* or *ineffective*, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Adaptations of framework-model. The MASB evaluation model does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

During the first year of implementation of the educator evaluation systems, Site 8 provided training to school administrators and teachers on their respective evaluation systems. The trainings included in-person and online training modules provided over multiple days, using standardized training materials.

The teacher evaluation system training focused on guidance on key behaviors and expectations for performance levels of the evaluation rubric, and on processes for collecting relevant evidence, aligning the evidence to the evaluation rubric, and using evaluation data. The training also provided guidance on how to differentiate supervision to meet individual needs as identified through evaluation results.

The school administrator evaluation system training included review of the six domains of the MPPR: (1) shared vision for learning; (2) school culture and instructional program; (3) safe, efficient, effective learning environment; (4) community; (5) integrity, fairness, ethics; and (6) political, social, economic, legal, and cultural context.

Additionally, the school administrator evaluation training included an overview of the elements of the evaluation system, including how the evaluation framework aligns with the district's vision for instruction and current educational initiatives, policies, and procedures. School administrators and the superintendent meet informally during the school year to clarify any questions about the evaluation process.

Typically, certified trainers deliver MASB training for board members and superintendents. This training includes two components. The Fundamentals of Evaluation training overviews legal requirements, essential elements of a performance evaluation system, and processes for establishing superintendent performance goals and expectations. The MASB Superintendent Evaluation Tool training outlines the cycle and processes of evaluation and provides guidance on using the rubric and additional evidence to rate superintendent performance.

Frequency of Training

Administrators at Site 8 have the opportunity to participate in annual follow-up training on the administrator evaluation system. Teachers who are new hires in the district or new to the profession participate in annual training on the 5 Dimensions of Teaching and Learning evaluation system.

Quality Assurance

Site 8 does not require evaluators to demonstrate proficiency in the teacher evaluation framework-model prior to conducting evaluations for any of the three systems.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems do not include a rubric component aligned to student learning objectives (SLOs).

Professional Development and Resources to Support Use of Evaluation Feedback

The teachers' union at Site 8 provides funding for individual teachers' professional development to support areas of growth identified in evaluation feedback or outlined in their annual professional goals. Districtwide professional development focuses on areas of need that are identified in school improvement plans and that emerge from school administrator and teacher aggregate evaluation findings.

At the two middle schools in the district, teachers meet monthly in small groups to review the dimensions and indictors of the 5 Dimensions of Teaching and Learning rubric. Each group is assigned one dimension and discusses relevant journal articles and educational resources provided by the principals. During the small-group sessions, teachers discuss teaching practices that exemplify the dimension and strategies for implementing those practices into their classrooms. Members of the small groups rotate periodically so that teachers interact with a variety of their peers. The discussions create shared understanding of the evaluation dimensions, provide examples of research-based teaching strategies, and promote collegiality among teachers who teach different grade levels and content areas.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

As noted earlier, stakeholders at Site 8 indicated that the phased implementation of the 5 Dimensions of Teaching and Learning evaluation system was a successful strategy. Focusing on three dimensions in Year 1 allowed district and school administrators and teachers to build foundational knowledge about the evaluation process and shared expectations for demonstrating high-quality teaching. As additional dimensions were added in Years 2 and 3, administrators refined their evaluation feedback to support teachers' reflection on their annual goals and identify potential professional development opportunities.

PROFILE: SITE 9

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Stakeholders at Site 9 view the Marzano Teacher Evaluation Model as a useful tool to support teachers in improving their instructional practice. Administrators noted that the School ADvance Administrator Evaluation System enables them to complete self-assessments and create professional growth goals. Both administrators and teachers at Site 9 remarked that discussions about evaluation feedback created shared understanding of high-quality instructional practices.

Successes and Catalysts for Teacher Evaluation System

Teachers at Site 9 stated that the Marzano Teacher Evaluation Model has enabled them to be more reflective in their instructional practice. After formal classroom observations, administrators and teachers meet to discuss evaluation feedback and identify instructional strategies and professional development opportunities to enhance teachers' professional practices.

At Site 9, school administrators conduct informal observations early in the school year. Administrators mentioned that these observations allow them to become familiar with the variety of teaching practices across classrooms in their schools. Teachers expressed that the informal, formative feedback enables them to focus on improving their instruction without the concern of receiving summative ratings on the quality of their teaching.

The district has adopted the policy that teachers who receive summative ratings of *highly effective* for three consecutive years are exempt from evaluation for one year. This policy permits school administrators to spend additional time evaluating those teachers who need additional instructional support and guidance.

Challenges and Barriers for Teacher Evaluation System

Site 9 has experienced some barriers to fully implementing the Marzano Teacher Evaluation Model. A primary challenge involves the time to implement the data collection and feedback processes with fidelity.

At Site 9, principals serve as the evaluators in the teacher evaluation system. Administrators and teachers noted that implementing the required observations and recording the feedback for each teacher is time consuming for evaluators. Principals reported that they have multiple management responsibilities, which limit their ability to observe classrooms as frequently as they would like and to provide timely feedback.

District and school administrators mentioned that limited funds are available to support school administrator professional development.

Stakeholders pointed out that, over time, trust has increased between administrators and teachers regarding the implementation of the teacher evaluation system. However, they conveyed that the district needs to continue to promote the teacher evaluations as a tool for professional growth and for improvement of student academic outcomes.

Suggestions for Improving Teacher Evaluation System

Administrators and teachers at Site 9 suggested that MDE consider adapting the teacher evaluation systems to allow for differentiated evaluation processes for new and for veteran teachers, as well as for high-performing teachers and for those who are struggling.

Stakeholders are interested in learning strategies for implementing the educator evaluation systems from other schools and districts across the state, and they encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching. They would also welcome guidance from MDE on creating professional development aligned with individual teachers' and administrators' professional development plans.

Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district and school staff.

Successes and Catalysts for School and District Administrator Evaluation Systems

Administrators at Site 9 find evaluation feedback, provided by the school board, about community members' perceptions of district and school leadership to be particularly useful in monitoring progress toward their professional goals.

Challenges and Barriers for School and District Administrator Evaluation Systems

Administrators reported that the scope of the School ADvance evaluation rubric is complex and extensive. Compiling evidence to address each of the elements to track progress and address evaluation feedback is challenging for the school and district administrators.

Newly elected school board members are not yet familiar with all of the duties of the superintendent and have not participated in training on the Michigan Association of School Boards' Superintendent Evaluation Tool, creating a barrier to robust implementation of the evaluation system.

Suggestions for Improving School and District Administrator Evaluation Systems

Administrators at Site 9 did not have any suggestions for improving the quality and consistency of implementation of the administrator evaluation systems at the site or across districts and schools in Michigan.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 9 uses the Marzano Teacher Evaluation Model for its teacher evaluation system. The Marzano model assesses teachers on four domains: (1) classroom strategies and behaviors; (2) planning and preparing; (3) reflecting on teaching; and (4) collegiality and professionalism.

The Marzano model includes standardized summative and formative instruments for conducting four to six observations over the course of the school year. The model also includes an annual summative evaluation report. One observation is a formal, scheduled observation, while the remaining observations are informal, impromptu sessions.

Feedback from the formal observation is provided through iObservation within one week, but it is often available sooner. iObservation is a web-based tool for collecting data from classroom observations.

At the beginning of the school year, each teacher meets with his or her evaluator to review goals and the results of the self-assessment tool. The teacher completes the self-assessment to identify areas of strength and potential areas for improvement. A midyear meeting is held to discuss progress toward professional and goals, and, at the end of the school year, each teacher meets with his or her evaluator to review the summative evaluation results.

Evaluators. School administrators act as evaluators in the teacher evaluation system. For one of the required teacher observations, an administrator from another school in the district conducts the evaluation.

Evaluation data sources. The Marzano model includes four to six observations a year. These include one formal observation, as well as informal observations that are either announced or unannounced. Teachers can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation rating, calculated at the end of the school year.

At Site 9, principals gather informal feedback from parents and students, but evaluation observations are the primary source of evidence for summative ratings.

Alignment with teacher professional goals. The teacher evaluation system includes setting individual development-plan goals based on evaluation feedback and assessing progress toward those goals. Teachers are expected to identify three to four goals each school year.

Alignment with student outcomes. Site 9 currently uses aggregate school data from the NWEA Measures of Academic Progress assessments and teacher-developed classroom assessments to measure of student growth.

Intended uses of evaluation feedback. Teacher evaluation feedback is intended to promote formative improvement in teaching practices, and it informs summative evaluation ratings at the end of the year. The evaluation feedback describes both strengths and weaknesses related to high-impact instructional practices identified in the Marzano rubric.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 9 utilizes the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school administrators. This framework-model incorporates standardized instruments.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The MASA instrument and student academic growth and outcomes inform the school administrator evaluations.

Self-assessment results and student survey data are also included in the calculation of the end-of-year summative evaluation rating for school administrators.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year.

Alignment with student outcomes. Student academic growth and outcomes, as measured by state and district assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year. Evaluation feedback focuses on information use, strategic and systemic abilities, ethical and professional performance, and resiliency. School administrators are expected to use evaluation feedback to guide strategies for improving student academic results.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 9 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate the superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board

for Educational Administration, and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each dimension of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide the evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate superintendent performance.

Additionally, in Site 9, all administrators complete an anonymous survey related to the performance of the superintendent. The survey informs the board's evaluation.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress toward goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

At Site 9, the superintendent works with school board members to develop performance goals. These goals are reviewed at midyear and end-of-year evaluation meetings.

Intended uses of evaluation feedback. The MASB evaluation model specifies that the school board and superintendent meet at key points during each 12-month evaluation cycle.

- <u>Three-Month and Nine-Month Informal Updates</u>: Superintendent provides written updates to the board; and the board president shares with the superintendent any specific concerns or questions from the board.
- <u>Six-Month Formal Update</u>: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides them to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- <u>Eleven-to-Twelve-Month Formal Evaluation</u>: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of *minimally effective* or *ineffective*, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 9 provides annual training to school and district administrators on the teacher evaluation system. The teacher evaluation system training focuses on how to collect relevant evidence and align it to the evaluation rubric. The training includes guidance on rating non-observational domains on the rubric and on reducing bias during observations. The training also focuses on the philosophy, standards, and research base of the evaluation framework; and on the alignment of the evaluation system with district initiatives, policies, and procedures.

The teacher evaluation system training also provides an overview of the key behaviors and expectations for each performance level of the evaluation rubric. Also included in the training are time management strategies for completing the required evaluation activities, expectations for data use, and guidance on differentiating supervision for teachers based on evaluation results.

There are opportunities to gauge participants' understanding throughout the training, including time to reflect and ask questions. Time is also allocated for colleagues to interact and practice using the system.

At Site 9, district and school administrators provide informal training to teachers on the teacher evaluation system.

