FRAMEWORK FOR PROFESSIONAL PRACTICE

AND

TEACHER EVALUATION PROCESS

Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

March 2001

FOREWORD

As an outcome to the negotiations of 1999 between the Board of Education and the Okemos Education Association (OEA), there was a mutual agreement for establishing a joint committee to study the teacher evaluation process and instruments. The agreement established a committee comprised of one teacher from each level (elementary, middle school and high school), an equal number of administrators from each level, one central office administrator and one OEA representative. This committee began their work in November 1999. A final draft will be presented to the Board and to the bargaining unit members for ratification in the spring of 2001.

As we engaged in this collaborative process, committee members analyzed and reflected on the strengths and the weaknesses of the existing evaluation system. In the beginning, much of our time was spent reading and discussing the professional literature on the topic. As a result of this intense focus on the literature, we were able to identify best practices and current trends in teacher evaluation. Throughout this process, the committee made a conscious effort to update teachers, administrators and the Board of Education and to seek their feedback. We have done our best to utilize all of this knowledge and expertise to develop a meaningful, growth provoking evaluation process that will positively impact student learning within Okemos Public Schools.

The committee gave careful consideration to developing an evaluation process that would reflect the values and meet the needs of the teachers, the administrators and the Board of Education within the Okemos Public Schools. This document identifies a Framework for Professional Practice with three domains that we believe reflect what effective teachers do in their classrooms, as well as one domain that reflects their professional responsibilities.

The domains identified in the Framework for Professional Practice include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. Utilizing these domains as the focus or guide for professional growth efforts, three staff development tracks are outlined. Each track focuses on the unique professional needs of teachers at varying stages in their careers. It is our hope that this evaluation process will serve as a valuable tool in our continuous pursuit of excellence.

Committee Members

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Okemos Public Schools

OVERVIEW OF TEACHER EVALUATION PROCESS

Framework for Professional Practice

Domain 1. Planning and Preparation
Domain 2. Classroom Environment
Domain 3. Instruction
Domain 4. Professional Responsibilities

Track I
Initial Professional Development

Who:
- Teachers new to the district
- Probationary teachers

Purpose:
- To ensure that the domains within the Framework for Professional Practice are understood, accepted and demonstrated
- To provide support in implementing the Domains
- To provide accountability for decisions to continue employment

What:
- Formal observations
- Reflection
- Mentoring
- Professional development

Method:
- Classroom observation and feedback
- Initial self assessment using Framework for Professional Practice
- *Individualized Development Plan*
- Mentor teacher support
- Discussion of professional practices
- Administrative support
- Summative evaluation by administrator

Track II
Professional Growth

Who:
- Tenured teachers who consistently demonstrate successful practices in the four domains.

Purpose:
- To enhance professional growth
- To promote reflection on practice
- To positively impact student learning

What:
- Informal observations
- Development and implementation of a *Professional Growth Plan*

Method:
- Ongoing informal observation and discussion of teacher performance
- Initial self assessment using Framework for Professional Practice
- Teacher teams or individual teacher develop a *Professional Growth Plan*
- Collaboration between teacher and administrator
- Establishment of indicators of progress
- Administrative support
- Feedback to team or teacher
- Summative evaluation by teacher and administrator

Track III
Specific Professional Development

Who:
- Tenured teachers in need of specific professional guidance in identified area(s) of the domains within the Framework for Professional Practice

Purpose:
- To provide a tenured teacher the opportunity to seek assistance in any Domain
- To provide a more structured process for a tenured teacher who needs improvement and/or may benefit from more support
- To provide due process for disciplinary action

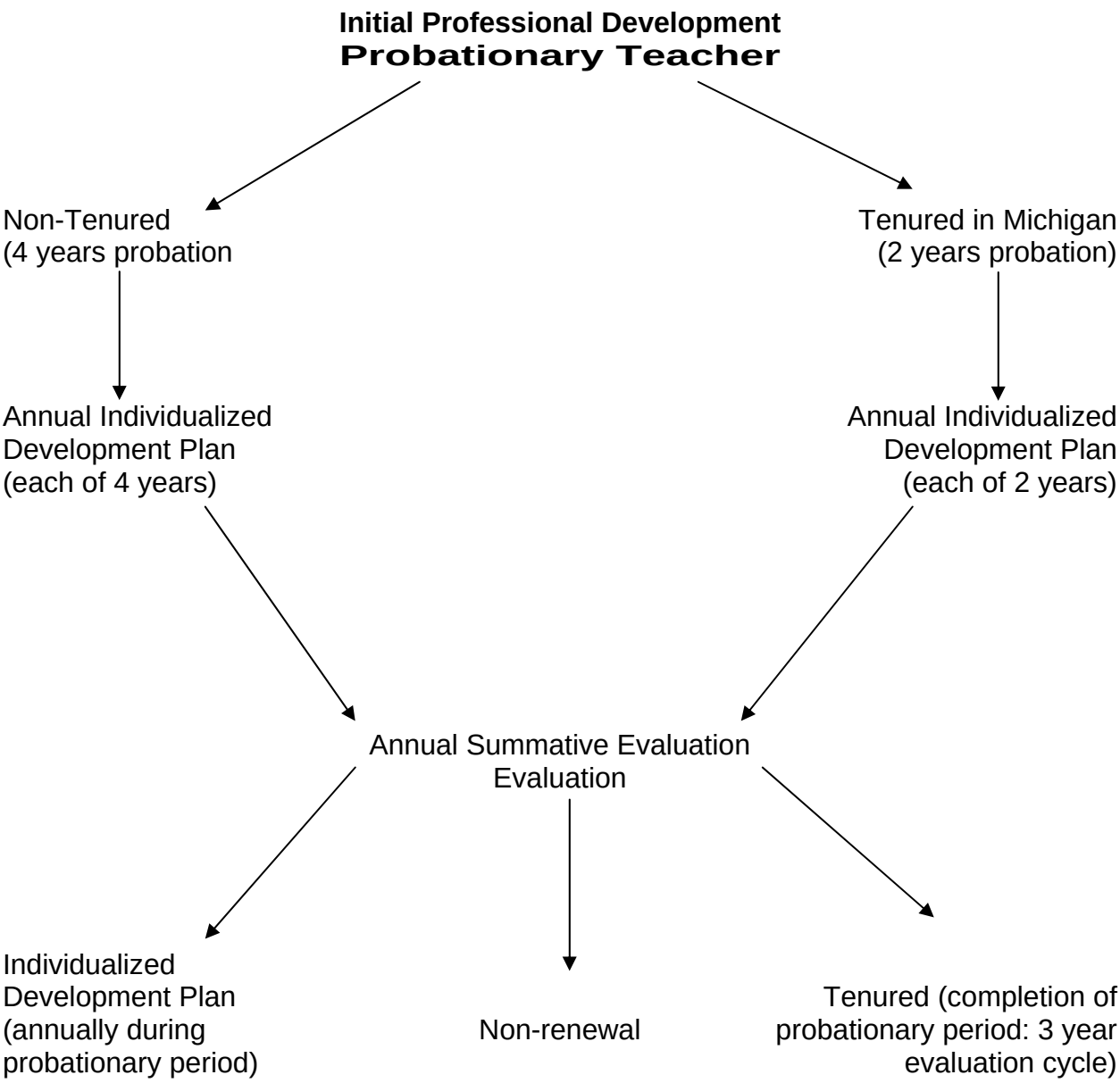
What:
- Two phases
  - Assistance (*Improvement Plan)*
  - Disciplinary/Competency (*Individualized Development Plan)*

