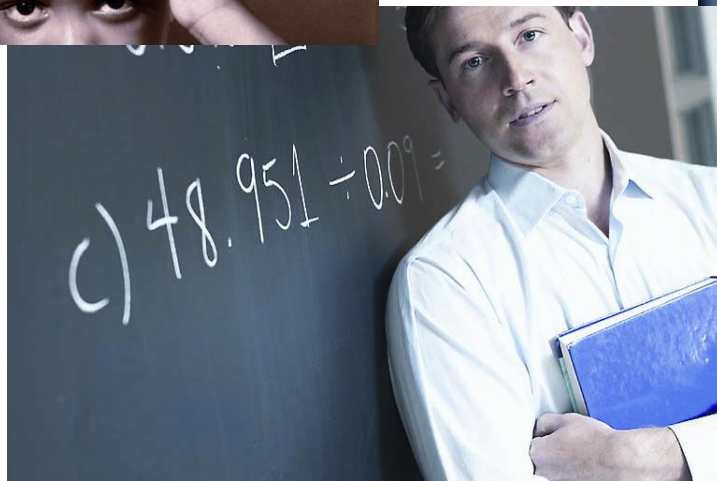
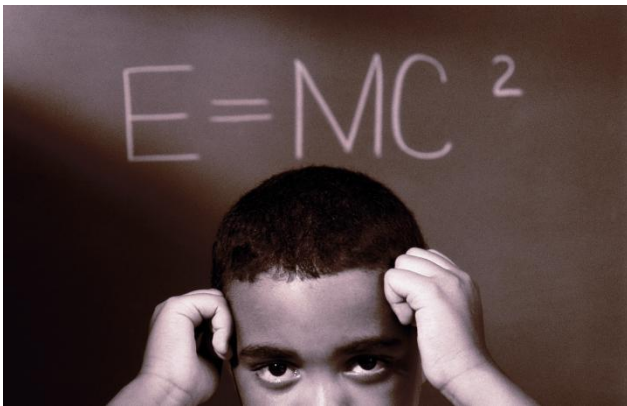




Educator Evaluation Best Practices Conference
Lansing Center, Lansing, MI
Friday, April 15, 2011
Office of Accountability, Research & Evaluation



Great Lakes East
Comprehensive Center





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Friday, April 15, 2011

- 7:30-8:30 a.m. Registration - Lobby Outside of Exhibit Hall A
Coffee and Breakfast - Exhibit Hall A
- 8:30-10:00 a.m. **General Session:** - Exhibit Hall A
MDE and TQ Center Staff overview of current research, policy, and practice on teacher evaluation systems.
- 10:00-10:15 a.m. Transition to Breakouts
- 10:15-11:30 a.m. **Breakout Sessions** (*see pages 6-8 for details*)
- 11:30-12:30 p.m. Lunch - Exhibit Hall A
- 12:30-1:00 p.m. Lunch presentation: Mike Flanagan, State Superintendent of Public Instruction
- 1:00-1:15 p.m. Transition to Breakouts
- 1:15-2:30 p.m. **Breakout Sessions** (*see pages 8-10 for details*)
- 2:30-2:45 p.m. Refreshment Break
- 2:45-4:00 p.m. **Breakout Sessions** (*see pages 10-12 for details*)
- 4:00 p.m. Adjournment of Conference

NOTE: Make sure to turn in SB-CEU forms at Conference Registration Desk as you leave. Forms will not be accepted if not turned in at the end of the day.