The training for the administrator evaluation system focuses on the philosophy, standards, and research base of the framework and thoroughly describes its alignment to the district initiatives, policies, and procedures. District administrators receive guidance on key behaviors and expectations for each performance level of the evaluation system. The training also examines how the evaluation framework reflects the districtwide vision for high-quality instruction.

District administrators provide informal training to school administrators on the school administrator evaluation system.

Employing certified trainers, MASB provides training on its superintendent evaluation instrument to board members and superintendents. The training includes two components. The Fundamentals of Evaluation training overviews legal requirements, essential elements of a performance evaluation system, and processes for establishing superintendent performance goals and expectations. The MASB Superintendent Evaluation Tool training overviews the cycle and processes of evaluation, and provides guidance on using the rubric and additional evidence to rate superintendent performance.

Frequency of Training

During the first year of implementation, training was provided to district and school administrators on the three educator evaluation systems. New school administrators receive training on the teacher evaluation during their first year in the district. No additional training is provided to returning district or school administrators.

Quality Assurance

Site 9 provides quality assurance by requiring each school administrator to conduct teacher observations in other schools within the district and to calibrate their ratings through peer discussions.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

Site 9 uses aggregate school data from the NWEA Measures of Academic Progress assessments and teacher-developed classroom assessments to measure of student growth.

Professional Development and Resources to Support Use of Evaluation Feedback

School administrators meet with teachers to review evaluation feedback and to identify potential professional development resources. Districtwide professional development focus on district and shared school improvement goals.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Stakeholders at Site 9 indicated that the educator evaluation systems have been helpful in improving teachers' instructional practice and administrator leadership. The district is working to address challenges that have emerged during the first few years of implementation.

Some teachers have expressed concern about district and school administrators making staffing decisions based on teacher evaluation results. District and school administrators are proactively promoting the teacher evaluation system as a process to support professional growth. The district is considering providing training on the teacher evaluation system to teachers, in addition to having school administrators provide information to teachers about the evaluation processes.

Stakeholders at Site 9 recognized the need to identify valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating student academic growth and academic outcomes.

PROFILE: SITE 10

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 10 uses the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for evaluating administrators and the 5 Dimensions of Teaching and Learning for evaluating teachers. The school board is actively involved in the evaluation process, making regular visits to Site 10.

Most teachers are familiar with the 5 Dimensions of Teaching and Learning evaluation system, having received training through the PSA or while at previous teaching positions. The teaching staff set aside regular meeting times to discuss the evaluation process with peers.

Successes and Catalysts for the Teacher Evaluation System

Stakeholders at Site 10 identified one aspect as especially contributing to the successful implementation of the 5 Dimensions teacher evaluation process—the school board president frequently visits the PSA. The superintendent and school board president have regular conversations about administrator and teacher professional evaluation goals, and evidence of progress towards those goals.

Teachers, on the other hand, review and discuss the teacher evaluation model with peers during weekly staff meetings. These discussions enhance teachers' understanding of and comfort with the evaluation system.

Challenges and Barriers for the Teacher Evaluation System

Stakeholders at Site 10 noted that the implementation of the 5 Dimensions of Teaching and Learning system requires extensive time for the school administrator to conduct the formal and informal observations and provide feedback to each teacher.

Because the 5 Dimensions rubric is complex, the evaluator needs to be highly skilled at observing and rating the elements during the brief observation period. Additionally, some teachers mentioned that the evaluation process, involving one to three classroom observations a year, does not accurately capture the breadth and depth of their teaching practices.

Suggestions for Improving the Teacher Evaluation System

Teachers at Site 10 suggested that the PSA provide ongoing training on the dimensions of the rubric, the process for calculating ratings on each dimension, and strategies for integrating student outcome data into the evaluation process. They pointed out that some teachers' definitions of quality instructional practices do not fully align with the rubric

dimensions. Developing shared expectations for professional practice would enhance the implementation of the evaluation system and the use of feedback.

Teachers also noted that the structure of the 5 Dimensions rubric makes it more difficult for teachers of special student populations to receive a *highly effective* rating. The teachers and the administrator would welcome guidance from MDE on strategies for integrating additional measures of students' academic and behavior outcomes into the teacher evaluation process.

Furthermore, the administrator and teachers at Site 10 would welcome guidance from MDE on making the focus of the teacher evaluation system formative and supportive of teacher growth. Teachers expressed a desire to improve their professional practice, but they currently view the evaluation framework as focusing primarily on areas of deficit. Reframing the evaluation process to focus on supporting growth, rather than targeting deficits, would enhance use of the feedback.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 10 employs the 5 Dimensions of Teaching and Learning evaluation framework-model for its evaluation of teachers. This evaluation system includes standardized instruments (rubrics) for conducting one to three formal observations of educators during each school year. Teachers also complete a self-assessment to identify annual professional goals.

Feedback is typically provided to teachers within one week of classroom observations, through an online portal. In the middle and at the end of the school year, each teacher meets with the evaluator to review the collection of evaluation results.

Evaluators. The PSA administrator serves as the evaluator in the teacher evaluation system. The administrator also acts as both the principal and superintendent.

Evaluation data sources. The 5 Dimensions framework-model includes between one and three formal observations conducted each year by the school administrator that inform the

summative, end-of-year evaluation rating. Informal observations are also conducted throughout the school year to provide formative feedback.

At Site 10, teachers can submit curricular materials and student artifacts as evidence for teaching practices. For example, teachers provided evidence of interventions that each student receives to support behavioral or academic needs.

Alignment with teacher professional goals. The 5 Dimensions framework-model includes guidance on setting individual professional development goals, based on evaluation feedback. At the PSA, teachers set individual professional goals that target elements of the rubric they would like to improve. These goals are reviewed with the school administrator, who uses the goals to inform the formal and informal observations.

Teachers can review the schoolwide evaluation data and their individual goals from the previous year, which are electronically archived to create a longitudinal record of the evaluation system.

Alignment with student outcomes. At Site 10, teachers compile records of student data related to academic grades and behavioral discipline.

District and state assessments are used to calculate student growth in the teacher evaluation system. District and state assessment results comprise the largest percentage (50 percent) of the overall, summative rating for each teacher.

Intended uses of evaluation feedback. Using the 5 Dimensions rubric, the PSA administrator provides feedback on classroom instructional practices. This feedback includes information on both strengths and weaknesses. Feedback is aligned to the individual professional improvement goals set by each teacher at the beginning of the school year.

The administrator's feedback includes guidance on using student outcome data to improve teaching practices.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 10 uses the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System. This framework-model includes standardized formative and summative instruments. Site 10 does not include teacher, student, or parent surveys in its evaluation of the school administrator.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. An independent consultant conducts the administrator evaluation in collaboration with school board members.

Evaluation data sources. The school board members review a collection of schoolwide evidence and student outcome data as part of the school administrator evaluation system. Also included as data sources in the evaluation are the PSA administrator's attendance at school board and community meetings and participation in professional development opportunities.

The evaluation score is primarily based on in school observations and a review of evidence conducted by the independent consultant. The consultant also interviews the teachers to gather their input as part of the evaluation evidence.

Alignment with school administrator professional goals. As of fall 2017, the administrator at Site 10 had not been asked by the school board to identify any professional goals. However, at the beginning of the school year, school board members discussed their expectations for the school improvement plan with the administrator, including strategies for identifying professional development opportunities for instructional support for staff and enhancing student achievement.

Intended uses of evaluation feedback. The MASA school administrator tool provides ratings on leadership elements of vision, for learning and achievement factors and leadership behavior factors. In the MASA system, evaluators are expected to provide verbal and written feedback to the administrator.

As of fall 2017, the PSA administrator had not received any formal feedback.

Adaptations of framework-model. No adaptations to the school administrator evaluation model are used.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

For Site 10, the intermediate school district (ISD) provided one-on-one training to the PSA administrator during a 2-day intensive training on the 5 Dimensions of Teaching and Learning teacher evaluation system. The training focused on strategies for supporting teachers and creating effective educational experiences for students.

The training also included behaviors and expectations for performance levels of the evaluation rubric, as well as explanations of how evaluation data will be used and how to reduce bias during observations.

Ongoing support is available to the PSA administrator throughout the year in the form of in-person, over-the-phone, and online consultation with other administrators within the ISD region. The school administrator noted that the original training provided by the ISD did not provide adequate guidance on the rubric rating process. The administrator has contacted ISD staff to gather more information about this process.

Frequency of Training

The ISD provides annual, formal training on the teacher and district administrator evaluation systems. Teachers at Site 10 receive training on the 5 Dimensions framework-model through the ISD and during weekly school staff meetings. This training provides an overview of the evaluation system, description of the evaluation criteria, observational ratings, and the types of evidence and artifacts that might be collected to inform the evaluation process.

Teachers can also access evaluation resources on the ISD website and are able to contact ISD staff about questions related to teacher evaluation system. Each teacher is provided with a copy of the 5 Dimensions evaluation guide.

Quality Assurance

The ISD training for teachers includes guidance on using the 5 Dimensions rubric to evaluate peers, as well as details on the structure for conducting observations.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The administrator evaluation includes a component aligned with student learning objectives. District and state assessment data are included in both the teacher and school administrator evaluation processes.

Professional Development and Resources to Support Use of Evaluation Feedback

At Site 10, teachers receive professional development related to the areas of growth identified in their annual goals. The professional development has been provided at the PSA and through the ISD.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

The current superintendent at Site 10 is new to the district. During the 2017/18 school year, she is meeting one-on-one with school administrators and staff to identify districtwide and individual professional development needs.

During these meetings, stakeholders suggested additional training on the 5 Dimensions of Teaching and Learning evaluation system. The superintendent is currently designing a series of professional development sessions to address this need. These sessions will

provide administrators and teachers with time to meet with colleagues individually and during school staff meetings to review the evaluation system and discuss emergent issues.

PROFILE: SITE 11

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Successes and Catalysts for the Teacher Evaluation System

Eight years ago, Site 11 began using a teacher evaluation model based on the Danielson Framework for Teaching. Administrators at Site 11 describe themselves as fortunate that the Danielson Framework was approved by MDE for the required educator evaluation process. As a result, the district did not need to adopt a new teacher evaluation system.

Administrators noted that the implementation of the Danielson Framework is supported by a retired principal who serves as consultant to the school principals. This consultant coaches the principals on integrating the evaluation activities into their school schedules and provides guidance on classroom observations and rating the elements of the rubric.

Administrators at one of the schools described efforts to create a culture of trust in the school and strategies for reducing teacher anxiety about the evaluation system. An important factor in creating this culture of trust is that administrators do not dismiss teachers' fears about the evaluation process, the nature of the feedback, and expectations for professional practice. Instead, the administrators talk with teachers about how they, as administrators, can help to mitigate those fears.

Similarly, administrators at the high school emphasized the need to convey to teachers their commitment to the teacher evaluation system, their belief in the Danielson philosophy, and their insight into how the model reflects good teaching practice. These administrators stated that they continually stress to teachers that the primary goal of the evaluation system is to support teachers' professional growth.