Method:
- Formal observations and feedback, focused on identified areas of needed improvement
- *Improvement Plan* or *Individualized Development Plan*
- Summative evaluation by administrator

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Okemos Public Schools
Evaluation Cycle for Probationary Teachers

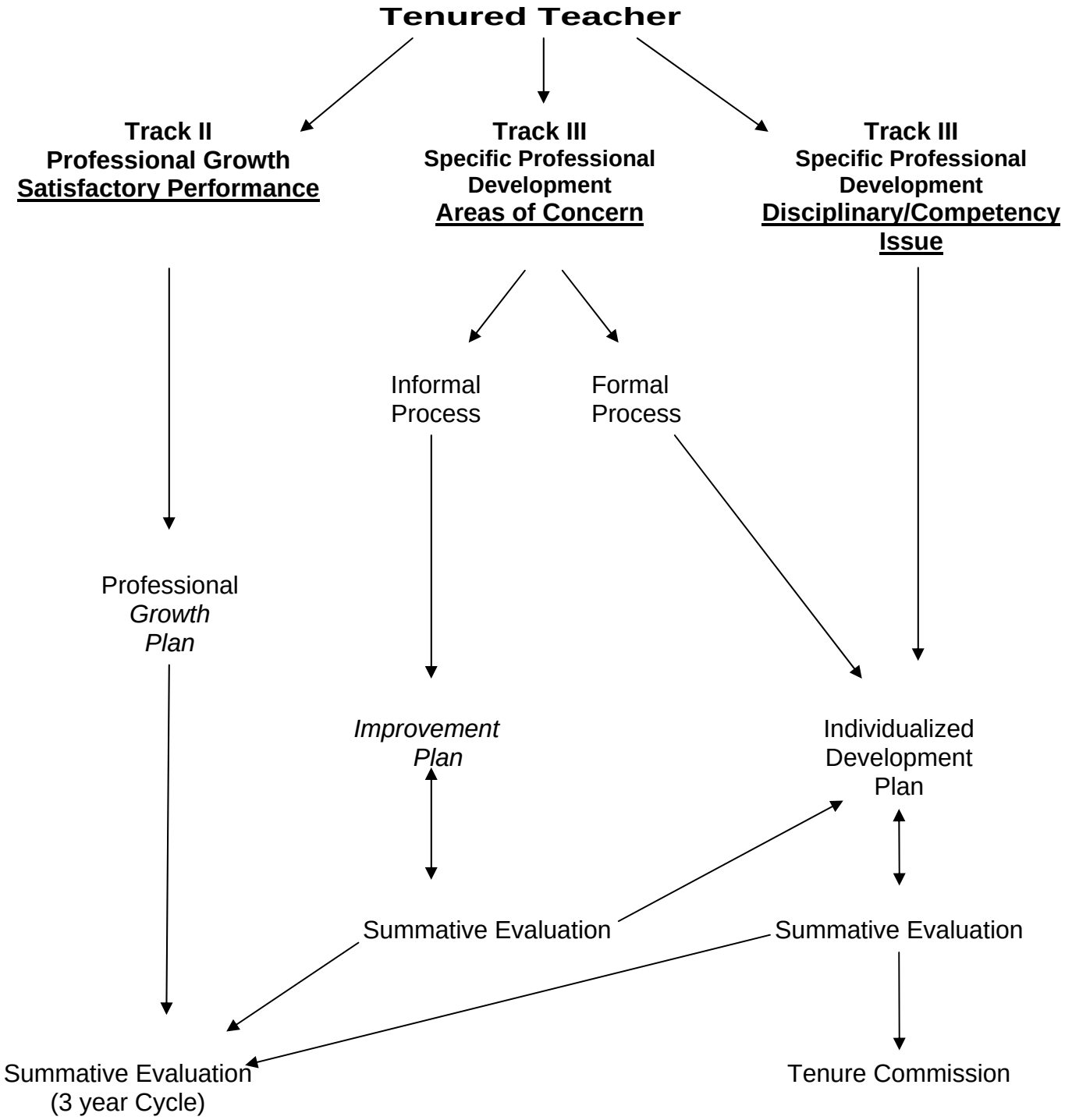
Track I



Notes:

1. Requirements for teachers new to the profession during first three years:
   a. 15 days of in-service training
   b. Paired with a mentor teacher

Okemos Public Schools
Evaluation Cycle for Tenured Teachers



Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Okemos Public Schools

Framework for Professional Practice

Domain 1: Planning and Preparation

Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:

Component 1a:
Demonstrating Knowledge of Content and Pedagogy

Component 1b:
Demonstrating Knowledge of Students

Component 1c:
Selecting Instructional Goals

Component 1d:
Demonstrating Knowledge of Resources

Component 1e:
Designing Coherent Instruction

Component 1f:
Assessing Student Learning

Component 1g:
Utilizing Technology

Domain 2: The Classroom Environment

Domain 2 addresses the teacher's skill in establishing an environment conductive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

Component 2a:
Creating an Environment of Respect and Rapport

Component 2b:
Establishing a Culture for Learning

Component 2c:
Managing Classroom Practice

Component 2d:
Managing Student Behavior

Component 2e:
Organizing Physical Space

Component 2f:
Incorporating Technology into the Environment

Domain 3: Instruction

Domain 3 is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

Component 3a:
Communicating Clearly and Accurately

Component 3b:
Using Questioning and Discussion Techniques

Component 3c:
Engaging Students in Learning

Component 3d:
Providing Feedback to Students

Component 3e:
Demonstrating Flexibility and Responsiveness

Component 3f:
Providing Instruction in and through Technology

Domain 4: Professional Responsibilities

Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

Component 4a:
Reflecting on Teaching

Component 4b:
Maintaining Accurate Records

Component 4c:
Communicating with Families

Component 4d:
Contributing to the School and District

Component 4e:
Growing and Developing Professionally

Component 4f:
Showing Professionalism

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Framework for Professional Practice
Domain One: Planning & Preparation
Okemos Public Schools

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

Elements:

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

Elements:

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

Elements:

- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

Elements:

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

Elements:

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Assessing Student Learning*

Elements:

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Component 1g: *Utilizing Technology*

Elements:

- Expectations for use

DOMAIN ONE: PLANNING AND PREPARATION
Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

Elements: Knowledge of content • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstandings.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1b: *Demonstrating Knowledge of Students*

Elements: Knowledge of characteristics (intellectual, social, and emotional) • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage

	LEVEL OF PERFORMANCE			
ELEMENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that's such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1c: *Selecting Instructional Goals*

Elements: VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. • CLARITY: Goals are clearly stated as student learning and permit sound assessment. • SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. • BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1d: *Demonstrating Knowledge of Resources*

Elements: Resources for teaching • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1e: *Designing Coherent Instruction*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1f: *Assessing Student Learning*

Elements: Congruence with instructional goals • Criteria and standards • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1g: *Utilizing Technology*

Element: Expectations for use

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Expectations for Use	Teachers use of technology fails to adequately support instructional goals.	Teacher uses technology to support instructional goals, taking into consideration students' prior knowledge about technology.	Teacher uses technology to support instructional goals while engaging students in meaningful learning that enhances learning in content areas.	Teacher uses technology to plan varied approaches to learning, to support instructional goals, and to engage students in meaningful learning of content areas and as a part of a coherent unit structure.