Educator Evaluations Best Practices Conference
Breakout Sessions
April 15, 2011

Breakout 1 10:15-11:30	Breakout 2 1:15-2:30	Breakout 3 2:45-4:00
<p>Comprehensive Teacher Evaluation: A Systemic Approach</p> <p><i>National Comprehensive Center for Teacher Quality</i></p> <p>Lisa Johnson & Gretchen Weber</p>	<p>Teacher Evaluation that Bridges the Art and Science of Teaching</p> <p><i>National Comprehensive Center for Teacher Quality</i></p> <p>Lisa Johnson & Gretchen Weber</p>	
<p>Developing an Educator Evaluation System: Guidelines for School Districts and Unions</p> <p><i>Education Alliance of Michigan</i></p> <p>Mike Polzin and Donna Winthrop, Professors at MSU School of Human Resources and Labor Relations, and Members of the Education Alliance of Michigan</p>	<p>One Year Later: How We Created and Implemented Educator Evaluations Based on Student Achievement Data and Web-based Demonstrations of the Rubrics</p> <p><i>Oscoda Area Schools</i></p> <p>Christine Beardsley, Superintendent, Oscoda Area Schools; Deb Dunbar, Director of Instructional Services, Bay Arenac ISD; Dawn Zimmer, President, Zimco, Inc.</p> <p>Additional Oscoda Representatives: Charlie Negro, Steve Kennedy, Scott Moore, Eric Allshouse, and Scott Lueck</p>	
<p>Using the Michigan School Band and Orchestra Association (MSBOA) Band and Orchestra Festivals as a component of the Evaluation Process</p> <p><i>Michigan School Band & Orchestra Association</i></p> <p>Paul Lichau & Garret Ernst</p>	<p>Measurement Issues Inherent in Educator Evaluation</p> <p><i>Michigan Assessment Consortium</i></p> <p>Jim Gullen & Ed Roeber</p>	<p>Group Merit Pay - Creating the Right Structures for Teamwork</p> <p><i>Olivet Schools</i></p> <p>Dave Campbell & Brooke Judd</p>
<p>Teacher Evaluation and Growth System: Pennfield's Journey to Continuous Professional Improvement</p> <p><i>Pennfield School District</i></p> <p>Jerry Mueller, Curriculum Director</p>	<p>Committee Process and Union Partnership In Development and Implementation of a Tenured Evaluation Model</p> <p><i>Dearborn Public Schools</i></p> <p>Matthew Wandrie, Director of Human Resources</p>	<p>Don't Change the Checklist, Change Your Practice: Moving from Checklist to Reflective Practice to Meet Your Professional Development Goals</p> <p><i>Michigan Department of Education</i></p> <p>Donna Hamilton & Karen Hairston</p>
<p>A Collaborative Approach to Implementing Performance Evaluation Legislation</p> <p><i>Lakeview School District</i></p> <p>Steve Skalka & Jim Owen</p>	<p>Multiple Measures for Teacher Evaluation Framework</p> <p><i>Armada Area Schools</i></p> <p>Arnold Kummerow, Ph.D., Superintendent, Phil Jankowski, H.S. Principal, Kurt Sutton, Elem. Principal, Patricia Paxton, Teacher</p>	<p>CTE Teacher Evaluation Model</p> <p><i>Branch Area Careers Center</i></p> <p>Michael H. Hoffner, Director of CTE and Patricia Cantu, Director, Office of Career and Technical Education, Michigan Department of Education</p>
<p>Teacher Evaluation and Professional Learning: Two Sides of the Same Coin</p> <p><i>Learning Forward MI & Great Lakes East Comprehensive Center</i></p> <p>Amy Colton & Claudette Rasmussen</p>	<p>Let's Talk: Using Effective Communication to Manage Change</p> <p><i>Education Alliance of Michigan</i></p> <p>Linda Wacyk, Director of Communications, MASA and Anita Banach, Exec. Dir. for HR, Clarkston Community Schools</p>	<p>Using the AFT Michigan Local Guide to Teacher Evaluation as a Collaborative Tool</p> <p><i>American Federation of Teachers</i></p> <p>Nathan Walker</p>

