

2018-19

Detroit Public Schools Community District
TEACHER EVALUATION GUIDE

Revised to comply with updated legislation May 2019



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Superintendent's Message

Team,

As we continue to work toward a vision that all students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, and our world, we must build an excellent team of dedicated staff to serve our students. Developing an effective educator evaluation system is critical to achieving this vision.

A well-designed, well-implemented, multiple-measures evaluation system allows for this by:

- Ensuring educators know their strengths and development areas so that they can continuously improve throughout their careers;
- Allowing schools and districts to promote, retain, and support educators more effectively, including offering more relevant coaching, instructional support, and professional development; and
- Improving the transparency and fairness of tenure and certification decisions.

As you review this manual, you will notice a few key changes to educator evaluation for the 2018-19 school year. We updated some assessments we will use to measure student growth based on our district's new assessment strategy. In response to teacher feedback, we increased the number of allowable absences for teachers to 12 days and reduced the point impact of attendance on the evaluation results overall.

We are currently in the early stages of developing an evaluation system that meets our goals. Over the course of the 2018-2019 school year, we will continue to work to align evaluation systems for administrators, teachers, and other educators so that we can set and calibrate on a vision for excellence. This will ensure that both our educator and staff evaluation supports individual growth, allows top employees to pursue advancement within our organization, and improves candidate pools for leadership vacancies, as discussed in our Strategic Plan.

This guide is another step toward building a more fair, transparent, and accurate system. I commit to involving hundreds of educators this school year as we collectively define our new vision for educator evaluation. I look forward to working with you to make larger, meaningful changes for the 2019-20 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "N. Vitti", with a stylized flourish at the end.

Nikolai P. Vitti, Ed.D.
Superintendent
Detroit Public Schools Community District

What are the components of our teacher evaluation system?

Detroit Public Schools Community District (DPSCD) uses a 100-point teacher evaluation system that consists of four weighted components: ratings on an evaluation tool, student growth, attendance, and discipline.

Figure 1: Teacher Evaluation Component Points

Evaluation Tool – 65/100 Points		
Domain	Weight	Available Points
Planning and Preparation	25%	16.25
Classroom Environment	25%	16.25
Instruction	30%	19.5
Professional Responsibilities	20%	13
Student Growth – 25/100 Points		
Attendance – 5/100 Points		
Discipline – 5/100 points		

Teachers earn an overall summative evaluation score based on the number of points they receive out of the 100 possible points.

Figure 2: Teacher Evaluation Components Breakdown

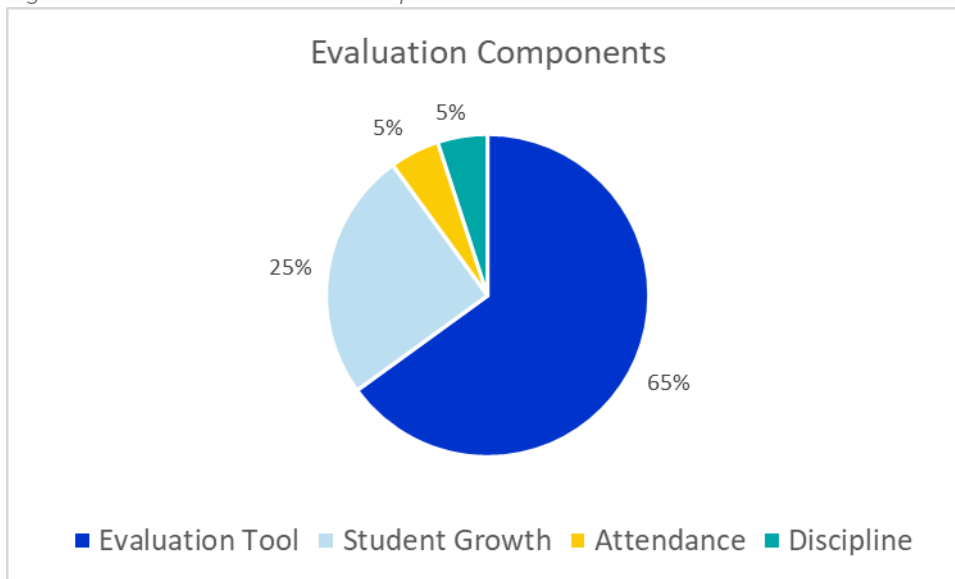


Figure 3: Teacher Evaluation System Cut Scores

Ineffective	Minimally Effective	Effective	Highly Effective
Less than 45 points	More than or equal to 45 and less than 61 points.	More than or equal to 61 points and less than 85 points.	More than or equal to 85 points.