Framework for Professional Practice
Domain Two: The Classroom Environment
Okemos Public Schools

Component 2a: *Creating an Environment of Respect and Rapport*

Elements:

- Teacher interaction with students
- Student interaction

Component 2b: *Establishing a Culture for Learning*

Elements:

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: *Managing Classroom Practice*

Elements:

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: *Managing Student Behavior*

Elements:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*

Elements:

- Safety and arrangement of furniture
- Accessibility of learning and use of physical resources

Component 2f: *Incorporating Technology into the Environment*

Element:

- Management of materials and classroom interactions

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT

Component 2a: *Creating an Environment of Respect and Rapport*

Elements: Teacher interaction with students • Student interaction

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2b: *Establishing a Culture for Learning*

Elements: Importance of the content • Student pride in work • Expectations for learning and achievement

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2c: *Managing Classroom Procedures*

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

	LEVEL OF PERFORMANCE			
ELEMENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessional are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2d: *Managing Student Behavior*

Elements: Expectations * Monitoring of student behavior * Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Expectations	No standards of conduct appear to have been established or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2e: *Organizing Physical Space*

Elements: Safety and arrangement of furniture • Accessibility to learning and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2f: *Incorporating Technology into the Environment*

Element: Management of materials and classroom interactions

	LEVEL OF PERFORMANCE			
ELEMENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Management of Materials and Classroom Interactions	Teacher's attempts to manage technology and student interactions fail to create a positive environment.	Teacher creates an environment in which technology can be introduced without negatively impacting interpersonal relationships.	Teacher creates an educational environment that utilizes technology to complement classroom interpersonal interactions.	Both students and teacher consistently maintain an educational environment that utilizes and promotes technology to complement classroom interpersonal interactions.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Framework for Professional Practice
Domain Three: Instruction
Okemos Public Schools

Component 3a: *Communicating Clearly and Accurately*

Elements:

- Directions and procedures
- Oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

Elements:

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Providing Feedback to Students*

Elements:

- Quality: Accurate, substantive, constructive, and specific
- Timeliness

Component 3e: *Demonstrating Flexibility and Responsiveness*

Elements:

- Lesson adjustment
- Response to students
- Persistence

Component 3f: *Providing Instruction in and through Technology*

Element:

- Integration of technology

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN THREE: INSTRUCTION
Component 3a: *Communicating Clearly and Accurately*

Elements: Directions and procedures • Oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN THREE: INSTRUCTION
Component 3b: *Using Questioning and Discussion Techniques*

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN THREE: INSTRUCTION

Component 3c: *Engaging Students in Learning*

Elements: Representation of content • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

DOMAIN THREE: INSTRUCTION

Component 3c: *Engaging Students in Learning*

Elements: Representation of content • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN THREE: INSTRUCTION

Component 3d: *Providing Feedback to Students*

Elements: Quality: accurate, substantive, constructive, and specific • Timeliness

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN THREE: INSTRUCTION

Component 3e: *Demonstrating Flexibility and Responsiveness*

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 3: INSTRUCTION

Component 3f: *Providing Instruction In and Through Technology*

Element: Integration of technology

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Integration of Technology	Teacher-directed activities and assignments utilizing technology are inappropriate for students and fail to engage students mentally.	Some teacher-directed activities and assignments are appropriate to the ability level of the students while others challenge them only minimally.	Most teacher-directed activities and assignments are appropriate and utilize various technologies to cognitively engage students.	Students are engaged in choosing, applying, and adapting various technologies to meet content area standards.

Framework for Professional Practice
Domain Four: Professional Responsibilities
Okemos Public Schools

Component 4a: *Reflecting on Teaching*

Elements:

- Accuracy
- Use in future teaching

Component 4b: *Maintaining Accurate Records*

Elements:

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Component 4c: *Communicating with Families*

Elements:

- Information about the instructional program
- Information about individual students
- Engagement of families in instructional program

Component 4d: *Contributing to the School and District*

Elements:

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

Elements:

- Enhancement of content knowledge and pedagogical skill
- Service to the profession
- Use of technology

Component 4f: *Showing Professionalism*

Elements:

- Service to students
- Advocacy
- Decision making

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4a: *Reflecting on Teaching*

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4b: *Maintaining Accurate Records*

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4c: *Communicating with Families*

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4d: *Contributing to the School and District*

Elements: Relationships with colleagues • Service to the school • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4e: *Growing and Developing Professionally*

Elements: Enhancement of content knowledge and pedagogical skill • Service to the profession • Use of technology

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
Use of Technology	Teacher makes little or no effort to improve his/her understanding of how technology impacts learning.	Teacher converses with other professionals on the use of technology.	Teacher investigates new and improved uses of technology in the content areas.	Teacher investigates new and improved uses of technology in the appropriate content areas and designs and shares instructional ideas with other professionals.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4f: *Showing Professionalism*

Elements: Service to students • Advocacy • Decision making

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure decisions are based on the highest professional standards.

Okemos Public Schools

Initial Professional Development

Track I

Who

The Initial Professional Development Track is designed for all newly hired teachers within the Okemos Public Schools. Teachers previously tenured in the state of Michigan will engage in this track for their first two years of employment (probationary period). All other new teachers, regardless of experience, will complete four years of the track (probationary period). In order to continue in the Initial Professional Development Track, teachers must have successful evaluations.

Purpose

The purpose of the Initial Professional Development Track is to:

1. Introduce beginning staff to programs, procedures, policies and expectations.
2. Educate beginning staff on the Okemos Public Schools' domains within the Framework for Professional Practice (page 4).
3. Provide training and support for new staff.
4. Provide ongoing professional development experiences.
5. Promote professional self-reflection.
6. Evaluate performance for continuing employment.

Mentoring

New staff with less than three years of teaching experience will be teamed with a mentor teacher. The role of the mentor is to guide and support the new teacher through the probationary period.

Professional Development

New staff members with less than three years of teaching experience are required to complete 15 days of professional development, beyond those days established by the school calendar. As long as the professional development days are completed within the first three years of an individual's teaching experience, the 15 days could be a combination of days completed through Okemos Public Schools, as well as days completed while employed by another school district.

Process

Pre-evaluation conference

Within twenty-five (25) days from date of hire, a building administrator will conference with all non-tenured teachers and complete the Pre-evaluation Conference form (page 37).

Initial Self Assessment – Framework for Professional Practice

The non-tenured teacher will complete an Initial Self Assessment (pages 38-40), providing a source of information to initiate dialogue between administrator and teacher on potential areas of focus for the Individualized Development Plan. The Initial Self Assessment may remain in the possession of the teacher.

Individualized Development Plan

A building administrator will meet with each teacher to develop an Individualized Development Plan (pages 41-42), based on the Framework for Professional Practice.

Formal Observation

Two formal observations equal to 30 minutes or more shall be completed within sixty-five (65) school days from date of hire. One (1) additional observation shall be made within one hundred twenty (120) school days from date of hire. This procedure shall be followed each probationary year with the time line beginning from the first teaching day of the school year.

There shall be at least sixty (60) calendar days between two (2) of the observations.

Written summaries (page 43) of each classroom observation will be provided to the teacher within five (5) working days of the formal observation. A conference regarding the observation may be held at the request of either the teacher or the administrator.

Single Lesson Plan

Prior to each of the formal observations, the teacher will complete a Single Lesson Plan form (page 44) and submit it to the administrator. This lesson plan may be part of a pre-observation conference with the administrator.

Informal Observation

The administrator will make informal observations during the year that will be used as sources of information for the summative evaluation.