Challenges and Barriers for the Teacher Evaluation System

Although administrators mentioned that they had previous experience with the Danielson Framework as a catalyst, they also reported that they lost some momentum with implementation when state requirements emerged. Because the previous evaluation system was an adaptation of the Danielson Framework, it did not fully meet the state requirements. Stakeholders at Site 11 began discussions about whether to select a different teacher evaluation model or choose the Danielson Framework, which caused some delay in implementing the full Danielson evaluation process.

District administrators further noted that they need state guidelines on how to implement the system, including timelines and processes for assigning ratings and calculating summative scores. They pointed out that guidance from MDE is released in an intermittent fashion.

Without specific guidelines, stakeholders at Site 11 found it challenging to communicate information about the process for implementing the teacher evaluation system and the ways in which evaluation feedback and ratings would be used. Teachers perceived that the administrators have limited understanding about the evaluation system, resulting in information being delivered in a piecemeal fashion. The teachers experienced frustration when administrators could not address questions about the evaluation system.

The district created a student learning objective (SLO) process, which it used during the 2016/17 school year. However, during summer 2017, MDE released a SLO template that districts should use to design their SLO processes. Administrators at Site 11 provided the MDE tool, which was different from the district-developed process, to teachers and instructed them to use it. Then, during the 2017/18 school year, MDE released a revised version of its tool, which caused further confusion among teachers and administrators concerning how to proceed with SLOs.

Many teachers chose to create SLOs that involved analysis of change in student scores across the school year on a particular assessment. This design required teacher evaluations to be finalized at end of the school year, after students have completed the final administration of the assessment.

Administrators and teachers also cited the variability in SLOs as a challenge. Teachers had autonomy to create SLOs and determine the extent to which the goals they set were challenging for students to achieve. Teachers at the middle and high school levels could select to use SLOs in only one of their classes, which led them to choose the class with the highest-performing students.

Administrators mentioned that some teachers identify upcoming professional development opportunities that are of interest to them, and then set professional goals that match those topic areas rather than using the Danielson self-assessment rubric to identify annual goals.

District administrators also expressed concern about the requirement to include Michigan Student Test of Educational Progress (M-STEP) scores in the teacher evaluation process. Administrators anticipate that the data analysis process will be complicated and time consuming.

Suggestions for Improving the Teacher Evaluation System

School and district resources and supports. Teachers reported that they would like receive comprehensive training on the Danielson Framework for Teaching, including how to incorporate SLOs into the evaluation data collection process. Teachers also suggested identifying opportunities for them to meet together to discuss instructional practices that address those areas for improvement identified in the teacher evaluation feedback.

Teachers also recommended that the teacher evaluation process include frequent, informal observations to provide formative feedback for professional improvement. However, they

admitted that principals have limited time in their schedules to implement the evaluation data collection.

Administrators recommended that districtwide professional development activities be focused on SLOs. Professional development could include review of SLOs from 2016/17 to identify whether students met the goals and why they did for each teacher. The training session would provide time to reflect on using SLOs to identify learning needs of students and on implementing best practices for creating SLOs for the current school year.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 11 adopted the Danielson Framework for Teaching for its teacher evaluation system. The Danielson rubric is comprised of four domains with 22 components and 76 elements. The four domains include planning and preparation, classroom environment, instruction, and professional preparation. Each component defines a distinct aspect of a domain and is further described by two to five elements. The rubric outlines four levels of teaching performance (*unsatisfactory*, *basic*, *proficient*, and *distinguished*) and provides strategies for improving teaching.

The district has not yet defined a standard process for implementing teacher evaluations over the course of the school year. Teachers and administrators reported that the number and timing of observations is not yet consistent across the schools in the district.

Administrators stated that the district is considering a process whereby all formal teacher observations are completed by December of each school year. They described this schedule as ideally providing time for evaluation feedback to be applied during the remainder of the school year to promote teacher professional growth.

At Site 11, the evaluator and teacher hold a pre-observation conference before all formal observations. During this conference, the teacher provides a lesson plan, and the teacher and evaluator discuss teaching activities and the observation process. They later hold a post-observation conference to share feedback.

Administrators at one of the schools indicated that the post-observation conference should be scheduled within 10 days of an observation, although, in practice, feedback is often provided by the day after the observation.

Evaluators. School administrators, including principals and the assistant principal at the high school, conduct all teacher evaluations.

In previous years, the special education director performed evaluations of special education teachers. Beginning in the 2107/18 school year, though, principals conduct those evaluations.

Evaluation data sources. The number of times that teachers are formally observed varies, based on their years of teaching experience and previous evaluation results. The number of observations a teacher is required to receive depends on which of the following four plans the teacher is placed in.

Newer teachers are placed in *Plan One* and are formally observed a minimum of twice a year. Veteran teachers are in *Plan Two* and are required to have one formal observation a year.

Plan Three provides teachers with more focused assistance during a 60–90-day period. Teachers can opt to be in *Plan Three* if they are focusing on a particular professional practice and would like additional feedback. Administrators can also select teachers for *Plan Three* if they identify a specific instructional issue that they need to address. While they are in *Plan Three*, teachers receive instructional support and multiple observations that provide them with ongoing feedback.

Plan Four targets teachers for whom multiple areas of needs have been identified. The process includes frequent observations and intensive instructional coaching. As of fall 2017, no teacher had been placed in *Plan Four*.

In addition to the four plans, the district's teacher evaluation process includes a provision that a teacher who is rated *highly effective* for three years is not required to have a formal evaluation every year.

In addition to observations, teachers provide artifacts that are relevant to each of the domains of the Danielson Framework. Administrators have set up a Google drive in which teachers upload artifacts such as lesson plans and examples of student work. The school administrators, as well as the superintendent, have access to the electronic folders.

The student growth component is assessed through SLOs, which were first used during the 2016/17 school year. Educators were given latitude to create schoolwide, grade-level, and individual-course SLOs.

Site 11 has chosen to weight domain three, which focuses on instruction, more heavily in calculating teachers' summative ratings. To be rated *highly effective* overall, teachers must

be rated *highly effective* in domain three. Currently, SLOs account for 25 percent of the end-of-year summative ratings for teachers.

Alignment with teacher professional goals. Each year, teachers use the Danielson rubric to assess their teaching and create an individual development plan. However, administrators and teachers noted that many teachers set goals based on learning challenges or their students rather than on evaluation data.

Alignment with student outcomes. Site 11 uses SLOs to measure student growth. The SLOs vary in the number of students to which they apply, the types of measures they involve, and their difficulty.

Intended uses of evaluation feedback. Currently, district administrators do not formally use evaluation ratings to identify professional development opportunities. They report that the ratings are not especially nuanced yet. Instead, their general impressions regarding areas in which teachers struggle or need support guide decisions about professional development offerings.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 11 uses the Multidimensional Principal Performance Rubric (MPPR) for school administrators. The MPPR assesses school administrators on six domains: (1) shared vision for learning; (2) school culture and instructional program; (3) safe, efficient, effective learning environment; (4) community; (5) integrity, fairness, ethics; and (6) political, social, economic, legal, and cultural context.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The MPPR instrument and student academic growth and outcomes inform the school administrator evaluations.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for each school year.

Alignment with student outcomes. Student academic growth and outcomes, as measured by state and district assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 11 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district level administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration, and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB evaluation instrument, district school board members provide evaluative feedback to the superintendent.

Evaluation data sources. Both the MASB tool and SLOs contribute to the superintendent's evaluation. During the 2016/17 school year, the superintendent set an SLO goal that identified a target percentage of SLOs districtwide.

In addition to the MASB tool ratings, student growth and assessment data are included superintendent evaluation rubric. Each district in Michigan is expected to establish a student growth model for its teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate performance of a superintendent.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress toward goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. District administrator evaluation feedback is intended to promote formative improvement in educational leadership and administrator management practices, and it informs the summative evaluation rating at the end of the year.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

At Site 11, administrators and teachers participated in three formal trainings on the Danielson Framework. A 2-day training, held in summer 2016 and attended by district and school administrators, was sponsored by the Regional Educational Service Agency (RESA). The RESA also provided a 1-day training for teachers. Two teachers from each school attended.

In summer 2017, the district sponsored a certified Danielson Framework trainer to provide professional development to district and school administrators. These trainings primarily focused on the content of the teacher evaluation rubric.

Teachers receive training on the teacher evaluation rubric through optional professional development sessions each Wednesday. These sessions are facilitated by school administrators and provide an opportunity for teachers to review each domain and its subcomponents, and to discuss the critical attributes and examples for each rating level. For the 2017/18 school year, the focus of these trainings is on domain four: professional responsibilities. During the training, teachers can rate themselves, using the rubric.

Quality Assurance

Site 11 does not require evaluators to demonstrate proficiency on the evaluation rubric prior to evaluating educators.

Administrators noted that the district is considering creating a process in which two or more administrators conduct teacher observations together to enhance the consistency of ratings within and across schools. Currently, school administrators informally discuss the implementation of the teacher evaluation system and strategies for using the observation rubric.

Professional Development and Resources to Support Use of Evaluation Feedback

At Site 11, teachers mentioned that the district provides instructional resources to support their use of evaluation feedback. The breadth and depth of available resources varies across grade levels and content areas, and according to the particular aspects of the Danielson rubric identified as needing improvement. Each teacher can identify formal professional development to address those areas in need of improvement established through the evaluation process.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 11 is a member of a RESA that serves a relatively small number of districts. No other district in the RESA has chosen the Danielson Framework. Since the district is fairly small,

with only one school per grade span, teachers have limited peers within the region who use the same evaluation model. District administrators reported that, since they are the only district in their region that has adopted the Danielson evaluation system, it is more difficult to access training on the framework.

Administrators spoke favorably of their implementation of the three evaluation systems, although they acknowledge the need for standardization in the timing of teacher evaluation data collection. In addition, they plan to formalize a process for reviewing SLO implementation and identifying strategies for improving the creation and use of SLOs each school year.

PROFILE: SITE 12

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 12 has adopted the Marzano School Leadership Evaluation Model and the Marzano Teacher Evaluation Model. School administrators at the combined middle/high school have been trained in both the administrator and teacher evaluation systems. As of the 2017/18 school year, the elementary school administrator is new to the district and has yet not completed a full evaluation cycle on either system.

Teachers at Site 12 are familiar with the teacher evaluation process and have experienced at least one evaluation cycle with the Marzano Teacher Evaluation Model.

Successes and Catalysts for the Teacher Evaluation System

Teachers remarked that the philosophy of the Marzano Teacher Evaluation Model provides useful guidance on how to set professional goals and improve teaching practices. The system also promotes the improvement of classroom instructional practices and management skills.

Challenges and Barriers for the Teacher Evaluation System

Site 12 has experienced multiple barriers to fully implementing the teacher and administrator evaluation systems. One barrier mentioned by teachers and administrators involves the limited adaptability of the Marzano Teacher Evaluation Model for teachers of special student populations.