What are the expectations for the Evaluation Tool component of the teacher evaluation?

Teachers in DPSCD are evaluated using a state approved tool: Charlotte Danielson's 2013 Framework for Teaching Evaluation Instrument. Educators may access the full Framework by visiting www.danielsongroup.org/framework or the Danielson Resource section of the [DPSCD Evaluation Site](#). The Framework consists of four Domains and 22 Components that describe effective teaching practice.

Domain 1: Planning and Preparation <ul style="list-style-type: none"> a) Demonstrating Knowledge of Content and Pedagogy b) Demonstrating Knowledge of Students c) Setting Instructional Outcomes d) Demonstrating Knowledge of Resources e) Designing Coherent Instruction f) Designing Student Assessments 	Domain 2: Classroom Environment <ul style="list-style-type: none"> a) Creating an Environment of Respect and Rapport b) Establishing a Culture for Learning c) Managing Classroom Procedures d) Managing Student Behavior e) Organizing Physical Space
Domain 3: Instruction <ul style="list-style-type: none"> a) Communicating with Students b) Using Questioning and Discussion Techniques c) Engaging Students in Learning d) Using Assessment in Instruction e) Demonstrating Flexibility and Responsiveness 	Domain 4: Professional Responsibilities <ul style="list-style-type: none"> a) Reflecting on Teaching b) Maintaining Accurate Records c) Communicating with Families d) Participating in a Professional Community e) Growing and Developing Professionally f) Showing Professionalism

Figure 4: Framework for Teaching Domains and Components

Observations (Domains 2 and 3)

The district, in line with state statute, requires that:

- Teachers receive a minimum of two 20-minute observations per year;
- At least one observation be conducted by the person responsible for the teacher's annual year- end evaluation;
- At least one observation is unscheduled; and
- The teacher receives feedback within 30 days of an observation.

Administrators should complete at least one observation per academic semester to gather evidence aligned to the Framework for Teaching, though they may conduct more. Administrators are expected to enter written evidence from observations, aligned to Domains 2 and 3 which can be observed in lessons, into [Frontline](#).

Portfolio (Domains 1 and 4)

During classroom observations, evidence should be collected on Domains 2 and 3, but teachers and evaluators will also be gathering and sharing evidence aligned to Domains 1 and 4, including artifacts uploaded by teachers to their Domain 1 and 4 Portfolio in Frontline. Teachers may also opt to submit hard-copies of artifacts to administrators in lieu of Frontline, but should coordinate with their administrators in advance should this be their desired submission method. Teachers may upload a small set of artifacts (no more than two per element, though fewer are acceptable), into the Portfolio throughout the school year. Administrators will draw on these artifacts, and other descriptive evidence they have collected to assess Domains 1 and 4. Teachers are encouraged to begin working on their Portfolio in September so that they are well positioned to meet the May 10 deadline for submission.

End of Year Ratings

At the end of the year, the administrator responsible for the evaluation considers all recorded evidence, as well as any artifacts and evidence collected for Domains 1 and 4, to provide a rating on each component in the Framework. Administrators enter this information in the End of Year Ratings section of Frontline. These ratings are then weighted using the calculations described in Figure 1 to determine a teacher's point score on this portion of the evaluation.

What are the expectations for the Student Growth component of the teacher evaluation?

As the old adage goes, "if students are not learning, we are not yet teaching," and it is crucial that we hold one another accountable for making significant academic progress with our students each year.