Professional Log

Teachers in Track I are encouraged to use the Professional Log (page 45) to record their professional development experiences and other professional contributions to their school, the district and the profession. This document is optional, and at the teacher's request may be placed in the teacher's personnel file with the Summative Evaluation Form.

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation Form (pages 46-47) and conference by March 15 for those whose date of hire is the first day of the school year. It shall include at least an assessment of the teacher's progress in meeting the goals of his or her individual development plan.

For teachers hired other than on the first day of the school year or in the case of excessive absences or leaves of absence, these dates shall be adjusted accordingly. Notice of such adjustment shall be sent to the administrator and teacher at the same time.

Okemos Public Schools

Teacher Pre-Evaluation Conference

Teacher _____ School Year _____

Administrator _____ Building _____

Date of Conference _____

_____ Date _____
Administrator Signature

_____ Date _____
Teacher Signature

Okemos Public Schools

Self-Assessment Worksheet

Framework for Professional Practice

Carefully reflect on your performance in all four domains of the Framework for Professional Practice. By using the rubrics of the Framework (pages 5-34) to complete this Self-Assessment, assess your level of performance in each of the elements by marking U, B, P or D or in a manner that is most meaningful to you. You may prefer to write directly on the rubrics instead of using the grid below.

Please prepare to discuss your performance in all components and elements during the planning session with your supervising administrator to discuss your goal(s) for your Individual Development Plan (Track I for probationary teachers) or Professional Growth Plan (Track II for tenured teachers).

Key: U…..Unsatisfactory B…..Basic P…..Proficient D…..Distinguished

FRAMEWORK FOR PROFESSIONAL PRACTICE – FOUR DOMAINS	**U**	**B**	**P**	**D**
Domain One: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy				
* *Knowledge of content*				
* *Knowledge of prerequisite relationships*				
* *Knowledge of content-related pedagogy*				
1b. Demonstrating Knowledge of Students				
* *Knowledge of characteristics of age group*				
* *Knowledge of students' varied approaches to learning*				
* *Knowledge of students' skills and knowledge*				
* *Knowledge of students' interests and cultural heritage*				
1c. Selecting Instructional Goals				
* *Value*				
* *Clarity*				
* *Suitability for diverse students*				
* *Balance*				
1d. Demonstrating Knowledge of Resources				
* *Resources for teaching*				
* *Resources for students*				
1e. Designing Coherent Instruction				
* *Learning activities*				
* *Instructional materials & resources*				
* *Instructional groups*				
* *Lesson & unit structures*				
1f. Assessing Student Learning				
* *Congruence with instructional goals*				
* *Criteria & standards*				
* *Use for planning*				
1g. Utilizing Technology * *Expectations for use*				

Domain Two: The Classroom Environment	**U**	**B**	**P**	**D**
2a. Creating an Environment of Respect and Rapport				
* *Teacher interaction with students*				
* *Student interaction*				
2b. Establishing a Culture for Learning				
* *Importance of the content*				
* *Student pride in work*				
* *Expectations for learning and achievement*				
2c. Managing Classroom Practice				
* *Management of instructional groups*				
* *Management of transitions*				
* *Management of materials & supplies*				
* *Performance of non-instructional duties*				
* *Supervision of volunteers & paraprofessionals*				
2d. Managing Student Behavior				
* *Expectations*				
* *Monitoring of student behavior*				
* *Response to student misbehavior*				
2e. Organizing Physical Space				
* *Safety and arrangement of furniture*				
* *Accessibility of learning and use of physical resources*				
2f. Incorporating Technology into the Environment				
* *Management of materials and classroom interactions*				
Domain Three: Instruction				
3a. Communicating Clearly and Accurately				
* *Directions and procedures*				
* *Oral and written language*				
3b. Using Questioning and Discussion Techniques				
* *Quality of questions*				
* *Discussion techniques*				
* *Student participation*				
3c. Engaging Students in Learning				
* *Representation of content*				
* *Activities and assignments*				
* *Grouping of students*				
* *Instructional materials and resources*				
* *Structure and pacing*				
3d. Providing Feedback to Students				
* *Quality: Accurate, substantive, constructive and specific*				
* *Timeliness*				
3e. Demonstrating Flexibility and Responsiveness				
* *Lesson adjustment*				
* *Response to students*				
* *Persistence*				
3f. Providing Instruction in and through Technology				
* *Integration of technology*				

Domain Four: Professional Responsibilities	**U**	**B**	**P**	**D**
4a. Reflecting on Teaching				
* *Accuracy*				
* *Use in future teaching*				
4b. Maintaining Accurate Records				
* *Student completion of assignments*				
* *Student progress in learning*				
* *Non-instructional records*				
4c. Communicating with Families				
* *Information about the instructional program*				
* *Information about individual students*				
* *Engagement of families in instructional program*				
4d. Contributing to the School and District				
* *Relationships with colleagues*				
* *Service to the school*				
* *Participation in school and district projects*				
4e. Growing and Developing Professionally				
* *Enhancement of content knowledge and pedagogical skill*				
* *Service to the profession*				
* *Use of technology*				
4f. Showing Professionalism				
* *Service to students*				
* *Advocacy*				
* *Decision making*				

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Self-Assessment Summary

Noted Areas of Strength	Possible Areas of Growth	Suggested Growth Areas for Goal Setting

Okemos Public Schools

INDIVIDUALIZED DEVELOPMENT PLAN

Track I and III

Teacher Name _____ Date _____

Administrator Name _____ Probationary ____ Tenure ____

Goal 1 (define):

Purpose of the Goal (explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 2 (define):

Purpose of the Goal (explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 3(define):

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Mutually developed by:

Teacher _____ Date _____

Administrator_____ Date _____

Note: The Individualized Development Plan is in accordance with Article 2,8, Section D of the Master Agreement

Personnel File, Employee and Administrator

Okemos Public Schools

CLASSROOM OBSERVATION FORM

Teacher _____ School _____

Date (s) _____ Area/Grade _____ Probation 1 2 3 4 (circle year)

Duration of Visit _____ Lesson Observed _____
(observation must be 30 minutes or more)

The domains of the district's Framework for Professional Practice are the basis for the following comments:

Observations:

Recommendations:

_____ _____
Administrator Signature Date

c: Employee and Administrator

Okemos Public Schools

SINGLE LESSON PLAN FORM

Teacher _____ School _____

Grade Level _____ Subject: _____ Date _____

1. Briefly describe the students in this class, including those with special needs. (*Component 1b)*

2. What are your goals for the lesson? What do you want the students to learn? *(Component 1c)*

3. How do these goals relate to curriculum goals in the discipline as a whole or in other disciplines? *(Component 1c)*

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) *(Component 1e)*

5. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? *(Component 1a)*

6. What instructional materials or other resources, if any, will you use? *(Component 1a)*

7. How do you plan to assess student achievement of the goals? What procedures will you use (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) *(Component 1f)*

8. How do you plan to make use of the results of the assessment? *(Component 1f)*

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Okemos Public Schools

Professional Log

(optional)

Name: _____ School: _____ School Year: _____

Date(s)	Professional Development Experiences (Examples: workshop, conference, graduate course, study group, visitation, action research, videotapes, on-line course, conference presentations, professional reading.)	Other Professional Contributions (Examples: building- & district-level committees, mentoring, school & district events, community service, association work.)

Adapted from: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Note: This log, which is optional, can be attached to the teacher's Summative Evaluation Form and Professional Growth Plan to be placed in the teacher's personnel file in the Human Resources Office.