Teachers noted that they have received limited formal training on the Marzano Teacher Evaluation Model. They are interested in further professional development on how to demonstrate the skills and responsibilities outlined in the Marzano evaluation rubric. While teachers have access to additional training resources, such as videos and supporting documents, they pointed out that their daily teaching schedules do not provide adequate time to review the resources on their own.

Site 12 has also experienced challenges in integrating teachers' professional portfolios into the determination of summative, end-of-year evaluation ratings. Some teachers noted that artifacts in the portfolios could potentially clarify and provide evidence for domains not observed during evaluation observations, but that the district does not yet have a consistent process for using the information in the calculation of summative ratings.

Administrators and teachers at Site 12 stated that another challenge stems from the perception that the teacher evaluation process functions as a means of complying with state requirements, rather than as a process for promoting teacher growth and student achievement. Some teachers admitted to a lack of confidence in the fidelity of the

implementation of the evaluation rubric and in the consistency of the ratings across evaluators.

The district has adopted an evaluation schedule that requires 1-hour announced observations and 1-hour unannounced observations. Teachers at Site 12 expressed concern about the unannounced observations. They pointed to an inability to incorporate all domains and goals into their daily lesson plans or to demonstrate them fully during the limited number of observations conducted across the school year, especially during the unannounced observations for which they cannot prepare.

Suggestions for Improving the Teacher Evaluation System

Teachers at Site 12 indicated that feedback on classroom observations would be more valuable if observations were conducted more frequently, in 15–20-minute sessions throughout the school year. Currently, evaluators at Site 12 use two 1-hour formal observations as evidence for the summative, end-of-year teacher rating. Teachers and administrators in the district believe a shift to more frequent and formative observation feedback would better capture the teachers' overall instructional practice and quality.

Teachers also suggested including mentor teachers as evaluators. Some teachers believe that having an evaluator who is experienced in teaching the same content area or grade level would be valuable in providing formative feedback for teacher growth and increasing student achievement.

Teachers also identified a need for more consistency in the process of providing evaluation feedback. Some teachers received evaluation feedback via the iObservation online portal prior to meeting with evaluators to discuss results. Other teachers, however, did not receive feedback in advance of such meetings. Teachers stressed that providing timely feedback before the in-person meetings allowed them to provide additional forms of evidence and artifacts to support areas targeted for growth.

Teachers would welcome additional training on the details of the Marzano Teacher Evaluation Model rating process, including how teachers are scored based on specific types of evidence.

Administrators and teachers remarked on the need for additional funding for substitute teachers so that staff can attend professional development opportunities related to the teacher evaluation system. Teachers suggested that MDE identify examples of innovative, high-quality teaching to assist districts and school in promoting innovation across grade levels and content areas.

Successes and Catalysts for the School and District Administrator Evaluation Systems

School administrators noted that the ability to set professional development goals with their staff was a catalyst in the implementation of the administrator evaluation system. In

particular, administrators appreciated working with their staff to set growth goals related to student outcomes, classroom instruction, and classroom management.

Challenges and Barriers for the School and District Administrator Evaluation Systems

A barrier identified by the school administrators at Site 12 involved limited district funding for continued professional development on their evaluation system. Currently, school administrators are unable to participate in training provided by the Intermediate School District (ISD) or by a certified Marzano School Leadership Evaluation Model trainer.

Suggestions for Improving School and District Administrator Evaluation Systems

School administrators are interested in receiving additional training on methods for compiling and reviewing teacher artifacts, as well on strategies for providing coaching and mentoring to their teaching staff.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 12 employs the Marzano Teacher Evaluation Model for its evaluation of teachers. The model includes standardized instruments for conducting observations throughout the school year to inform an annual summative written evaluation. The model assesses teachers on four domains: (1) classroom strategies and behaviors; (2) planning and preparing; (3) reflecting on teaching; and (4) collegiality and professionalism.

 At Site 12, administrators conduct two formal observations, one scheduled in advance and the other unscheduled. Administrators provide written feedback from the formal observations to the teacher within two weeks. The evaluation feedback is shared through iObservation, an online system.

At the beginning of the school year, each teacher meets with his or her evaluator to review goals and the results of the self-assessment tool. The teacher completes the self-assessment to identify areas of strength and potential areas for improvement. At the end of the school year, each teacher meets with his or her evaluator to review the summative evaluation results.

Evaluators. School administrators act as evaluators in the teacher evaluation system.

Evaluation data sources. The teacher evaluation includes evidence from the two formal observations conducted annually for each teacher.

Teachers can provide additional evidence of teaching activities in the form of lesson plans and student work products, but this evidence is not currently factored into the summative, end-of-year teacher rating.

Alignment with teacher professional goals. Each teacher completes a self-assessment, using the Marzano rubric to identify annual professional goals. The Marzano Teacher Evaluation Model provides guidance on setting individual development goals by using evaluation feedback.

Alignment with student outcomes. As part of the teacher evaluation system, Site 12 evaluators use teacher-developed pre- and post-assessments, specific to each grade level and content area, to measure student growth. School administrator integrate assessment results into teachers' final evaluation scores.

Intended uses of evaluation feedback. Evaluation feedback is intended to promote progress towards each teacher's professional goals. School administrators provide feedback focusing on the goals that teachers establish at the beginning of the year. Feedback focuses on opportunities for growth, as well as on areas of strength.

The administrators' feedback provides suggestions for enhancing instructional practices such as lesson planning, classroom management, organization, and pedagogy. Feedback is also intended to be relevant to the grade level and content area of each teacher.

The teacher evaluation feedback also includes suggestions for using data to improve student learning.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 12 uses the Marzano School Leadership Evaluation Model for school administrators. This model includes standardized formative and summative instruments. Site 12 does not include teacher, student, or parent surveys for its evaluation of school administrators.

The Marzano School Leadership Evaluation Model assesses administrators on five domains: (1) data-driven focus on student achievement; (2) continuous improvement of instruction; (3) a guaranteed and viable curriculum; (4) cooperation and collaboration, and (5) school climate.

Evaluators. The superintendent serves as the evaluator for school administrators.

Evaluation data sources. The school administrator evaluation process includes observations of leadership practice and educational outcome data to assess the extent to which school administrators have made progress towards their annual goals.

Each school year, the superintendent identifies the specific domains of the Marzano rubric that will be the focus of school administrator evaluations. School administrators create portfolios of educational evidence in the iObservation tool. The superintendent then reviews this evidence as part of the process for determining summative evaluation ratings.

The school administrator evaluation model also includes student growth data that are aligned with each school improvement plan. The superintendent informally collects feedback from teachers and parents on the leadership performance of school administrators, but this information is not included in summative ratings.

Alignment with school administrator professional goals. The school administrator evaluation system is aligned with each administrator's school improvement plan, which includes professional development opportunities related to instructional support and student achievement.

Alignment with student outcomes. Student academic outcomes, as measured by state and district assessments, are included in the evaluations of Site 12 school administrators.

Intended uses of evaluation feedback. Feedback is intended to provide administrators with benchmarks in their progress toward their annual goals. The evaluation process includes ratings on leadership domains and recommendations for areas of growth and progression toward professional goals.

The Marzano school administrator evaluation system also includes criteria related to supporting teachers' instructional strategies and practices, and suggestions for using data to improve student learning.

Adaptations of framework-model. No adaptations to the school administrator evaluation model are used.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 12 provided training to teachers and school administrators during the 2015/16 school year, the first year of implementation of the Marzano Teacher Evaluation Model. The teacher training focused specifically on the definitions of the domains and elements of the rating scales of the Marzano Teacher Evaluation Model.

The administrator training emphasized the development of teacher evaluation scales and strategies for supporting students' learning goals. Trainings for both teachers and administrators were intended to provide a conceptual understanding of the Marzano Teacher Evaluation Model, as well as guidelines for using the evaluation process to identify professional goals.

The teacher evaluation system training provided guidance on key behaviors and expectations for each performance level of the evaluation rubric, and on reducing bias during observations. To a lesser extent, the training included guidance on how to collect and align relevant evidence to the evaluation rubric, rate non-observational domains on the

rubric, ensure data security, and differentiate supervision to meet individual needs as identified through evaluation results.

The training also included an overview of the elements of the system; the philosophy, standards, and research base of the Marzano Teacher Evaluation Model; and the alignment of the evaluation system with the district's vision for instruction and current educational initiatives, policies, and procedures.

Newly hired teachers and administrators receive a modified version of the original 2015/16 training. This training primarily focuses on how to implement the observation process and rate the dimensions of the rubric. During this modified training, new teachers practice evaluating other teachers.

Frequency of Training

As noted above, training on the Marzano Teacher Evaluation Model was provided in 2015/16 to all administrators and teachers in the district. Due to limited funding for professional development, the current training is a modified version of the original training.

Newly hired school administrators receive the modified training on the teacher evaluation system. No additional training is provided for returning school administrators.

Quality Assurance

Site 12 requires evaluators to demonstrate proficiency in using the teacher, administrator, and superintendent evaluation systems prior to conducting evaluations.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher, school, and district leadership evaluation systems do not include rubric components aligned to student learning objectives (SLOs).

Professional Development and Resources to Support Use of Evaluation Feedback

Teachers can invite mentor teachers to conduct informal observations and provide instructional support and coaching. Mentors focus on the professional practices outlined in the Marzano Teacher Evaluation Model.

Administrators encourage teachers to identify professional development opportunities to support their annual goals, but teachers noted that there are limited funds available for pursuing those professional development opportunities.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

The ISD that serves Site 12 provides training for new teachers on the teacher evaluation system. The training offers an overview of key behaviors and expectations for each performance level of the evaluation rubric, as well as guidance on how to collect and align relevant evidence to the evaluation rubric. Returning teachers have the option of participating in modified training on the Marzano Teacher Evaluation Model.

PROFILE: SITE 13

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 13 uses the Marzano Teacher Evaluation Model for evaluating teachers and a locally developed system for evaluating the school administrator.

In the past eight years, Site 13 has had five different superintendents. The superintendent serves as the school administrator. The turnover in leadership has created variation in the implementation of the teacher evaluation process each year. For example, the timing of observations, the use of feedback to develop goals, and the scoring of evaluation results have all varied with each superintendent.

At Site 13, school board members identify the domains of the teacher evaluation system that most closely align with district priorities and direct the superintendent to adapt the evaluation data collection and feedback so that they focus on those domains for the school year to promote professional growth.

Successes and Catalysts for the Teacher Evaluation System

Teachers noted that the philosophy of the Marzano Teacher Evaluation Model provides helpful insights, including classroom instructional practices and classroom management strategies, for improving their teaching. Teachers also appreciated creating annual professional goals as part of the evaluation process.

When possible, the superintendent tailors each observation to a teacher's specific goals and to those elements of the Marzano rubric that the teacher has identified as growth areas.