Breakout 1 10:15-11:30	Breakout 2 1:15-2:30	Breakout 3 2:45-4:00
<p>Michigan in Context: National Models, Systems, Timelines, and Other Considerations (Repeated in Session 3)</p> <p><i>Michigan Department of Education</i></p> <p>Venessa Keesler, Ph.D., Office of Accountability, Research & Evaluation Vince Dean, Ph.D., Office of Standards and Assessment</p>	<p>MAPSA Toolkit on Performance-Based Evaluation & Compensation</p> <p><i>Michigan Association of School Personnel Administrators (MASPA)</i></p> <p>Bonnie Lobert, Troy School District, Thomas R. Harwood, Sp.A., Grosse Pointe PS, Jasen Witt, Troy School District, Pat McNeill, Michigan ASCD, Stacy Tipler, Muskegon Area ISD, Julie Gillespie, Ottawa Area ISD</p>	<p>Effective Teacher Evaluations: Could the Teacher Know Best?</p> <p><i>Mount Clemens Community School District</i></p> <p>Phillip Easter, Interim Superintendent</p>
<p>ISD-wide Agreement for Student Growth Evaluation Process and Merit Pay for Teachers</p> <p><i>Macomb ISD</i></p> <p>Michael DeVault, Superintendent Macomb Intermediate School District (MISD)</p> <p>Rosetta Mullen, Assistant Superintendent of Human Resources/Legal Affairs, MISD</p> <p>David Riley, Executive Director Human Resources and Strategic Initiatives, MISD</p> <p>Dr. Judith Pritchett, Chief Academic Officer, MISD</p> <p>Gary Collins, Attorney at Law, Collins and Blaha, PC</p>	<p>Evaluating Teachers of Students With Disabilities – A Panel Presentation</p> <p>Vince Dean, Ph.D State Assessment Director Office of Standards & Assessments</p> <p>Christine Brown Director of Student Services Lakeview Public Schools</p> <p>Michelle Brahaney Assistant Superintendent for Special Education and Early Intervention Services, Monroe ISD</p>	<p>Michigan in Context: National Models, Systems, Timelines, and Other Considerations (Repeated from Session 1)</p> <p><i>Michigan Department of Education</i></p> <p>Venessa Keesler, Ph.D., Office of Accountability, Research & Evaluation</p> <p>Vince Dean, Ph.D., Office of Standards and Assessment</p>

Comprehensive Teacher Evaluation: A Systemic Approach

National Comprehensive Center for Teacher Quality

Lisa Johnson, Ed.D., Senior Research and Policy Associate, Learning Point Associates and Gretchen Weber, Director of Educator Effectiveness Programs, American Institute for Research

Often times when thinking about teacher evaluation system reforms, developers tend to focus on only one or two aspects of the system. In doing so, other critical aspects are left on the sidelines and often become afterthoughts during the design and development reform process. This session will walk participants through a critical decisions guide from the National Comprehensive Center for Teacher Quality that addresses all of the key elements to designing the system. Participants will also participate in a self-assessment activity and determine the gaps between their current teacher evaluation system and the research-based components of a comprehensive system. **(Room 201)**

Developing an Educator Evaluation System: Guidelines for School Districts and Unions

Education Alliance of Michigan

Michael Polzin and Donna Winthrop, Professors at MSU School of Human Resources and Labor Relations, and Members of the Education Alliance of Michigan

The session will provide participants with a clear understanding of the relationship between student growth and achievement and educator performance and achievement, and how to develop a system that meets the needs and has the support of both labor and management. The session will also help participants understand the processes needed for developing their own unique system, rather than trying to simply adopt a model that may not be suitable to the district's local needs. **(Room 202)**

Using the Michigan School Band and Orchestra Association (MSBOA) Band and Orchestra Festivals as a component of the Evaluation Process

Michigan School Band and Orchestra Association

Paul Lichau, Executive Director and Garret Ernst, President, Michigan School Band & Orchestra Association

With the recent passing of legislation mandating that every teacher be evaluated each year with emphasis on student growth, many administrators are seeking ways to evaluate instrumental music (band and orchestra) educators. A panel from the Michigan School Band and Orchestra Association (MSBOA) will present methods that can tie student growth in music education through teaching. Existing MSBOA festivals and events offer documentation that administrators can utilize as a portion of the evaluation process. **(Room 101)**

Teacher Evaluation and Growth System: Pennfield's Journey to Continuous Professional Improvement