Okemos Public Schools

SUMMATIVE EVALUATION FORM

Track I and III

Teacher _____ Building _____

Administrator _____ School Year _____

Probation 1 2 3 4 (circle year)

Summarize the following areas:

A. Domains of the district's Framework for Professional Practice

1. Preparation and Planning

2. Classroom Environment

3. Instruction

1. Professional Responsibilities

Summarize the following areas (continued):

B. Individualized Development Plan/Improvement Plan (attach plan)

C. General Comments

Administrator's Evaluation:
Recommended for continued employment? _____ yes _____ no

Date of year-end evaluation conference _____

Teacher statement attached _____ yes _____ no

_____ _____
Teacher Signature Date

_____ _____
Administrator Signature Date

c: Personnel File, Employee and Administrator

Okemos Public Schools

Professional Growth

Track II

Who

The Professional Development Track is designed for tenured teachers who consistently demonstrate successful practices in the four domains of the Framework for Professional Practice (page 4).

Purpose

The purpose of Track II is three-fold: to enhance professional growth, to promote reflection on practice, and to positively impact student learning. Every three years, from the first year of tenure status and continuing throughout a teacher's career in the district, the teacher and supervising administrator will work collaboratively to ensure the continuous strengthening of components and elements within each of the four domains in the Framework. This collaborative effort in Track II focuses on two major areas:

1. **Demonstration of the Framework for Professional Practice**
   Demonstration of the Framework domains, components and elements is an on-going process and is continually assessed by the supervising administrator through informal classroom observations and follow-up conversations, informal dialogue and other school settings such as: faculty meetings, committee work, professional development activities, parent conferences, communication with parents, and/or extra-curricular activities. Periodically, the administrator and/or teacher may arrange for a conference to discuss performance related to the Framework.

2. **Progress on the Professional Growth Plan**
   The second component of Track II focuses on planning for Professional Growth based on the teacher's self-assessment. In a proactive and collaborative process, the teacher and supervising administrator collaborate to identify a goal(s) and an accompanying plan to meet that goal(s). Although the primary objective of this plan is the accomplishment of the goal(s), it is the process of working toward the goal(s) that demonstrates the teacher's professional growth during a one-, two- or three-year period.

Process

Sell-Assessment

Teacher completes Self-Assessment worksheet (pages 51-53) by the end of September of the teacher's evaluation year. This self-assessment can be completed as early as April of the proceeding year. This document may remain the possession of the teacher.

Planning Conference

The teacher will have an initial planning meeting with the supervising administrator as early as the spring prior to the evaluation year, and no later than October 1st, to:

1.) review and discuss the completed Self-Assessment and,
2.) use the Self-Assessment to collaboratively identify possible goal areas.

Professional Growth Plan

The teacher develops a written Professional Growth Plan and submits it to the administrator for approval and signature by October 15, using the format on page 54. If it becomes necessary to revise a teacher's Professional Growth Plan, all revisions must be reviewed with the supervising administrator.

Mid-Year Conference (optional)

A request for a mid-year conference can be made by the teacher or administrator to discuss the progress of the teacher's Professional Growth Plan.

Summative Evaluation Conference

The teacher and supervising administrator will have a Summative Evaluation Conference in the spring, no later than June 1, to review the results of the teacher's Professional Growth Plan. The teacher will provide a list of the actual products developed as part of the goal accomplishment. The teacher will bring the completed Summative Evaluation Form (page 55) to this conference for approval and signature.

Professional Log (optional)

Teachers in Track II are encouraged to use the Professional Log (page 56) to record their professional development experiences and other professional contributions to their school, the district, and the profession. This document, which will be placed in the teacher's personnel file with the Summative Evaluation Form, is optional.

Major Components of Professional Growth Plan

Goal(s)

The goal(s) for the Professional Growth Plan should emerge from the teacher's self-assessment of the domains, components and elements of the Framework for Professional Practice (pages 4-34). Likewise, the goal(s) should reflect building and/or district goals that result in the continuous improvement of student learning. The goals must be directly linked to the Framework for Professional Practice through the completion of the Professional Growth Plan on page 54. Additional guidelines for goal setting are provided in Appendix A (pages 69-71).

In the Track II process, teachers are encouraged to work in a way that best matches the goal(s) they establish for their Professional Growth Plan. They can work individually or with their grade-level colleagues, their department colleagues, or any other combination of faculty members.

Teachers are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goal(s) and to choose specific indicators of progress to measure their successful accomplishment of the goal(s). These components are outlined on the Professional Growth Plan (page 54).

Rationale for Goal(s)

When determining the rationale for the goal(s), there are two key questions to consider:

1. What are the reasons for establishing this goal(s) for your Professional Development Plan?
2. How does it relate to your Self-Assessment and the Framework for Professional Practice and the goals in your school and district?

Strategies/Activities to Accomplish Goals(s)

When determining the strategies and activities to accomplish the goal(s), there are two key questions to consider:

1. What are the steps you plan to take to accomplish this goal(s)?
2. What are the strategies you will use and/or the activities that will lead you to the accomplishment of this goal(s)?

Examples of Strategies/Activities

- Action research
- Peer coaching
- Videotaping
- Peer observations
- Mentoring
- College courses
- Simulations
- Professional writing
- Teaching a seminar
- Visitation experiences
- Conferences
- Classroom observations
- Examining student work with peers
- Developing Curriculum
- Joining a professional network
- Examining new technological resources
- Implementing new technology plan
- Developing of teaching materials/instructional units/discussion groups
- Designing and implementing a curriculum-related field trip for students
- Designing lessons using and/or integrating technology
- Designing model lessons to share with other teachers via the Internet

Resources/Professional Development

When determining the resources and professional development necessary for the accomplishment of this goal(s), there are two key questions to consider:

1. What resources, if any, will you need to ensure the successful accomplishment of your goal(s)?
2. Are there any specific professional development experiences that you need to accomplish your goal(s)?

Examples of Resources/Professional Development

- Classroom materials
- Student materials
- Reflective journals
- Seminars & training
- Resources
- Professional books
- Collegial time
- Release time
- Administrative support
- Study groups
- Educational videotapes
- On-line courses
- Formal coursework
- Video conference

Indicators of Progress/Goal Accomplishment

When determining the indicators of progress or successful accomplishment of the goal(s), there are two key questions to consider:

1. How will you show your progress or accomplishment of your goal(s)?
2. What will be the evidence of success?

Examples of Indicators

- Student work portfolios
- Professional portfolios
- Videotapes of classes
- Peer observations
- Administrator observations
- Parent feedback
- Student feedback/responses
- Written curriculum
- Statistical measures
- Artifacts
- Performance assessment
- Reflective journal entries
- Analysis of case study
- Benchmarks
- Anecdotal records

Okemos Public Schools

Self-Assessment Worksheet

Framework for Professional Practice

Carefully reflect on your performance in all four domains of the Framework for Professional Practice. By using the rubrics of the Framework (pages 5-34) to complete this Self-Assessment, assess your level of performance in each of the elements by marking U, B, P or D or in a manner that is most meaningful to you. You may prefer to write directly on the rubrics instead of using the grid below.

Please prepare to discuss your performance in all components and elements during the planning session with your supervising administrator to discuss your goal(s) for your Individual Development Plan (Track I for probationary teachers) or Professional Growth Plan (Track II for tenured teachers).