Challenges and Barriers for the Teacher Evaluation System

The 2017/18 school year is the second year of implementation of the Marzano Teacher Evaluation Model. Both the superintendent and teachers are becoming more comfortable with the evaluation system, but they suggested that additional training would increase their knowledge of the data collection process and the use of feedback.

Teachers were concerned about how to demonstrate the skills and responsibilities outlined in the Marzano rubric during the formal observation process. While teachers have access to additional training resources, such as videos and instructional materials, they struggle to find time in their daily schedules to adequately review the information.

Suggestions for Improving the Teacher Evaluation System

Teachers suggested that the school consider adding input from teaching peers and students as evaluation evidence. Teachers also recommended including administrators or instructional coaches from outside of the school to serve as evaluators. Using external

evaluators, as well as including student and peer feedback, could raise the perceived equity and quality of the evaluation process.

Suggestions for Additional Resources and Supports for the Teacher Evaluation System

At Site 13, teachers recommended that the school provide additional training on the rubric scoring process and on the way that evaluation data is used to calculate summative, end-of-year teacher ratings. Stakeholders also suggested that the training include information on the alignment of the evaluation process and the student outcome targets at the school.

Teachers also mentioned that they need additional guidance on how to navigate the iObservation platform to review feedback. Teachers would like to become more familiar with the observable and non-observable evaluation criteria in order to demonstrate a range of instructional practices in their classrooms.

Stakeholders at Site 13 also recommended identifying intensive professional development for teachers who receive low ratings and support for teachers who identify areas of concern on which they need administrator or peer feedback.

Teachers voiced their interest in visiting other schools and districts that have successfully implemented the Marzano Teacher Evaluation Model. Site visits would offer teachers the opportunity to observe instructional practices across grade levels and content areas and to practice using the rubric's rating system. Furthermore, teachers proposed that such visits would provide them with opportunities to discuss ways to collect evidence and artifacts to document unobservable responsibilities.

Successes and Catalysts for the School and District Administrator Evaluation Systems

Site 13 employs a locally developed system for the school administrator evaluation. The school board tailors the superintendent evaluation to address priority areas identified by school staff, parents, students, and other community stakeholders. There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

Suggestions for Improving the District Administrator Evaluation Systems

The superintendent did not provide suggestions for improving the quality and consistency of implementation of the administrator evaluation systems at Site 13 or across districts and schools in Michigan.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 13 adopted the Marzano Teacher Evaluation Model to evaluate teachers. This model includes standardized instruments for conducting two observations over the course of the school year to develop an annual, summative written evaluation. Feedback from formal observations is provided in writing within two weeks of each observation. Feedback is shared on iObservation, a web-based tool for recording observation data. At the end of the school year, each teacher meets with the superintendent to review the summative evaluation results.

The Marzano Teacher Evaluation Model assesses teachers on four domains: (1) classroom strategies and behaviors; (2) planning and preparing; (3) reflecting on teaching; and (4) collegiality and professionalism.

Evaluators. The superintendent serves as the evaluator in the teacher evaluation system.

Evaluation data sources. Teacher evaluation data includes the results of two formal observations, as well as feedback from the four to six informal observations, for a total of six to eight classroom visits each year.

Each teacher collects teaching artifacts to provide evidence of unobservable criteria outlined in the evaluation rubric.

Alignment with teacher professional goals. Through annual professional development, teachers receive guidance on developing goals aligned to the teacher evaluation system. The superintendent meets with teachers to review their goals, which are aligned with the domains of the Marzano rubric that address growth opportunities.

Alignment with student outcomes. The teacher evaluation system at Site 13 includes a variety of student outcome data: student learning objectives, teacher and district developed assessments, the Michigan Student Test of Educational Progress (M-STEP) data, and SAT assessment data. The superintendent uses the collection of assessment results to inform calculations of the summative, end-of-year ratings.

Intended uses of evaluation feedback. Evaluation feedback is intended to support teachers in making progress toward their annual professional goals. The superintendent provides suggestions for improving their skills as educators, including feedback on classroom instruction, use of student data, and classroom management. The superintendent delivers feedback within two weeks of each observation to promote timely use of the information to improve teachers' teaching practices.

Observational feedback is provided through the iObservation electronic portal. Teachers can also request an in-person meeting with the superintendent to review feedback.

The superintendent also uses evaluation results inform staff decisions related to teacher assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

District Administrator Evaluation Framework-Model

At Site 13, the superintendent also assumes the role and responsibilities of the school principal. The school board utilizes a locally developed process to evaluate the superintendent.

Evaluators. Using the locally developed process, school board members provide evaluative feedback to the superintendent.

Evaluation data sources. Evaluation data sources can include student data, school-level data, and feedback from stakeholders such as parents, staff, students, and community members. School board members collect the parent, staff, and community feedback that can be included in the evaluation process, but these stakeholders are not directly involved. The superintendent is evaluated in an open session, so community members can attend and offer commentary.

Alignment with school administrator professional goals. Although Site 13 has no formal school administrator evaluation system, the superintendent has school-level professional growth goals related to instructional support and student achievement.

Alignment with student outcomes. The school board can consider student outcomes, such as the M-STEP, district-level assessments, and other student-level data, in the evaluation of the superintendent.

Intended uses of evaluation feedback. The school board's feedback is intended to document and support progress toward the superintendent's annual goals—for example, goals focusing on student achievement targets based on M-STEP and school level assessments, teacher retention, and supporting classroom innovation.

Adaptations of framework-model. The school board uses a locally developed process to evaluate the superintendent. No modifications are necessary.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 13 provides training on the Marzano Teacher Evaluation Model to the superintendent and school staff. Trainings for both the superintendent and the teaching staff are designed

to provide a conceptual understanding of the system as well as guidance on using it to set goals and monitor progress.

Training on the teacher evaluation system focuses on key behaviors and expectations for performance levels of the evaluation rubric, processes for collecting relevant evidence and aligning it to the rubric, expectations for data use, time management strategies for completing the required evaluation activities, and processes for rating non-observational domains on the rubric and using the iObservation platform.

The teacher evaluation training is provided by the intermediate school district (ISD) in a one-on-one session with the superintendent. The training includes information on ways to reduce bias during observations, such as using an independent evaluator to observe family members that work in the school.

Frequency of Training

Teachers receive a 1-day training on the Marzano Teacher Evaluation Model each year. Additional professional development resources, including videos of teaching practices and instructional materials, are provided through the ISD.

The superintendent received training, through the ISD, on the teacher evaluation model during his first year in the position.

Quality Assurance

To support reliable use of the evaluation system, the superintendent received one-on-one training from the ISD on the teacher evaluation system before conducting any observations or scoring teachers. The superintendent calibrated his ratings of several classroom teachers with those of a colleague at another school.

During the training for teachers, staff reviewed the rater calibration process. Using the observational rubric, teachers practiced rating a video of classroom instruction.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

Superintendent and teacher training includes guidance on how to integrate student learning objectives, district-developed assessments, the M-STEP data, and SAT results into the teacher evaluation process.

Professional Development and Resources to Support Use of Evaluation Feedback

Site 13 does not provide specific support to assist the superintendent or teachers in using evaluation feedback.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

In the past eight years, Site 13 has had five superintendents. The superintendent and teachers noted that school board members have a very specific vision for the district. Previous superintendents did not share the school board's vision.

The frequent turnover of superintendents has contributed to inconsistencies in the teacher evaluation process and evaluation priorities. The superintendent and teachers stated that previous superintendents used the summative ratings of teachers to make personnel decisions, such as terminations, rather than targeting areas for professional growth.

PROFILE: SITE 14

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 14 is a PSA led by an executive director who serves as the administrator at school and conducts the teacher evaluations. Before the state mandate, the PSA had used a previous version of the Danielson Framework for Teaching for its teacher evaluation system.

The executive director and teaching staff at the PSA explored each of the teacher evaluation models recommended by MDE and then selected the updated version of the Danielson Framework.

Successes and Catalysts for the Teacher Evaluation System

At Site 14, the executive director uses the Danielson Framework for Teaching to promote teacher growth and performance. Teachers stated that they trust the executive director's judgment and welcome the formative evaluation feedback.

Teachers also highlighted the executive director's extensive training on the Danielson evaluation system and his precise use of the framework to create a shared understanding of the evaluation process and expectations for high-quality teaching.

Challenges and Barriers for the Teacher Evaluation System

Teachers at Site 14 expressed concerns about how summative results of the teacher evaluation process will be used. Stakeholders pointed out that the executive director has many administrative and managerial responsibilities that limit the time he can devote to observing classrooms and reviewing evaluation evidence. The executive director also has limited time to serve as an instructional leader and to meet informally with staff.

Teachers describe the Danielson Framework as being complex. The four domains, with 22 components and 76 elements, are overwhelming for many teachers, particularly those who are new to the profession or to the PSA. Administrators and teachers remarked that the evaluation process may be contributing a school climate in which teachers feel unable to demonstrate high-quality teaching practices that address each domain.

Stakeholders at Site 14 described inconsistent guidance on implementing the rubric and providing feedback in the professional development sessions provided by Danielson trainers. For example, teachers stated that some trainers advised evaluators to use the rubric in its entirety when conducting evaluation observations, while other trainers directed evaluators to focus on a subset of specific domains and elements. The administrator and teachers perceived that this discrepancy contributed to concerns about inconsistency in the implementation of observations and in evaluation ratings.

The administrator and teachers remarked on the limited availability of standardized student assessments in kindergarten and early elementary grades to provide evidence of student academic growth and outcomes. Teachers also noted that behavioral interventions and student development in the early grades are not fully captured in the Danielson evaluation rubric.

Suggestions for Improving the Teacher Evaluation System

At Site 14, teachers recommended that the PSA create a process for visiting other schools in the region that use the Danielson teacher evaluation system so that teachers can observe classroom instruction and interact with other teachers. Such a process would allow them to experience a range of teaching methods that are used across grade levels and with varying student abilities.

Teachers also suggested that the PSA adopt a process wherein each teacher is observed once at the beginning of the year and again near the end of the year so that he or she can demonstrate growth with the same cohort of students. Teachers are also interested in conducting and receiving peer reviews, and participating in additional training on the evaluation process and on using feedback to promote professional improvement.

Stakeholders also suggested that the PSA consider hiring a curriculum director to assist the executive director in conducting evaluation observations, thereby providing an additional instructional leadership perspective on the evaluation feedback and ratings.

Successes and Catalysts for the School and District Administrator Evaluation Systems

The executive director noted that the PSA's board of directors are supportive and promote his leadership development. The board members consistently weigh the elements of the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool and consider the community context and overall challenges of the PSA's leadership and staff.

Challenges and Barriers for the School and District Administrator Evaluation Systems

The PSA's executive director mentioned that it is not feasible to discuss each aspect of the MASB evaluation findings at regularly scheduled board meetings due to school operations and other topics on the extensive meeting agendas.