Pennfield Schools

Jerry Mueller, Curriculum Director

Based on the work of Charlotte Danielson and Thomas McGreal, Pennfield Schools developed a growth and evaluation system that is transparent and flexible to the changing guidelines for Michigan teacher evaluation. Included in this presentation is a humorous review of the journey and discussions that led to our finished product and the hard lessons learned. The finished product will be presented as well as future plans for improving our system. **(Room 102)**

A Collaborative Approach to Implementing Performance Evaluation Legislation

Lakeview School District

Steve Skalka, Assistant Superintendent for Human Resources and Jim Owen, Curriculum & Instruction Director had become frustrated with an evaluation instrument that was developed in the early 1980's, did not reflect the current understandings of teaching and learning, and didn't address the work of non-instructional members of the local education association. Public Act 205 provided the impetus for administrators and teachers to work together to develop new understandings about performance evaluation and a new instrument that provides a framework for use with administrators, instructional staff, and non-instructional staff. This presentation will describe the process used, the resulting flexible evaluation tool with its research backbone, the compensation and bargaining unit negotiations that ran parallel to the evaluation committee work, and the on-going building principal professional development to implement the new evaluation instrument. **(Room 103)**

Teacher Evaluation and Professional Learning: Two Sides of the Same Coin

Amy Colton, Director, Learning Forward MI (previously Michigan Staff Development Council) and Claudette Rasmussen, Senior Consultant, Great Lakes East Comprehensive Center

Highly effective professional learning is an important facet of a comprehensive educator evaluation system designed to improve the quality of teaching and student achievement. In this session, participants will:

- Deepen their understanding of evidence-based design principles and national standards for professional learning ;
- Explore the connections between effective professional learning and key elements in designing a teacher evaluation system;
- Review initial findings and district examples that illustrate the integration of professional learning into teacher evaluation

Participants will take away ideas for how they might integrate effective professional learning into their teacher evaluation system so that evaluation and professional development are not experienced as separate unrelated programs, but as two sides of the same coin. **(Room 205)**

Michigan in Context: National Models, Systems, and Timelines

Michigan Department of Education

Venessa Keesler, Ph.D., Manager of Evaluation Research and Accessibility, Office of Accountability, Research & Evaluation and Vince Dean, Ph.D., State Assessment Manager, Office of Standards & Assessment

This session will provide participants with some examples of how other states have begun tackling the challenging issue of teacher evaluation. The goal is to provide a sense of the national picture on this topic and describe a few of the models, systems and timelines that are presently being implemented across the United States. This will provide a context for how Michigan is beginning to approach educator evaluations, and include examples of how available state data might be used to inform local decisions about educator effectiveness. **(Room 204)**

ISD-wide Agreement for Student Growth Evaluation Process and Merit Pay for Teachers

Macomb Intermediate School District

The Macomb Intermediate School District (MISD) will present an evaluation process with student growth as a component that is being implemented across Macomb County. The presentation will also include an overview of a separate agreement that was reached related to additional pay for teachers based on School Improvement Goals. Over the course of several meetings a process was agreed to between Union and local district Administrative representation that includes a list of assessments that can be used by teachers and administrators (depending on the grade level and subject area) to measure student growth over time. Additionally some procedural issues were addressed as it relates to consideration of the Teacher Tenure Act; the use of student

growth measurements; and the local collective bargaining agreement. Presenters include: Michael DeVault, Superintendent Macomb Intermediate School District (MISD); Rosetta Mullen, Assistant Superintendent of Human Resources/Legal Affairs, MISD; David Riley, Executive Director Human Resources and Strategic Initiatives, MISD; Dr. Judith Pritchett, Chief Academic Officer, MISD and Gary Collins, Attorney at Law, Collins and Blaha, PC.

(Room 203)

Session 2: 1:15-2:30

Measurement Issues Inherent in Educator Evaluation

The Michigan Assessment Consortium

Jim Gullen, Consultant, Oakland Schools and Ed Roeber, Professor, MSU

Educational leaders who will develop systems to implement Michigan's new educator evaluation law have a professional responsibility to understand measurement issues that impact the valid use of data for that purpose. Michigan's new system calls for "significant" use of data and "growth" measures. This is data use mandated in unprecedented ways. Thoughtful consideration of appropriate measurement issues is essential in the development of educator evaluation systems. A number of issues related to using data for educator evaluation will be presented. A number of possible evaluation elements will be presented and their strengths and challenges will be discussed. These elements will focus primarily on various data types. Use of state and local assessment data will be discussed. Additional types of data that might be useful in educator evaluation will also be presented.