Key: U…..Unsatisfactory B…..Basic P…..Proficient D…..Distinguished

FRAMEWORK FOR PROFESSIONAL PRACTICE – FOUR DOMAINS	**U**	**B**	**P**	**D**
Domain One: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy				
* *Knowledge of content*				
* *Knowledge of prerequisite relationships*				
* *Knowledge of content-related pedagogy*				
1b. Demonstrating Knowledge of Students				
* *Knowledge of characteristics of age group*				
* *Knowledge of students' varied approaches to learning*				
* *Knowledge of students' skills and knowledge*				
* *Knowledge of students' interests and cultural heritage*				
1c. Selecting Instructional Goals				
* *Value*				
* *Clarity*				
* *Suitability for diverse students*				
* *Balance*				
1d. Demonstrating Knowledge of Resources				
* *Resources for teaching*				
* *Resources for students*				
1e. Designing Coherent Instruction				
* *Learning activities*				
* *Instructional materials & resources*				
* *Instructional groups*				
* *Lesson & unit structures*				
1f. Assessing Student Learning				
* *Congruence with instructional goals*				
* *Criteria & standards*				
* *Use for planning*				
1g. Utilizing Technology * *Expectations for use*				

Domain Two: The Classroom Environment	**U**	**B**	**P**	**D**
2a. Creating an Environment of Respect and Rapport				
* *Teacher interaction with students*				
* *Student interaction*				
2b. Establishing a Culture for Learning				
* *Importance of the content*				
* *Student pride in work*				
* *Expectations for learning and achievement*				
2c. Managing Classroom Practice				
* *Management of instructional groups*				
* *Management of transitions*				
* *Management of materials & supplies*				
* *Performance of non-instructional duties*				
* *Supervision of volunteers & paraprofessionals*				
2d. Managing Student Behavior				
* *Expectations*				
* *Monitoring of student behavior*				
* *Response to student misbehavior*				
2e. Organizing Physical Space				
* *Safety and arrangement of furniture*				
* *Accessibility of learning and use of physical resources*				
2f. Incorporating Technology into the Environment				
* *Management of materials and classroom interactions*				
Domain Three: Instruction				
3a. Communicating Clearly and Accurately				
* *Directions and procedures*				
* *Oral and written language*				
3b. Using Questioning and Discussion Techniques				
* *Quality of questions*				
* *Discussion techniques*				
* *Student participation*				
3c. Engaging Students in Learning				
* *Representation of content*				
* *Activities and assignments*				
* *Grouping of students*				
* *Instructional materials and resources*				
* *Structure and pacing*				
3d. Providing Feedback to Students				
* *Quality: Accurate, substantive, constructive and specific*				
* *Timeliness*				
3e. Demonstrating Flexibility and Responsiveness				
* *Lesson adjustment*				
* *Response to students*				
* *Persistence*				
3f. Providing Instruction in and through Technology				
* *Integration of technology*				

Domain Four: Professional Responsibilities	**U**	**B**	**P**	**D**
4a. Reflecting on Teaching				
** Accuracy*				
** Use in future teaching*				
4b. Maintaining Accurate Records				
** Student completion of assignments*				
** Student progress in learning*				
** Non-instructional records*				
4c. Communicating with Families				
** Information about the instructional program*				
** Information about individual students*				
** Engagement of families in instructional program*				
4d. Contributing to the School and District				
** Relationships with colleagues*				
** Service to the school*				
** Participation in school and district projects*				
4e. Growing and Developing Professionally				
** Enhancement of content knowledge and pedagogical skill*				
** Service to the profession*				
** Use of technology*				
4f. Showing Professionalism				
** Service to students*				
** Advocacy*				
** Decision making*				

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Self-Assessment Summary

Noted Areas of Strength	Possible Areas of Growth	Suggested Growth Areas for Goal Setting

Okemos Public Schools

Professional Growth Plan

Track II

(Completed by teacher working on an individual plan or teachers working collaboratively as part of a team.)

Teacher(s)	School	Grade/Department/Team
_____	_____	_____
_____	_____	_____

Date of Initial Planning Meeting using the Framework Self-Assessment: _____

This plan addresses the following domains of the district's Framework for Professional Practice on page 4 of this document (check all that apply):	Administrator checks which type of goal has been set (refer to Appendix A, pages 69-71):
_____ Planning and Preparation _____ The Classroom Environment _____ Instruction _____ Professional Responsibilities	_____ Improvement Goal _____ Renewal Goal _____ Redesign or Restructuring Goal _____ "Deepening" Goal _____ "Integrating" Goal _____ "Engaging" Goal _____ "Assessing" Goal

The goal(s) must be aligned with the domains, components and elements of the Framework for Professional Practice. Indicate whether this goal(s) will be accomplished during a one-, two- or three-year time frame. Use the space below or attach a document using the following sections.

Specific Goal(s):

Rationale/Need for this Specific Goal(s):

Strategies/Activities with Corresponding Timelines for Accomplishing Goal(s):

Resources/Professional Development Needed to Accomplish Goal(s):

Projected Indicators of Goal(s) Accomplishment:

Teacher(s) Signature and Date: Administrator Signature and Date:

_____ _____

_____

c: Personnel File, Employee and Administrator

Okemos Public Schools

Summative Evaluation Form - Professional Growth Plan

Track II

(Completed by teacher working on an individual or teachers working collaboratively as part of a team.)

Teacher(s)	School	Grade/Department/Team
_____	_____	_____
_____	_____	_____

Date of Mid-year Progress Meeting (optional): _____

Date of Final Review of Plan Completion: _____ (by May 30th)

Reflection on Goal Accomplishment and/or Progress:

Directions

In an attached document, please write a separate response to each of the following questions and statements based on your progress and/or accomplishment of your Professional Growth Plan.

Part One

Please list the specific indicator(s) of goal accomplishment to be shared with the administrator during the summative conference. You may choose to bring the actual items to the summative conference.

Part Two

Please respond to each of the following reflective questions:

a. What went particularly well as you worked on this goal in your Professional Growth Plan?

b. What did not go as you had expected?

c. If you had a chance to begin again, is there anything you would do differently?

d. Where will you head next with this goal?

e. What significance has this Professional Growth Plan made in your teaching and/or your students' learning?

f. How has working on this goal helped you form future Framework goals?

g. What other insights have you gained as a result of this professional growth experience (optional)?

Part Three

a. Attach the Professional Growth Plan to this form.
b. Attach your Professional Log (page 56) with this Summative Evaluation (optional).

Administrator's Comments:

Teacher(s) Signature and Date: Administrator Signature and Date:

_____ _____

_____ c: Personnel File, Employee, and Administrator

Okemos Public Schools

Professional Log

(optional)

Name: _____ School: _____ School Year: _____

Date(s)	Professional Development Experiences (Examples: workshop, conference, graduate course, study group, visitation, action research, videotapes, on-line course, conference presentations, professional reading.)	Other Professional Contributions (Examples: building- & district-level committees, mentoring, school & district events, community service, association work.)

Adapted from: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Note: This log, which is optional, can be attached to the teacher's Summative Evaluation Form and Professional Growth Plan to be placed in the teacher's personnel file in the Human Resources Office.

Okemos Public Schools

Specific Professional Development

Track III

Who

The Specific Professional Development Track is designed for tenured teachers with less than satisfactory performance. This track will provide a good-faith effort to support and guide the teacher to meet the expectations set forth in the Okemos Public Schools' Framework for Professional Practice.

Purpose

The purpose of the Specific Professional Development Track is to:

1. Enable a tenured teacher to seek assistance in any of the components and elements within the district's Framework for Professional Practice.
2. Provide a more structured process for a tenured teacher, who by the determination of the administrator, needs improvement and/or may benefit from more support.
3. Provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the components or elements of the district's Framework for Professional Practice. This process may be initiated at any time.