Suggestions for Improving the School and District Administrator Evaluation Systems

The PSA's board of directors are adjusting the school administrator evaluation process to lessen its complexity. The board members are considering eliminating the requirement that the board discuss and reach consensus on each element of the evaluation rubric during an open board meeting. This process is very time consuming.

The executive director at the PSA has many administrative and managerial responsibilities within the school and is also required to attend meetings and events outside of the school.

Stakeholders suggested that having an additional PSA administrator, such as a principal or curriculum director, would provide more flexibility in implementing the teacher evaluation system. The additional administrator could conduct classroom observations and provide instructional coaching, allowing the executive director to pursue professional development to improve his practice.

Stakeholders also pointed out the need for additional funding for professional development for administrators and teachers to support improved instructional practice and student academic achievement.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 14 employs the Danielson Framework for Teaching as its teacher evaluation system. The Danielson rubric comprises four domains with 22 components and 76 elements. The four domains include planning and preparation, classroom environment, instruction, and professional preparation. The rubric outlines four levels of teaching performance (*unsatisfactory*, *basic*, *proficient*, and *distinguished*) and provides strategies for improving teaching.

The executive director, who serves as the evaluator, asks teachers to invite him to the first formal observation, and they jointly set the date and time of the observation. In advance of the formal observations, the administrator reviews lesson plans provided by the teachers. Informal observations, on the other hand, are unscheduled.

After each formal observation, the administrator holds a post-observation conference with the teacher. Feedback is provided through STAGES software, an educator evaluation tool.

If an area of concern is identified during an observation, the executive director provides immediate feedback while also documenting the ratings in the STAGES tool. When limited evidence is observed for a particular component, the administrator does not provide a rating on that component.

Teachers who have been rated as *highly effective* for three or more years are not observed every year. Teachers who are new to the profession or recent hires at the PSA are formally observed three times during the school year. The remaining teachers are formally observed twice a year. The executive director also conducts numerous brief, informal visits to each classroom throughout the year.

Evaluators. The executive director of the school serves as the evaluator in the teacher evaluation system. He is a certified trainer in the Danielson Framework.

Evaluation data sources. The executive director meets with the entire PSA staff at the beginning of the year to review the observation schedule and expectations for the evaluation process. During the 2016/17 school year, teacher observations focused on two of four domains: (1) planning and preparation; and (2) instruction. If an individual teacher had previously received low ratings on one of the other two domains, the administrator also looked for evidence of progress during the observations.

Alignment with teacher professional goals. Teachers at Site 14 self-evaluate by using the Danielson rubric. The self-evaluation process is intended to assist them in identifying professional goals.

Alignment with student outcomes. As part of its teacher evaluation system, Site 14 incorporates teacher-developed classroom assessments and state assessments to measure student academic growth and outcomes.

Intended uses of evaluation feedback. Data from the Danielson teacher evaluation system are not currently used to inform district or school professional development for teachers.

Some teachers have independently pursued professional development related to their evaluation feedback to address their professional growth needs. The executive director encourages teachers to identify these types of opportunities and would like to develop a more formal process for teachers to use evaluation feedback to set individual professional goals.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

District Administrator Evaluation Framework-Model

The executive director at Site 14 is evaluated by the board of directors, who use the MASB Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, the board of directors provides evaluative feedback to the executive director. The executive director and five of the nine board members have received training on the evaluation tool.

Evaluation data sources. In addition to findings from the MASB tool, student assessment results, student enrollment data, parent and teacher survey responses, and budget documentation are integrated into the executive director's summative evaluation rating.

Alignment with district administrator professional goals and student outcomes. The executive director is evaluated on both the school administrator and the district administrator components of the MASB evaluation system.

Intended uses of evaluation feedback. The board of directors provides written feedback to the executive director. The feedback is intended to provide strategies for increasing the executive director's support for instructional improvement in the PSA.

Adaptations of framework-model. The MASB evaluation system was modified by the board of directors to include student academic performance, enrollment data, teacher and parent feedback, and budget documentation.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

At Site 14, training on the teacher evaluation system includes information about how evaluation data will be used, as well as discussions of key behaviors, expectations for each performance level of the evaluation rubric, and processes for collecting relevant evidence and aligning it to the rubric. Teachers had an opportunity to practice rating teachers in videos during their training.

Additionally, training on the teacher evaluation system includes an overview of the evaluation system, including a focus on the philosophy, standards, and research base of the evaluation framework as well as a description of how the evaluation system aligns with district initiatives, policies, and procedures.

Frequency of Training

Training on teacher evaluation occurs annually at Site 14. All teachers received training during the 2016/17 school year, the first full year of implementation of the Danielson Framework for Teaching. During the 2017/18 school year, teachers who are new hires or are new to the profession participated in mandatory training session. All other teachers at Site 14 have the option to participate in training at their discretion.

Quality Assurance

The PSA's executive director has received extensive training on the Danielson Framework and is a certified trainer. Through this training, the executive director was able to jointly observe and rate teachers with administrators from other schools.

To gauge teacher understanding of the Danielson rubric during the evaluation training, the executive director includes activities in which teachers use the rubric to rate teachers featured in training videos. The teachers discuss discrepancies across raters and the levels at which the teaching activities depicted in the videos should be scored.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

Student growth evidence constitutes 50 percent of the summative, end-of-year rating for teachers. During the 2016/17 school year, the executive director and teaching staff designed and piloted a process for assessing student growth.

Professional Development and Resources to Support Use of Evaluation Feedback

Site 14 does not currently provide specific support to help teachers use the evaluation feedback.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 14 is a small PSA with low teacher turnover. For the past five years, the PSA's board of directors has set a goal to hire a building principal but has been unable to secure funding for the position.

The executive director is a certified Danielson trainer, enabling him to provide in-depth evaluation training to his staff on an annual basis. The executive director expressed satisfaction with the implementation of the teacher evaluation system but noted that he would like to support more systematic and intentional use of evaluation feedback by teachers.

PROFILE: SITE 15

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Prior to adopting its current 5 Dimensions of Teaching and Learning teacher evaluation system, Site 15 used the Danielson Framework for Teaching. Although the Danielson Framework was on the list of evaluation systems approved by MDE, the district would have been required to update to the newest version of the model. District leadership decided to evaluate each of the recommended teacher evaluation models to identify the system that would be the best fit for the district. Leadership selected the 5 Dimensions system for adoption.

Most of the teachers at Site 15 are veteran staff with multiple years of experience within the district. A few staff members have been hired within the past two to three years and have a range of one to four years of teaching experience. Therefore, most teachers have experience with a variety of teacher evaluation systems prior to the district's adoption of the 5 Dimensions system.

The district and school administrative staff are stable. The superintendent has been in the district for three years, and no turnover in school administration has occurred during that time.

Successes and Catalysts for Teacher Evaluation System

Stakeholders at Site 15 noted that the implementation of the 5 Dimensions system has been enhanced by funding from MDE to support training on the teacher evaluation system. Administrators further stated that, had the district not received the additional professional development funding, it might not have elected to change to the 5 Dimensions system.

Teachers emphasized that open and transparent leadership was critical to successful implementation of the teacher evaluation system. They specified that district and school leaders kept them informed at every step of the selection and implementation processes, and continue to collaborate with teachers to solve issues as they arise.

Teachers reported that the 5 Dimensions evaluation rubric encouraged professional growth. The observation feedback has prompted teachers to reflect on their teaching and has allowed administrators to gain deeper knowledge of classroom practices in the district.

District administrators pointed to the collaborative effort of school administrators to implement the 5 Dimensions observation tool with consistency and fidelity. School administrators described the partnership with district leadership to develop the processes for including student growth data in the teacher evaluation system as a catalyst.

The district integrates a locally designed process for calculating student growth into the teacher evaluation system. The student growth rubric consists of 17 potential data points, aggregated into a single growth score. These data points include passing rates, teacher use of data, parent contacts, classroom assessments, and common assessments. For each teacher, student growth scores are calculated based on the combination of available data points.

Challenges and Barriers for Teacher Evaluation System

Site 15 has experienced some barriers to fully implementing the teacher evaluation system, including teacher resistance to the system and limited time for school principals to complete the observations.

Stakeholders at Site 15 stated that the change to a new teacher evaluation system created stress as teachers were uncertain how their professional practice would be evaluated and how the results would be used. Stakeholders mentioned that some teachers view the evaluation system primarily as a tool for determining summative job performance, rather than for promoting professional growth.

District and school administrators pointed out that evaluating every teacher through the 5 Dimensions evaluation process was challenging. Completing multiple observations and providing timely feedback was very time consuming for evaluators, of whom there are a limited number in the district. Similarly, accessing and responding to evaluation feedback required teachers to quickly learn the online interface and gather teaching evidence to support their responses.

As MDE releases additional guidance on the student growth component of the educator evaluation systems, administrators at Site 15 revise their locally developed process. Stakeholders at Site 15 are concerned that future guidance from MDE may require extensive revisions in their student growth design and necessitate the identification of new procedures for data collection and analysis.

Stakeholders also raised concerns about neighboring districts selecting student growth measures that artificially inflate teachers' summative evaluation ratings. They perceive that community members question the quality of education at Site 15 because fewer of their teachers receive *highly effective* ratings than do teachers in other districts.

Suggestions for Improving Teacher Evaluation System

District and school administrators and teachers at Site 15 provided suggestions for improving the quality and consistency of implementation of teacher evaluation systems in at the site and across districts and schools in Michigan.

Teachers encourage district and school administrators to proactively discuss with teachers the overall purposes of the teacher evaluation system. They recommended that

administrators identify strategies to assist teachers in using the evaluation feedback for professional improvement.

Stakeholders recommended that administrators and teachers at each school create opportunities for ongoing discussions to develop shared understanding of high-quality teaching as defined in the 5 Dimensions model. Teachers would welcome additional training on the details of the rubric rating process, including how teachers are scored based on specific types of evidence.

At Site 15, administrators and teachers pointed out the challenge of identifying valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating student academic growth and outcomes. District and school administrators and teachers would welcome additional guidance from MDE on how to identify robust assessments and use available state assessment data as part of the teacher and school administrator evaluation systems.

At Site 15, stakeholders are interested in learning strategies for implementing the educator evaluation systems from other schools and districts across the state, and they encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching for various grade levels and content areas.

Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district- and school-level staff, as well as further professional development to promote teacher and administrator professional growth. Administrators indicated that their time to conduct teacher evaluation observations and provide timely and meaningful feedback was limited. Having additional district- and school-level staff trained as evaluators, as well as resources to hire additional staff to attend to building management responsibilities, would help to streamline the implementation of the evaluation systems.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 15 uses the 5 Dimensions of Teaching and Learning evaluation framework-model for the evaluation of teachers. The 2017/18 school year is the third year of implementation.

The evaluation framework-model includes standardized instruments (rubrics) for conducting two cycles of evaluation during each school year. Feedback is typically provided to teachers within one week of the evaluative observation, primarily through an online system that records written comments and ratings on the rubric. Each teacher meets with his or her evaluator at the end of the year to review the collection of evaluation results.