Room (101)

Committee Process and Union Partnership in Development and Implementation of a Tenured Evaluation Model

Dearborn Public Schools

Matthew Wandrie, Director of Human Resources

Dearborn has designed and will share an evaluation model for tenured teachers that address the new legislative requirements, and captures best practice methodology. We've included teacher self-evaluation components, data-driven goal creation, student growth and achievement, action research, inclusion of School Improvement Plan initiatives and a collegial sharing of responsibilities between teachers and administrators. Through a strong committee process and union partnership, we were able to begin and successfully implement this program in October of this school year. We can hopefully demonstrate how a streamlined approach aimed at building consensus while focusing on genuine improvement can be achieved. **(Room 102)**

Multiple Measures for Teacher Evaluation Framework

Armada Area Schools

Arnold Kummerow, PhD., Superintendent; Phil Jankowski, H.S. Principal; Kurt Sutton, Elementary Principal; and Patricia Paxton, Teacher

Working cooperatively with a committee of teachers, Armada Area Schools, a Michigan Project ReImagine Demonstration District, has developed the framework for a teacher evaluation system designed to assist struggling teachers to become effective and "good" teachers to become great educators. By focusing on collaboration and capacity building among staff members, teachers will incorporate data analysis, peer coaching, recorded lessons, reflections, and the Charlotte Danielson Model to improve instruction and examine all areas of their profession. **(Room 103)**

Let's Talk: Using Effective Communication to Manage Change

Education Alliance of Michigan—Communications Group

Linda Wacyk, Director of Communications, Michigan Association of School Administrators and Anita Banach, Executive Director for Human Resources, Clarkston Community Schools

No matter what evaluation tool or model a district chooses, leaders will need to engage in many, many conversations before they find success in developing and negotiating high-quality evaluation systems that can improve teaching and learning for students. Once this process is developed, they will need to effectively communicate about the process to staff, families, community leaders, and taxpayers. Learning successful strategies for communicating key ideas—to both internal and external audiences—can make this process more effective and save valuable time. This committee will share what's working (and what's not) for those already making progress; they will also tap their expertise as professional communications and public relations specialists to share proven communications guidelines and strategies. **(Room 205)**

The MASPA Toolkit on Performance-Based Evaluation and Compensation

Michigan Association of School Personnel Administrators (MASPA)

Bonnie Lobert, Human Resources, Troy School District; Thomas R. Harwood, Sp.A., Assistant Superintendent of Human Resources & Labor Relations, Grosse Pointe Public School System; Jasen Witt, Assistant Superintendent, Human Resources, Troy School District; Pat McNeill, Executive Director, Michigan ASCD, Stacy Tipler, Program Director – Human Resources, Muskegon Area ISD and Julia Gillespie, SPHR, Assistant Superintendent, Communications & Human Resources, Ottawa Area ISD

In response to Section 1249 and 1250 and emerging trends in evaluating teacher and administrative effectiveness, the Michigan Association of School Personnel Administrators (MASPA) and other Michigan Leadership Associations collaborated on reviewing documented best practices in teacher and administrative evaluation. Upon review of the evaluation instruments and related timelines and evaluation processes, the collaborative team put forth a document to support a foundation of best practice for local school districts to review their current evaluation process and procedures and to provide some guidance on suggested components of a teacher and administrative evaluation. **(Room, 203)**

Evaluating Teachers of Students with Disabilities – A Panel Presentation

Vince Dean, Ph.D., State Assessment Manager from the Bureau of Assessment and Accountability at the Michigan Department of Education, will moderate this panel presentation.

Michelle Brahaney, Assistant Superintendent for Special Education, Monroe County ISD

The Monroe County Intermediate School District uses the evaluation process to guide teachers and other ancillary support staff to gain the knowledge, attitude and skill necessary to attain the highest level of performance in their field. A mentoring program is part of the process used to assist teachers and support staff in this endeavor. Both the comprehensive evaluation tool and the yearly interim evaluation tool will be presented.