The decision regarding implementation of the process should be collaborative, but may be directive. Track III, Specific Professional Development, is intended to provide the best possible likelihood for professional improvement. Track III consists of two processes:

1. Informal Process - assistance (Improvement Plan)
2. Formal Process - disciplinary or competency issues (Individualized Development Plan)

Informal Process
(assistance)

Discussion

If through observation, the administrator determines that a concern exists with respect to teacher performance, it shall be communicated to the teacher. If the "observation" is a reflection of parent or student feedback, an investigation is necessary to substantiate the claims. The administrator shall bring the concern to the teacher's attention.

Observations and concerns must be placed in writing for the teacher. Specific descriptions of the observations and feedback related to the inadequate performance must be contained in the document.

The administrator will offer the teacher the following options:

- The teacher may elect the Informal Process (assistance), resulting in the implementation of an **Improvement Plan** (pages 61-62).
- The teacher may elect the Formal Process (disciplinary or competency issues), resulting in the implementation of an **Individualized Development Plan** (pages 67-68).

At each step of this process, an Association Representative selected by that teacher may accompany the teacher, or the administrator may request the presence of an Association Representative through the Association.

Improvement Plan

A specific plan using the form on pages 61-62 will be developed which includes:

- Mutually developed goals, specific to identified areas for growth
- Strategies for resolution of the concerns
- Resources and support needed

Observations

At least two (2) formal observations will be completed. There shall be at least 60 calendar days between two of these observations. The administrator will make informal observations during the year that will be used as sources of information for the evaluation.

A written Summary Observation (page 63) of each classroom observation will be provided to the teacher within three (3) working days of the formal observation. A conference regarding the observation may be held at the request of either the teacher or the principal.

Single Lesson Plan

Prior to each of the formal observations, the teacher will complete a Single Lesson Plan form (page 64) and submit it to the administrator. Attach the Professional Growth Plan to this form.

Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation (pages 65-66) and conference by May 30. It shall include an assessment of the teacher's progress in meeting the goals of his or her improvement plan.

One of the following recommendations will be made upon reviewing the teacher's progress:

1. The goal(s) were achieved in which case the teacher will be returned to Track II.

2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the teacher will be continued on the improvement plan and informally evaluated in the following school year.

3. There was little to no progress toward the goal(s). Therefore, the teacher will be placed on an Individualized Development Plan (see Formal Process).

   The Improvement Plan serves as the Informal Discussion and Identification of Areas Needing Improvement required as part of the Formal Process.

(See Section 2.8, E. and Appendix A.2 of the Master Agreement between the Okemos Board of Education and Ingham Clinton Education Association MEA/NEA for details.)

Formal Process
(disciplinary or competency issues)

The teacher may be placed in the Formal Process because of, but not limited to:

- Failure to satisfactorily demonstrate the components and elements of the district's Framework of Professional Practice after being in the Informal Process (assistance phase)
- Specific policy or rule violation(s)
- Competency issues
- Selection by teacher of the Formal Process over the Informal Process

At each step of this process, an Association Representative selected by that teacher may accompany the teacher, or the administrator may request the presence of an Association Representative through the Association.

Informal Discussion

The administrator and teacher shall informally discuss perceived problems. The informal discussion period shall not exceed twenty (20) school days.

Identification of Areas Needing Improvement

In the event that the informal discussion does not result in a satisfactory resolution, the administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations, and/or other identified problem areas with colleagues, students, or parents. The written statement shall be discussed with the teacher within five (5) days of its receipt.

Individualized Development Plan

The administrator and teacher will develop a written Individualized Development Plan (pages 67-68) that will assist the teacher in improving the identified problem areas. This plan will be developed within ten (10) school days after the identification of areas needing improvement.

The plan will include:

- Goals relating to problem areas
- Strategies for resolution of concerns
- Resources and support needed
- Timelines

Observations

At least two (2) formal observations will be completed. Two of these observations must be at least sixty (60) days apart. The administrator will make informal observations during the year that will be used as sources of information for the evaluation.

A written Summary Observation (page 63) of each classroom observation will be provided to the teacher within three (3) working days of the formal observation. A conference regarding the observation may be held at the request of either the teacher or the principal.

Single Lesson Plan

Prior to each of the formal observations, the teacher will complete a Single Lesson Plan form (page 64) and submit it to the administrator. Attach the Professional Growth Plan to this form.

Monitoring Progress

The administrator and teacher shall meet monthly, or more frequently upon mutual agreement to discuss the teacher's progress. The evaluator shall provide a written summary of the meetings within five (5) school days of each meeting. Both parties shall sign the summary. The teacher may attach a written statement.

The final report shall be submitted to the Superintendent no later than six (6) months after the informal discussion. The IDP and the monthly reports shall be attached to the final report.

(See Section 2.8, D. of the Master Agreement between the Okemos Board of Education and Ingham Clinton Education Association MEA/NEA for details.)

Okemos Public Schools

IMPROVEMENT PLAN

Track III

Teacher Name _____ Date _____

Administrator Name _____

Goal 1 (define):

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 2 (define):

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 3(define):

Purpose of the Goal (explain):

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Mutually developed by:

Teacher _____ Date _____

Administrator_____ Date _____

Note: The Improvement Plan is in accordance with Article 2,8, Section D of the Master Agreement

c: Personnel File, Employee and Administrator

Okemos Public Schools

CLASSROOM OBSERVATION FORM

Teacher _____ School _____

Date (s) _____ Area/Grade _____ Probation 1 2 3 4 (circle year)

Duration of Visit _____ Lesson Observed _____
(observation must be 30 minutes or more)

The domains of the district's Framework for Professional Practice are the basis for the following comments:

Observations:

Recommendations:

_____ _____
Administrator Signature Date

c: Employee and Administrator

Okemos Public Schools

SINGLE LESSON PLAN FORM

Teacher _____ School _____

Grade Level _____ Subject: _____ Date _____

1. Briefly describe the students in this class, including those with special needs. (*Component 1b)*

2. What are your goals for the lesson? What do you want the students to learn? *(Component 1c)*

3. How do these goals relate to curriculum goals in the discipline as a whole or in other disciplines? *(Component 1c)*

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) *(Component 1e)*

5. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? *(Component 1a)*

6. What instructional materials or other resources, if any, will you use? *(Component 1a)*

7. How do you plan to assess student achievement of the goals? What procedures will you use (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) *(Component 1f)*

8. How do you plan to make use of the results of the assessment? *(Component 1f)*

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Okemos Public Schools

SUMMATIVE EVALUATION FORM

Track I and III

Teacher _____ Building _____

Administrator _____ School Year _____

Probation 1 2 3 4 (circle year)

Summarize the following areas:

A. Domains of the district's Framework for Professional Practice

1. Preparation and Planning

2. Classroom Environment

3. Instruction

4. Professional Responsibilities
5.

Summarize the following areas (continued):

B. Individualized Development Plan/Improvement Plan (attach plan)

C. General Comments

Administrator's Evaluation:
Recommended for continued employment? _____ yes _____ no

Date of year-end evaluation conference _____

Teacher statement attached _____ yes _____ no

_____ _____
Teacher Signature Date

_____ _____
Administrator Signature Date

c: Personnel File, Employee and Administrator

Okemos Public Schools

INDIVIDUALIZED DEVELOPMENT PLAN

Track I and III

Teacher Name _____ Date _____

Administrator Name _____ Probationary ____ Tenure ____

Goal 1 (define):