Evaluators. School-level administrators (principals) act as evaluators in the teacher evaluation system.

Evaluation data sources. The 5 Dimensions framework-model involves multiple observations: two to three times per inquiry cycle for a total of four to six times a year. The observations are approximately 15 minutes in length and are typically unannounced.

Each teacher self-assesses his or her instructional practices using the 5 Dimensions rubric. Using the self-assessment results, each teacher identifies one to two goals for the school year.

Alignment with teacher professional goals. As part of the teacher evaluation system, teachers use the evaluation feedback to set individual development plan goals and self-assess progress towards those goals. Teachers are expected to identify one to two goals each school year.

Teachers can provide additional evaluation evidence in the form of lesson plans, student work products, and student assessment results to inform their overall evaluation ratings that are calculated at the end of the school year.

Alignment with student outcomes. The district utilizes a locally designed rubric to allow teachers to report on growth. This rubric features up to 17 different data points (in the current iteration), aggregated into a single growth score. These data points include passing rates, teacher use of data, parent contacts, classroom assessments, and common assessments.

Intended uses of evaluation feedback. The teacher evaluation feedback is intended to promote formative improvement in teaching practices, and it informs the summative, end-of-year evaluation rating.

The feedback provides specific suggestions for improving instructional practice, relevant to a teacher's discipline or content area. The evaluation data identifies both strengths and weaknesses.

In addition, the teacher evaluation results inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. In 2017, district and school administrators at Site 15 participated in a professional development training, titled "Leveraged Leadership," provided by intermediate school district (ISD). Administrators integrated strategies from this training into the teacher evaluation system.

In addition to the formal classroom observations outlined in the 5 Dimensions system, school administrators conduct brief observations that focus on a specific area of professional practice throughout the school year. The evaluation feedback is used to create short-cycle action plans wherein teachers identify instructional strategies that they will implement within two to three weeks of the observations.

School Administrator Evaluation Framework-Model

Site 15 employs the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school-level administrators. The site is in the first year of implementation of this system. The MASA framework-model uses standardized instruments. Site 15 does not include teacher, student, or parent surveys in its evaluation of school administrators.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent conducts the evaluation of school administrators.

Evaluation data sources. The MASA instrument and student academic growth and outcomes inform the school administrator evaluations.

School administrators compile two years of student performance data, using a variety of metrics that include assessment results and graduation, failure, and retention rates. In addition, administrators set growth goals for their buildings. Throughout the school year, principals provide documentation of school meetings and events to the superintendent.

Alignment with school administrator professional goals. School administrators identify one to two focus goals for school performance each school year.

Alignment with student outcomes. Student academic growth and outcomes are measured by district and state assessments. Graduation rates, student passing and retention rates, and attendance data are also included in the school administrator evaluation data.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in education leadership and administrator management practices, and it informs the summative, end-of-year evaluation rating. Stakeholders describe the process as coaching, rather than it being evaluative in nature.

The MASA school administrator tool provides ratings on leadership elements of vision for learning and achievement factors and leadership behavior factors. At Site 15, principals

and assistant principals are expected to identify one to two goals on which to focus each year. The principals are encouraged to identify goals related to instructional leadership.

The school administrator evaluation results inform staff decisions related to administrator assignment, tenure, and promotion.

Adaptations of framework-model. No adaptations of the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 15 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district-level administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide the evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate performance of a superintendent.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress towards goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as on the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The MASB evaluation model specifies that the school board and superintendent meet at key points during each 12-month evaluation cycle.

- Three-Month and Nine-Month Informal Updates: Superintendent provides written update to the board; and the board president shares with the superintendent any specific concerns or questions from the board.
- Six-Month Formal Update: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and

provides to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.

- Eleven-to-Twelve-Month Formal Evaluation: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of *minimally effective* or *ineffective*, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

During the first year of implementation of the 5 Dimensions of Teaching and Learning evaluation system, training was provided to all district and school administrators. A trainer from the 5 Dimensions vendor facilitated the 6-day professional development training. Professional development funds provided by MDE were used to support this training.

During the first year, school administrators provided a 1-day training on the 5 Dimensions system to teachers. Teachers who are new to the district receive informal training from administrators or teachers who act as their mentors.

School and district administrators received MASA training on the school administrator evaluation system during the first year of implementation.

Frequency of Training

Ongoing training on the teacher evaluation system is provided during staff meetings at each school. District and school administrators created common trainings and lessons to use at the staff meetings.

Each year, mentors provide informal teacher evaluation training to new hires.

Quality Assurance

Site 15 does not require evaluators to demonstrate proficiency in the teacher evaluation framework-model prior to conducting evaluations for any of the three systems.

The superintendent and school principals meet periodically throughout the school year to address emerging concerns about the educator evaluation systems and to identify potential modifications.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

The teacher evaluation system includes the district-developed rubric for incorporating student growth as well as other data such as student passing rates, attendance, discipline issues, and progress on annual professional goals.

At the middle and high school, department teams create cut scores and growth goals. Elementary teachers use a variety of diagnostic assessments to show student growth.

Professional Development and Resources to Support Use of Evaluation Feedback

School administrators identify instructional resources related to each teacher's evaluation feedback. Teachers are encouraged to observe peers and identify professional development trainings to support their annual goals.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Site 15 is a very small district that has had consistent leadership over the course of its implementation of new evaluation systems. The school principals are becoming more comfortable with implementing the teacher evaluation system, but acknowledged that it is difficult to complete the observations in a timely manner each semester. Furthermore, the 5 Dimensions of Teaching and Learning rubric is complex, and teachers and principals are learning the concepts as they simultaneously conduct the evaluations.

PROFILE: SITE 16

I. SUCCESSES AND CHALLENGES TO IMPLEMENTING THE EVALUATION FRAMEWORKS-MODELS

Site 16 has adopted the Thoughtful Classroom framework-model for teacher evaluation, having previously used the Danielson Framework for Teaching. The district had expediently selected the Danielson Framework to fulfill previous MDE requirements.

Stakeholders at Site 16 noted that the implementation of the Danielson teacher evaluation system was challenging. Therefore, administrators chose to adopt a new system when MDE released new regulations for educator evaluation systems. The district created a team of teachers and administrators to review the teacher evaluation system options, and the team finally settled on the Thoughtful Classroom framework.

The 2017/18 school year is the superintendent's first year in the position. The site has a stable teaching force; the majority of teachers are veteran staff. Most of the teachers in the district had experience with a variety of teacher evaluation systems prior to the adoption of the Thoughtful Classroom system.

Successes and Catalysts for Teacher Evaluation System

Stakeholders reported that the overall implementation of the Thoughtful Classroom system has gone smoothly. The principles outlined in the Thoughtful Classroom system are similar to concepts in the Danielson Framework.

Professional development training provided jointly to administrators and teachers on the Thoughtful Classroom evaluation rubric has created a shared understanding of the purpose and process of the evaluation. Teachers and administrators noted that the implementation has been supported by open and honest conversations about evaluation feedback to promote professional growth.

Teachers emphasized that formal and informal conversations with administrators about the dimensions of the rubric, the data collection process, and the expected uses of evaluation feedback have enhanced their knowledge of and comfort with the system. Teachers can offer input regarding annual school goals and actively support each other to achieve those goals.

Teachers also stated that the evaluation system has enabled them to more deeply understand their student's learning needs, be reflective of their classroom practice, and hold themselves accountable to school and individual goals.

At Site 16, administrators created a deliberate process for implementing the teacher evaluation system. During the first year, district administrators developed implementation plans. In addition to training provided by the Thoughtful Classroom vendor, the district

designed additional trainings on the evaluation rubric and the data collection process. The supplemental trainings were held during regular school staff meetings and on early-release days.

The trainings focused on school and classroom culture, called the *cornerstones* in the Thoughtful Classroom system. In the second year of implementation, the district used cornerstone dimensions in classroom observations. In year 3, the district expanded implementation to include the 10 dimensions of the Thoughtful Classroom rubric.

Stakeholders mentioned that the district's early-release schedule was a catalyst to implementation of the teacher evaluation system. Site 16 currently uses early-release time each Wednesday to provide time for professional development events and staff meetings.

Early-release time has been utilized for training on the teacher evaluation system and for administrators and teachers to compile and respond to evaluation data. For example, at one school, teachers regularly meet in the computer lab to input student achievement data for evaluation record-keeping. They also meet in grade-level and content-area groups to identify evaluation data that focus on the school's annual goals.

Administrators have created schedules for informal classroom visits and formal observations to provide ongoing, timely feedback to each teacher. Administrators across the district meet regularly to discuss expectations for instructional practice.

Challenges and Barriers for Teacher Evaluation System

Site 16 has experienced some barriers, including teacher resistance, to fully implementing the teacher evaluation system. Stakeholders noted that teachers across grade levels have differing viewpoints of the applicability and utility of the Thoughtful Classroom rubric.

Teachers at the middle school and high school view the dimensions of the rubric as relevant to their teaching approaches and accurately capturing their classroom instruction. On the other hand, elementary school teachers suggested that the rubric does not fully capture developmental learning in early grades.

Although teachers at Site 16 described the district culture as positively promoting the teacher evaluation system for professional growth, they mentioned that the process of collecting and analyzing student assessment data to monitor progress toward individual and school goals has created stress. Stakeholders noted that district, school, and individual teacher goals are developed primarily by using student achievement data.

Teachers view this process as less focused on improving teaching practice than were the processes previously used to identify annual goals. Administrators reported that fewer teachers are identifying professional development opportunities related to their annual goals.

Stakeholders reported that the previous superintendent created quotas for the *effective* and *highly effective* rubric levels for the summative, end-of-year teacher scores. Although the current superintendent has removed those restrictions, stakeholders perceive that some teachers distrust the accuracy of the scoring process.

District and school administrators explained that using the Thoughtful Classroom process to evaluate every teacher was challenging. Completing multiple observations with fidelity and consistency across classrooms and providing timely feedback are very time consuming for the school administrators. Similarly, accessing and responding to evaluation feedback required teachers to quickly learn the online interface and gather teaching evidence to support their responses.

Administrators are also identifying strategies for improving the process for integrating student growth measures into the teacher evaluation system.

Suggestions for Improving Teacher Evaluation System

District and school administrators and teachers at Site 16 provided suggestions for improving the quality and consistency of implementation of teacher evaluation systems in at the site and across districts and schools in Michigan.

Stakeholders emphasized the importance of the ongoing formal and informal discussions between administrators and teachers for honest, transparent conversations about the implementation of the system, emerging issues, and expectations for improving instructional practice. Stakeholders iterated that such communication is critical to successful implementation.

Stakeholders at the site also recommended that districts and schools create scheduled time for teachers and administrators to manage the administrative requirements of the evaluation system and to provide ongoing training. As noted above, Site 16 utilizes early-release time for professional development and for the data collection tasks of the teacher evaluation system.