The State of Michigan requires 25% of teacher evaluations be based on multiple sources of student growth and assessment data. If available, the State of Michigan also requires that 50% of this component (12.5% total) be measured using student growth data on state assessments (e.g., M-STEP) from the previous three years. The remaining portion of the student growth component will include the district content assessment (e.g., iReady, Illuminate) and/or assessments identified by teachers and administrators.

When state and/or district assessment data is not available for a teacher, the teachers and their administrator will be responsible for identifying sources of student data that include a baseline of where students begin, so that growth may be assessed. These sources of data may include school benchmark assessments, administrator-approved pre- and post- assessments that cover the most essential content for the grade or subject, or portfolios that include work from the prior year or the beginning of the current year, as well as end-of-year artifacts for all students.

During the summative evaluation period at the end of the school year, administrators and teachers will review data from the selected assessments. District Office will provide student growth component ratings for all state assessments, iReady, and Illuminate. Evaluators will determine what percentage of students have shown growth on all other selected assessments and use the rubric below to generate a student growth score. This rating is entered into the Frontline system when the administrator completes the End of Year Ratings form.

Figure 4: Student Growth Component

Ineffective (6 points)	Minimally Effective (13 points)	Effective (19 points)	Highly Effective (25 points)
Less than 30% of students met their growth targets	At least 30%, but less than 50%, of students met their growth targets.	At least 50%, but less than 75%, of students met their growth targets.	At least 75% of students met their growth targets.

To ensure fairness and rating consistency across schools, the District will provide teacher-level reports on the percentage of students meeting growth targets on state assessments and local assessments, whenever this data is available. This will allow teachers and school administrators to focus their attention on assessing the percentage of students who met growth expectations on school-based or teacher-selected assessments.

What are the expectations for the Discipline component of the evaluation?

Five points of the evaluation are based on the employee's disciplinary record. At the end of the school year, staff in the Employee Relations Department review a report on teacher disciplinary actions for the last three school years. Using the chart below, teachers are assigned *discipline action points*, based on their disciplinary records. These *discipline action points* are then converted to *evaluation points*.

Figure 5: Disciplinary Action Points to Evaluation Points Conversion

Per Disciplinary Action	Disciplinary Action Points	Evaluation Points	Total Disciplinary Action Points
Written Reprimand	1	5	0 – 1
1-2 Day Suspension	2	4	2 – 3
3 Day Suspension	4	3	4 – 5
4-6 Day Suspension	6	2	6 – 7
7-9 Day Suspension	8	1	8 – 9
10 or more day suspension	10	0	10 or more

What are the expectations for the Attendance component of the evaluation?

Five points of the evaluation are based on the employee's attendance record. At the end of the school year, staff in the Human Resources Department review a report on teacher attendance for the school year. Teachers receive evaluation points based on their number of absences, excluding absences due to religious holidays, jury duty, military duty, bereavement leave, administrative leave, approved Workers' Compensation, and approved Family Medical Leaves of Absence (FMLA). Using the chart below, teachers are then assigned attendance points based on the number of absences they accrue.

Figure 6: Attendance Points

Attendance Points	Number of Days Absent
5	12 or fewer days absent
3	More than 12, but 15 or fewer, days absent
2	More than 15, but 18 or fewer, days absent
1	More than 18, but 20 or fewer, days absent
0	20 or more days absent

What are Professional Learning Plans?

At the beginning of the school year, all teachers develop a Professional Learning Plan, or PLP. PLPs consist of two development goals for the school year, with aligned activities, expected outcomes, needed resources and timelines. The purpose of this plan is to ensure that teachers and administrators have aligned expectations for professional growth and necessary support. Teachers complete PLPs online in [Frontline](#) so that they can be shared and discussed with school administrators.

What are Midyear Progress Reports?

Teachers who are still developing in their practice, including all teachers still in their first year of the provisional license and all teachers who earned a summative evaluation score below Effective in 2017-18, must receive a Midyear Progress Report from their evaluator or a designee. In the progress report, the administrator or designee will provide in [Frontline](#) and in a discussion with the teacher:

- An assessment of progress to date;
- Specific performance goals for the remainder of the school year; *and*
- Recommended training that would assist the teacher in meeting these goals.

