In compliance with the reporting requirements of Public Act 173 (Enrolled Senate Bill 103) of November 5, 2015, the District is posting the following information about our evaluation systems for teachers and administrators.

TEACHER EVALUATIONS


Training of Evaluators: All evaluators in the district have gone through a comprehensive training program, including both traditional and online training, and culminating with a performance assessment to determine their skill level in evaluating with fidelity to the Danielson framework. Administrators also complete calibration exercises throughout the school year, using the Teachscape Focus tool.

Training of Teachers: Teachers have received training from a certified Danielson evaluator. Several sessions, both virtual and face-to-face, will be provided in the 2016-2017 school year.

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

ADMINISTRATOR EVALUATIONS

Framework Information: Ferndale Public Schools uses the School Advance Administrator Evaluation System. Information on the research base, evidence of reliability, validity and efficacy, and the actual rubrics can be found here.

Training of Evaluators and Administrators: Central administrators, as well as a team of administrators from across the district, participated in a two-day training on the School Advance tool in the 2014-2015 school year. The Superintendent and the Deputy Superintendent have been fully trained in the use of the School Advance System, and have trained the administrative staff.

Description of Process:

At the beginning of the school year, goals are established and data protocols are established. Periodically throughout the school year, each administrator shares data to support growth and goal attainment. A year-end final evaluation conference takes place, during which the administrator has the opportunity to provide data and other evidence to support his or her evaluation. Individual Development Plans and Plans of Improvement are developed as necessary and appropriate as a part of this process.