Purpose of the Goal (explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 2 (define):

Purpose of the Goal (explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Goal 3(define):

Purpose of the Goal (explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Planning and Preparation
____ Classroom Environment
____ Instruction
____ Professional Responsibilities

Teacher responsibilities (list the expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):

Mutually developed by:

Teacher _____ Date _____

Administrator_____ Date _____

Note: The Individualized Development Plan is in accordance with Article 2,8, Section D of the Master Agreement

c: Personnel File, Employee and Administrator

APPENDIX A

Suggestions for Goal Setting

Suggestions for Supervisors and Teachers in Goal Setting:
Utilizing Framework for Professional Practice

Teaching/Learning Goals

1. *Improvement Goals – Refining Current Practices*
    - Goal addresses Domains 1, 2 or 3 of Framework for Professional Practice.
    - Purpose of the goal is to improve a more basic skill (managing student behavior) or a more complex skill (engaging students in learning).
    - Goal reflects a desire to improve something already found in teacher's current practice.
    - Goal should be set by an individual, rather than a team.
    - Product for this goal generally includes classroom observation or some form of artifact collection to demonstrate desired improvement.
    - Goal is usually a one year goal.

2. *Renewal Goals - Acquisition of New Skills or Knowledge*
    - Goal relates to the components or elements of the Framework for Professional Practice or to building or district teaching and learning initiatives.
    - Goal requires some resources to support acquisition of skill or information.
    - Product for this goal includes some form of demonstration of the newly acquired skill or practice.
    - Set by an individual or a team.
    - Goal could be a two- or three-year goal, allowing time to acquire the new knowledge and to test its implementation.

3. *Redesign or Restructuring Goals - Doing Things Differently*
    - Goal relates to the components or elements of the Framework for Professional Practice.
    - Goals should lead to new ways of doing things (project-based learning, non-graded rooms, developing interdisciplinary teams in high schools).
    - Goal would requires additional resources and time.
    - Purpose of goal would be to provide a new way of thinking about and demonstrating the importance of the domains.
    - Product for this goal should includes a rationale for the change, the desired student outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for revaluing all relevant outcomes of the change.
    - Teachers should work toward this goal as a team.
    - Goal should be a two- or three-year goal.

Program or Curriculum Goals

1. *"Deepening" Goals – Organizing Curriculum Around Deepening Student Understanding*
    - Goal focuses on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts).
    - Teachers could work toward this goal individually or as a team.
    - The product for this goal should include a rationale, what students should know and be able to do as a result of this work, and a plan for assessing student learning and evaluating the merit of the changes.
    - Goal could be a one-, two-, or three-year goal, depending on the scope of the project.

2. *"Integrating" Goals – Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts Across Different Content Areas*
    - Goals would focus on developing integrated lessons, units and courses.
    - This work could be done individually or in teams.
    - Products should include rationale, desired student outcomes, necessary materials, recommended teaching practices, and a plan for assessing student learning and evaluating the merit of the activity.
    - Goals should be for two or three years, depending on the scope of the effort.

3. *"Engaging" Goals – Designing Learning Experiences to Engage Students*
    - Goals would focus on developing curriculum plans, materials and related activities that attend specifically to increasing the engagement of students in the work on the classroom.
    - Goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages.
    - Product should include desired student outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and a plan for assessing student outcomes and the merit of the process.
    - This work could be done by an individual or a team.
    - Goals could be for one, two or three years, depending on the scope of the plan.

4. *"Assessing" Goals – Designing Activities and Experiences Determining What Students Have Learned and What They Can Do*
    - Goal would focus on developing new or alternative assessments to measure or describe student learning.
    - Work could be done individually or in teams.
    - Product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction.
    - Goals could be for one, two or three years, depending on the scope of the plan.

Adapted from: *Teacher Evaluation to Enhance Professional Practice*, Danielson & McGreal, 2000, pages 112-113.

APPENDIX B

List of References

PROFESSIONAL RESOURCES
Instructional Supervision and Teacher Evaluation

ASCD	"Evaluating Educators" Issue of *Educational Leadership*, February, 2001.
1992 ASCD Yearbook	*Supervision in Transition*
Barker & Searchwell	*Writing Year-End Improvement Plans - Right Now!*
Beerens	*Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning*
Buron & Donald-Mann	*Giving Feedback to Subordinates* – www.ccl.org
Comer	*Waiting for a Miracle: Why Schools Can't Solve Our Problems - and How We Can*
Coens & Jenkins	*Abolishing Performance Appraisals: Why They Backfire and What To Do Instead*
Costa & Garmston	*Cognitive Coaching: A Foundation for Renaissance Schools*
Cummings	*Teaching Makes a Difference* and *Managing to Teach*
Danielson	*Enhancing Professional Practice: A Framework for Teaching*
Danielson & McGreal	*Teacher Evaluation to Enhance Professional Practice*
Daresh & Playko	*Supervision as a Proactive Process: Concepts and Cases*
	ETS Pathwise Software: A Framework for Teaching (Educational Testing Service. 800-297-9051)
Garmston & Wellman	*The Adaptive School: A Sourcebook for Developing Collaborative Groups*
Glatthorn	*Differentiated Supervision*
Glickman	*Supervision of Instruction: A Developmental Approach*
Glickman, et al.	*Supervision and Instructional Leadership: A Developmental Approach*
Hunter & Russell	*Mastering Coaching & Supervision: Principles of Learning Series*
Kerkland & Manoogian	*Ongoing Feedback: How to Get it, How to Use It* – www.ccl.org
Lawrence, et al	*The Marginal Teacher: A Step-by-Step Guide to Fair Procedures for Identification and Dismissal*
Peterson	*Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*
Ribas	*ELPS: The Educational, Legal, Public Relations and Social-emotional Standards and Processes of Effective Supervision and Evaluation*
Schlechty	*Inventing Better Schools: An Action Plan for Educational Reform*
Sergiovanni	*Leadership for the Schoolhouse: How Is It Different? Why Is It Important?*
Stewart, et al	*The Reflective Principal: Leading the School Development Process*
Tomlinson & Allan	*Leadership for Differentiating Schools & Classrooms*
Wald & Castelberry	*Writing Meaningful Evaluations – Right Now!*
Wald & Castleberry	*Writing Year-End Teacher Improvement Plans – Right Now!*
Weitzel	*Feedback That Works: How to Build and Deliver Your Message* – www.ccl.org
Whitaker	*Dealing with Difficult Teachers*

LETTER OF AGREEMENT
Between the
OKEMOS BOARD OF EDUCATION
And the
INGHAM, CLINTON EDUCATION ASSOCIATION, MEA/NEA

In an attempt to acknowledge the amount of time the Track II component of the teacher evaluation process will require of tenured teachers, the Board and the Association agree to the following:

Tenured teachers who are performing satisfactorily and who consistently demonstrate successful practices in the four domains of the Framework for Professional Practice (Track II) can request up to six (6) hours of professional development time during the school year in which they are being evaluated.

The actual timeframe for the six (6) hours must be mutually agreed upon between the teacher and the administrator. Some possible alternatives for accommodating the six (6) hours include, but are not limited to the following, or a combination of the following:

- Six (6) hours of the state required, scheduled professional development time
- Six (6) hours after school, restructuring meetings
- Two (2) half days of release time, requiring a substitute teacher
- Other

For the Board Date

For the Association Date