Administrators and teachers also suggested that districts and schools consider videotaping teachers to promote individual reflection and to create an archive of recordings of teaching practice that could be used for practicing evaluations and calibrating ratings on the Thoughtful Classroom observation rubric.

At Site 16, stakeholders are interested in learning strategies for implementing the educator evaluation systems from other schools and districts across the state, and they encouraged MDE to disseminate examples of exemplary teaching practices and evidence of highly effective teaching for various grade levels and content areas.

Administrators and teachers additionally pointed out that identifying valid and reliable K–12 assessments across all curriculum areas to fulfill the requirements for demonstrating

student academic growth and outcomes has been challenging. District and school administrators and teachers would welcome additional guidance from MDE on how to identify robust assessments and use available state assessment data as part of the teacher and school administrator evaluation systems.

Administrators and teachers also suggested that MDE identify financial resources to support expanded training on the educator evaluation systems for district and school staff, as well as further professional development to promote teacher and administrator professional growth.

Successes and Catalysts for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about successes and catalysts is included.

Challenges and Barriers for the School and District Administrator Evaluation Systems

There was not sufficient time during the site visit to fully discuss the school and district administrator evaluation systems. Therefore, no information about challenges and barriers is included.

II. EVALUATION FRAMEWORKS-MODELS

Teacher Evaluation Framework-Model

Site 16 uses the Thoughtful Classroom teacher evaluation system. The 2017/18 school year is the third year of implementation.

During the 2015/16 school year, the district focused on planning for implementation and professional development training on the Thoughtful Classroom model. The second year of implementation centered on the four cornerstone dimensions of the Thoughtful Classroom rubric. In the 2017/18 school year, Site 16 is implementing the 10 dimensions of the rubric.

The Thoughtful Classroom framework-model includes standardized instruments (rubrics) for conducting two cycles of evaluation during each school year. Feedback is typically provided to teachers within one week of evaluative observations, primarily through an online system that records ratings on the rubric and written comments. Each teacher meets with his or her principal at the end of the year to review the collection of evaluation results.

Teachers who new to the district or new to the profession receive two informal and two formal observations each school year. Experienced teachers receive two informal and one formal observation. All observations are conducted by the school principals.

Evaluators. School administrators (principals) act as the evaluators in the teacher evaluation system.

Evaluation data sources. Teachers are expected to develop two annual goals for student growth. One goal focuses on individual or grade-level team needs, while the second is a schoolwide goal. The individual teacher and team goals are typically assessed through a locally developed assessment. The schoolwide goals are assessed through standardized district or state measures.

Alignment with teacher professional goals. The evaluation system does not require teachers to develop professional growth goals based on the observation rubric. All teacher goals are based on student academic growth and outcomes.

Alignment with student outcomes. As part of the teacher evaluation system, Site 16 uses district-developed interim assessments and teacher-developed classroom assessments to measure student growth.

Student progress toward goals outlined in Individual Education Program (IEP) plans are also included, when appropriate.

Intended uses of evaluation feedback. Teacher evaluation feedback is intended to promote formative improvement in teaching practices, and it informs the summative, end-of-year evaluation ratings.

The feedback also provides specific suggestions for improving instructional practice relevant to a teacher's discipline or content area. The evaluation data identifies both strengths and weaknesses.

Additionally, teacher evaluation feedback includes suggestions for using data to improve student learning. Teacher evaluation results also inform staff decisions related to teaching assignment, tenure, and promotion.

Adaptations of framework-model. The teacher evaluation system does not include any modifications to the rubrics for teachers of specific student populations.

School Administrator Evaluation Framework-Model

Site 16 uses the Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System for school administrators. This evaluation framework-model includes standardized instruments. Site 16 does not integrate teacher, student, or parent surveys into its evaluation of school administrators.

The MASA Principal Framework assesses school administrators on five domains: (1) results; (2) leadership; (3) programs; (4) processes; and (5) systems.

Evaluators. The superintendent primarily conducts the evaluation of school administrators.

A few administrators at Site 16 are retired professionals who act as consultants to the district. These administrators are evaluated by an external agency.

Evaluation data sources. The MASA instrument and student academic growth and outcomes inform the school administrator evaluations.

Alignment with school administrator professional goals. School administrators identify one to two focus goals each school year.

Alignment with student outcomes. Student academic growth and outcomes, as measured by district and state assessments, are included in the evaluation.

Intended uses of evaluation feedback. School administrator evaluation feedback is intended to promote formative improvement in education leadership and administrator management practices, and it informs the summative, end-of-year evaluation rating. The superintendent meets every other month with each principal to discuss progress toward goals and ways to support school staff.

The MASA instrument provides ratings on leadership elements of vision for learning and achievement factors and leadership behavior factors. The evaluation system also includes ratings on teacher performance and high fidelity and reliability instructional program factors. The principals are encouraged to identify goals related to instructional leadership.

Similarly, student achievement results and achievement gap reductions are elements of the results domain of the MASA principal rubric. At Site 16, student academic growth and outcome information, based on district and state assessments, is included in the evaluation ratings.

The school administrator evaluation results inform staff decisions related to administrator assignment, tenure, and promotion.

Adaptations of framework-model. No adaptations to the school administrator evaluation model are used.

District Administrator Evaluation Framework-Model

Site 16 uses the Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool for district administrators. Michigan statutes require school boards to annually evaluate superintendents' professional performance. The MASB tool is based in part on the 2015 Professional Standards for Educational Leaders from the National Policy Board for Educational Administration and on research on the effect of district leadership on student achievement.

The MASB tool includes ratings on each of the five dimensions of the rubric: (1) governance and board relations; (2) community relations; (3) staff relations; (4) business and finance; and (5) instructional leadership.

Evaluators. Using the MASB tool, district school board members provide evaluative feedback to the superintendent.

Evaluation data sources. In addition to the MASB tool ratings, student growth and assessment data are included in the superintendent evaluation rubric. In Michigan, each district is expected to establish a student growth model for teacher and administrator evaluations. The appendices of the MASB tool list 107 artifacts and examples of evidence that may be used to demonstrate performance of a superintendent.

Alignment with district administrator professional goals and student outcomes. The MASB tool includes a section for rating a superintendent on the district's progress towards goals outlined in the districtwide school improvement plan. The evaluation tool focuses on critical areas of professional practice as well as the state-required components of student growth and progress toward districtwide goals. Additional district administrator performance goals that identify measurable district priorities can be included.

Intended uses of evaluation feedback. The MASB evaluation model specifies that the school board and superintendent meet at key points during each 12-month evaluation cycle.

- <u>Three-Month and Nine-Month Informal Updates</u>: Superintendent provides written update to the board; and the board president shares with the superintendent any specific concerns or questions from the board.
- <u>Six-Month Formal Update</u>: Superintendent provides update on progress, along with available evidence; the board president collects questions from the board and provides to the superintendent; and the board and superintendent discuss progress and make adjustments to course or goals, if needed.
- <u>Eleven-to-Twelve-Month Formal Evaluation</u>: Superintendent conducts self-evaluation and presents portfolio with evidence to the board; board members review portfolio and seek clarification as needed; and the board president or consultant facilitates evaluation, and formal evaluation is adopted by the board.

The MASB evaluation model stipulates that, when a superintendent receives a rating of *minimally effective* or *ineffective*, the school board jointly develop a professional improvement plan to address deficiencies. This plan should include professional development opportunities and support focused on improving superintendent performance on the five dimensions of the rubric.

Adaptations of framework-model. The MASB evaluation system does not include any adaptations based on district context or superintendent experience.

III. TRAINING AND PROFESSIONAL DEVELOPMENT ON THE EVALUATION FRAMEWORKS-MODELS

Structure and Focus of the Training

Site 16 provided a 1-day joint training to school and district administrators and teachers on the Thoughtful Classroom evaluation system during its first year of implementation. Newly hired teachers attend trainings on the system, provided through the vendor.

The teacher evaluation system training focused on guidance on key behaviors and expectations for performance levels of the evaluation rubric, and processes for collecting relevant evidence and aligning it to the rubric. Additionally, training included an overview of the elements of the system; the philosophy, standards, and research base of the framework-model; and the alignment of the evaluation framework-model with the site's vision for instruction and current educational initiatives, polices, and procedures. Training participants were provided with a book, workbook, and an overview chart of the system.

Ongoing training is provided at the school level. During the first year of implementation, district administrators developed a series of training modules for principals to deliver during staff meetings and professional development days throughout the year. Modules include readings from the resource materials, discussion questions, and examples of teaching practices across the Thoughtful Classroom dimensions. School administrators also participate in ongoing discussions of the rubric and conduct analyses of teaching videos to improve consistency of their ratings.

At Site 16, the superintendent is in his first year in the position (appointed in summer 2017 for the 2017/18 school year). He has not been trained on the MASB tool. As of fall 2017, he had not yet meet with the school board to receive any evaluation feedback.

Frequency of Training

Training on the teacher and district administrator evaluation systems is provided annually to staff who have been promoted to leadership positions or are new hires to the district.

Quality Assurance

Site 16 does not require evaluators to demonstrate proficiency in the teacher evaluation framework-model prior to conducting evaluation for any of the three systems.

Alignment with Student Learning Objectives, Growth Measures, and Academic Outcomes

Teachers and school administrators at Site 16 have received training on SMART goals. Individual teacher, team, and schoolwide goals for student growth are created by using the SMART format.

Professional Development and Resources to Support Use of Evaluation Feedback

Site 16 does not have a formal process for using evaluation data to determine individual or schoolwide professional development needs.

School administrators distribute information about online materials, webinars, book studies, and professional development during staff meetings.

IV. ADDITIONAL SITE HIGHLIGHTS AND LESSONS LEARNED

Stakeholders at Site 16 describe successful implementation of the Thoughtful Classroom teacher evaluation system. District and school administrators created a phased approach to implementation that included a full year of planning and training on the system.

The use of early-release time each week created opportunities to provide ongoing teacher training and peer-to-peer discussion to enhance teachers' knowledge of and comfort with the teacher evaluation system.

The research department at Marzano Research envisions an education system that utilizes research and evidence to make school work for kids. To realize that vision, we partner with educators to support them in understanding, using, and conducting research to improve education systems and outcomes for students.

Cofounded a decade ago by Robert Marzano and Jeff Jones, Marzano Research began working with state and local education organizations and practitioners to understand the challenges they face and support them in defining the questions, conducting the research, and implementing the answers to enhance educational results.

Today, Marzano Research has grown to become one of the leading research organizations in the country, providing rigorous research, evaluation, and technical assistance to federal, state, local, and private partners. As part of that work, we serve as the lead for the Regional Education Laboratory in the central region, working with state and local education agencies in seven states as thought partners and researchers to address some of the most challenging issues in education.

MARZANO
Research

Marzano Research
12577 E Caley Ave
Centennial, CO 80111
info@marzanoresearch.com
888.849.0851