By conducting Midyear Progress Reports, administrators will be able to set clear expectations with teachers who need support and teachers will be able to advocate for the resources and development they need to be successful.

What training and tools are available?

As noted throughout this guide, DPSCD uses Frontline Education, an online evaluation and professional learning platform, to manage the evaluation process. Each of the forms and steps described in this manual are loaded into Frontline to support the smooth implementation of the evaluation process. Frontline offers a wide range of online supports to teachers and administrators on using the online system, from step-by-step guides to uploading documents and managing forms, to live webinars on how to make the most of the system.

Educators and administrators can also learn more about the Danielson Framework by accessing relevant coursework and videos in Frontline. These online courses will address a range of topics and will include an overview of the Framework as well as sessions on more specific aspects of the four Domains.

To access your Frontline account, log into the DPSCD Hub (hub.detroitk12.org), and click the Frontline Education icon. Select “Sign in to this site” and click “Sign In.” Enter your district email username and password. Select “Sign in to one of the following sites,” select “MyLearningPlan PDMS,” and click “Sign In.”

Click the “Help” link at the top of the page to access the how-to guides described above. For further assistance and support, email dpscd.evaluations@detroitk12.org.

What do I do if I contest a portion of my evaluation?

Teachers who receive a summative rating of Ineffective or Minimally Effective are eligible to appeal their rating. A three-member panel comprised of senior leaders in DPSCD will convene to review all appeals and will make a final decision. Individuals who earn summative scores which make them eligible for appeal will receive more information when 2018-19 evaluation results are posted in Frontline. Should you be concerned with your evaluation process prior to the submission of your score, you can contact

dpscd.evaluations@detroitk12.org for help.

What are the key dates for evaluations during the 2018-19 school year?

When?	Who?	What?	Where?
Teachers complete: Aug. 29, 2018 – Oct. 12, 2018 Administrators review: Oct. 12, 2018 – Oct. 26, 2018	- All teachers - Administrators	Professional Learning Plan Teachers complete an annual Professional Learning Plan in consultation with their evaluator. Evaluators review submitted plans in Frontline and approve them.	<i>Discussion</i> Frontline
Sep. 4, 2018 – Jan. 25, 2019	- All teachers - Administrators	First Semester Observation Administrators complete at least one observation of each teacher they evaluate and provide feedback to teachers within 30 days of the observation.	<i>Classroom</i> Frontline
Dec. 3, 2018 - Jan. 25, 2019	- New teachers - Teachers who received a summative score of ME or I in 2017-18 - Administrators	Midyear Progress Report Administrators generate progress reports for all new teachers and teachers who received a summative score of ME or I in 2017-2018	<i>Discussion</i> Frontline
Sep. 4, 2018 – May 10, 2019	- All teachers	Domain 1 & 4 Portfolio Teachers reflect on Domains 1 and 4 in the Danielson Framework and select no more than two artifacts per component to use as evidence to be considered by Administrators when rating. Artifacts may be submitted via Frontline or in hardcopy to administrators.	Frontline
Jan. 28, 2019 – May 10, 2019	- All teachers - Administrators	Second Semester Observation Administrators complete at least one observation of each teacher they evaluate and provide feedback to teachers within 30 days of the observation.	<i>Classroom</i> Frontline
May 13, 2019 – June 14, 2019	- Administrators - All teachers	End of Year Ratings Teachers and administrators meet to review assessments student growth data, and evidence collected throughout the year. Administrator provides each teacher with ratings on the 22 Framework Components and student growth from local assessments for relevant teachers. Teachers and administrators conference to discuss results and feedback. Note: Attendance, discipline, and student growth data from state and district assessments will be provided based on centrally managed records and made available for teachers to review within Frontline beginning June 10, 2019.	<i>Discussion</i> Frontline
June 21, 2019	- Employee Relations - Human Resources - Office of Professional Development	Summative Evaluation District Office submits summative evaluation ratings via Frontline, including rubric and student growth data from End of Year Rating meetings, as well as attendance and discipline data from Human Resources. Teachers and counselors may view their summative evaluation rating in Frontline at this time.	Frontline