Christine Brown, Student Services, Lakeview Public Schools

Every student with a disability may not be able to make a year of growth within an academic school year according to the State Standards and Benchmarks or the new Common Core. The one area special educators have the most control over is their skills and abilities to write a IEPs that allow the student to progress in the general education curriculum and/or in their specific skill area to the student's maximum potential. By tying quality IEP writing to teacher evaluation, we can measure the success of students through goals and data, the skill level of special educators and be more proactive in avoiding costly mistakes and hearings. **(Room 204)**

Teacher Evaluation that Bridges the Art and Science of Teaching

National Comprehensive Center for Teacher Quality

Lisa Johnson, Ed.D., Senior Research and Policy Associate, Learning Point Associates and Gretchen Weber, Director of Educator Effectiveness Programs, American Institute for Research

In creating a more comprehensive teacher evaluation system, considering multiple measures that capture both quantitative and qualitative data is essential. This session will introduce participants to the National Comprehensive Center for Teacher Quality's Guide to Teacher Evaluation Products. This online resource overviews multiple measures that could be included in a rigorous teacher evaluation system, including the strengths and limitations of each of those and the research base behind them. Participants will also participate in several activities designed to determine their purposes in constructing a comprehensive teacher evaluation system, and then will align those purposes to multiple measures of teacher performance. Participants will use a resource from the TQ Center [A Practical Guide to Evaluating Teacher Effectiveness](#), as well as, some recently published research and policy briefs in this session. **(Room 201)**

One Year Later: How We Created and Implemented Educator Evaluations Based on Student Achievement Data and Web-based Demonstrations of the Rubrics

Oscoda Area Schools

Christine Beardsley, Superintendent, Oscoda Area Schools, Deb Dunbar, Director of Curriculum & Instruction, Bay-Arenac ISD, Dawn Zimmer, President, Zimco, Inc., Charlie Negro, Principal, Steve Kennedy, Assistant Principal, Scott Moore, Principal, Eric Allshouse, Principal and Scott Lueck, Middle School Teacher, Oscoda Area Schools The Oscoda Area Schools leadership team created and implemented an educator evaluation tool based significantly on state, national, and local student achievement data. It has also continued to collaborate with its teachers (OEA) to incorporate changes to the InFORMED Rubric since beginning to use the tool in fall of 2010 with all educators. This presentation will take participants through the process of how state, national and local data were selected and the unforeseen challenges that must be considered with each of these components when designing this type of evaluation instrument. The team will also share how it tied all the separate data pieces into one overall data score for teachers at the pk-elementary, middle school, and high school levels as well as special education and non-core content teachers.

The team will also demonstrate the automated version of the InFORMED Data Results Rubric. Districts that opt to use the InFORMED Rubric will be able to customize the tool and determine which assessments they want to include for their district. Each district will be able to assign their own values to the components and the InFORMED Rubric program will extract student assessment data DAILY from the data warehouse we all have so educators can monitor their own scores frequently. **(Room 202)**

Session 3: 2:45 – 4:00

Group Merit Pay - Creating the Right Structures for Teamwork

Olivet Community Schools

Dave Campbell, Superintendent and Brooke Judd, Director of Technology, Operations, and Data

Many attempts have been made to introduce the merit pay concept with decidedly less than ideal results. As you attempt to introduce merit pay into your school, some of the questions you should be asking are: *Does merit-based pay really improve student achievement? Does merit pay take the fun and passion out of teaching by over-focusing on test scores? Does it create undesirable competition between teachers and stifle cooperation? Does it encourage teachers to cheat?* We would like to share with you our district's interpretation of the new requirement to pay teachers based in part on job performance as linked to student data. We are working on fine-tuning our group merit pay concept and think you will agree that it is a potential solution to better results for our students. **(Room 101)**

Don't Change the Checklist, Change Your Practice: Moving from Checklist to Reflective Practice to Meet Your Professional Development Goals

Michigan Department of Education

Donna Hamilton, Consultant and Karen Hairston, Ed Tech Consultant

The Individual Professional Development Plan (IPDP) is a tool that can help educators set goals aligned with their School Improvement Plan, addressing student achievement or other district/building goals suggested by mentors or administrators. It provides a process to review data to set goals, then plan professional development activities to achieve the goals and reflect on how these activities helped them meet (or not) the goals. If a school district decides to use progress toward accomplishment of an educator's goals as part of the evaluation criteria, the district may find this a very useful tool for documenting and tracking these goals. **(Room 102)**

CTE Teacher Evaluation Model

Branch Area Career Center

Michael H. Hoffner, Director of CTE and Patty Cantu, Director, Office of Career and Technical Education, MDE

This presentation will focus on a CTE teacher evaluation model that is linked to the SIP plan centered around student growth. You will have the opportunity to see how the SIP team and administration worked together to use multiple measures of student learning as an additional step added to their already existing Teacher Evaluation model. **(Room 103)**

Using the AFT Michigan Local Guide to Teacher Evaluation as a Collaborative Tool

American Federation of Teachers, Michigan

Nathan Walker, Campaign Organizer

American Federation of Teachers Michigan has developed the "Local Guide to Developing an Effective Teacher Evaluation System." This document shares guiding principles for effective teacher evaluation, identifies the four main steps in designing an effective teacher evaluation, and presents strategies for designing and implementing an evaluation system. The guide will help school districts collaboratively develop an evaluation system that improves student learning. This workshop will share the local guide and provide best practices for using the guide as an evaluation design tool. **(Room 205)**

Effective Teacher Evaluations: Could the teacher know best?

Mount Clemens Community Schools

Phillip Easter, Interim Superintendent

Mount Clemens Community Schools were identified as a low performing school district by the State of Michigan. Pursuant to the requirements of state law, the District and MEA, Local 1 negotiated language establishing a teacher evaluation process, based directly on the Charlotte Danielson rubrics, and including "student growth" as a substantial factor. An employee of the Danielson Group was hired to train teaching and administrative staff. Teachers are required to suggest an area of personal improvement, and if approved by the Building Principal, that suggestion becomes the basis of the annual evaluation process. Teachers were given modest salary adjustments which is tied to, and contingent upon, receiving a satisfactory evaluation. This program will discuss the teacher evaluation process that MC Schools has put in place, which relies essentially, not only on "student growth" and the "typical" indices of traditional teacher evaluation processes, but also on teacher introspection, self-reflection and self-determination. Although the process may not be for everybody, it is working very well for Mount Clemens Schools. **(Room 203)**

Michigan in Context: National Models, Systems, and Timelines

Michigan Department of Education

Venessa Keesler, Ph.D., Manager of Evaluation Research and Accountability, Office of Accountability, Research & Evaluation and Vince Dean, Ph.D., State Assessment Manager, Office of Standards & Assessment

This session will provide participants with some examples of how other states have begun tackling the challenging issue of teacher evaluation. The goal is to provide a sense of the national picture on this topic and describe a few of the models, systems and timelines that are presently being implemented across the United States. This will provide a context for how Michigan is beginning to approach educator evaluations, and include examples of how available state data might be used to inform local decisions about educator effectiveness. **(Room 204)**

Thank You

We extend our thanks and appreciation to the following:

Great Lakes East Comprehensive Center

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Michigan Institute for Educational Management



Educator Evaluation Best Practices Conference Planning Committee

Sally Vaughn, Ph.D., Deputy Superintendent & Chief Academic Officer, MDE

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Linda Forward, Director, Office of Education Improvement & Innovation

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Diane Dick, CMP, CMS, MASA & MIEM Conference & Event Planner

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Thomas Howell, Director, Center for Educational Performance and Information

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Krista D. Ried, Supervisor of Client Services, Office of Professional Preparation Services

Carla Howe Olivares, Accountability Consultant, Office of Accountability, Research & Evaluation

Dan Pappas, Executive Director, MIEM

All Presenters and Facilitators