

East Grand Rapids Public Schools

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# The FRAMEWORK

*Danielson 2013 Edition*

## **Professional Growth and Performance Evaluation Program**

September 2016  
Revised August 2018

*Educating and inspiring each student to navigate successfully in a global community*

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East Grand Rapids Public Schools  
2915 Hall Street SE  
East Grand Rapids, MI 49506-3111  
616.235.3535  
[www.egrps.org](http://www.egrps.org)

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## DEFINING THE FRAMEWORK

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### **What the Framework for Teaching is:**

It **is** a commitment to the growth and development of teachers and administrators.

It **is** a statement that communicates our beliefs about effective teaching.

It **is** a synthesis of teaching behaviors that promotes student learning and is supported by research, learning theory, and expert opinion.

It **is** a continuous source of information on effective teaching which will be reviewed and updated periodically.

It **is** a resource for teachers and administrators to use in their roles as instructional decision makers.

### **What the Framework for Teaching is not:**

It is **not** an attempt to supersede Board adopted curriculum or prescribe one way for all East Grand Rapids teachers to teach.

It is **not** an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Domains.

It is **not** a checklist to be used to assess teacher performance.

The Framework for Teaching is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

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

Each component defines a distinct aspect of a domain and two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

### Charlotte Danielson's FRAMEWORK FOR TEACHING

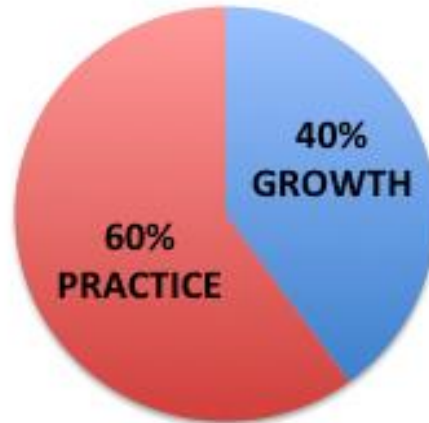
<p><b>DOMAIN 1: Planning and Preparation</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

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# PERFORMANCE EVALUATION

MCL 380.1249

## 2018-2019 and Beyond



State assessment data required for at least half (50%) of the 40% Growth

### GROWTH

- The district's 3-Year Average SG (Student Growth) will be used to measure the "Growth" component of the evaluation. It will be weighted at 40% of the evaluation per state law.
- SG is computed using grades 4-8 ELA and Math M-STEP data and PSAT and SAT data in grades 9-12. SG is computed by the state and/or the district using a state provided "calculator".

### PRACTICE

- Each teacher must be given an effectiveness rating of Highly Effective, Effective, Minimally Effective, Ineffective based on the year end evaluation.
- The portion of the evaluation not based on growth or the Framework for Teaching must include the factors from Section 1248, which include disciplinary and attendance record, significant, relevant accomplishments and contributions (*part of 4d of Danielson's Framework*), and relevant special training (*part of 4e of Danielson's Framework*).
- Portion of evaluation not based on growth data must be based "primarily" on the district-selected "*framework*." (*Danielson 2013: Framework for Teaching*). The practice component will be weighted at 60% of the evaluation.
- Each teacher must have an identified administrator who is responsible for his/her evaluation. The responsible administrator needs to conduct at least one of the observations.
- At least 2 classroom observations (which may be shorter than an entire class period in length).
  - Observations must include administrator review of lesson plan, state curriculum standards, and pupil engagement.
  - There must be at least one unscheduled observation.
  - Observation feedback must be provided to teachers within 30 days of that observation.
- Mid-Year Progress reviews will be completed for teachers who are rated less than effective or are probationary.
- Three ineffective ratings require dismissal from the district.

# EFFECTIVENESS RUBRIC

Effectiveness Ratings	Domain Score	District Weighted Formula	
2 or less Minimally Effective components	A 3 applied for Domain Score	Min Value	High Value
3 or more Minimally Effective components	A 2 applied for Domain Score	Ineffective	0      2.39
1 Ineffective component	A 2 applied for Domain Score	Minimally Effective	2.4      2.99
2 or more Ineffective components	A 1 applied for Domain Score	Effective	3      3.49
10 or less Highly Effective components	A 3 applied for Domain Score	Highly Effective	3.5      4
11 or more Highly Effective components	A 4 applied for Domain Score		

PRACTICE @ 60% Score of 1, 2, 3, 4 possible No Change from past except for weighting changed from 75% to 60%	GROWTH @ 40% Using District SGP Value Score of 3 or 4 possible	OVERALL SCORE AND RATING
<b>Highly Effective</b> 4 * 60% = 2.4	<b>Score of 4</b> 4 * 40% = 1.6	<b>Highly Effective</b> 2.4 + 1.6 = 4.0
<b>Effective</b> 3 * 60% = 1.8	<b>Score of 4</b> 4 * 40% = 1.6	<b>Effective</b> 1.8 + 1.6 = 3.4
<b>Minimally Effective</b> 2 * 60% = 1.2	<b>Score of 4</b> 4 * 40% = 1.6	<b>Minimally Effective</b> 1.2 + 1.6 = 2.8
<b>Ineffective</b> 1 * 60% = .6	<b>Score of 4</b> 4 * 40% = 1.6	<b>Ineffective</b> .6 + 1.6 = 2.2
<b>Highly Effective</b> 4 * 60% = 2.4	<b>Score of 3</b> 3 * 40% = 1.2	<b>Highly Effective</b> 2.4 + 1.2 = 3.6
<b>Effective</b> 3 * 60% = 1.8	<b>Score of 3</b> 3 * 40% = 1.2	<b>Effective</b> 1.8 + 1.2 = 3.0
<b>Minimally Effective</b> 2 * 60% = 1.2	<b>Score of 3</b> 3 * 40% = 1.2	<b>Minimally Effective</b> 1.2 + 1.2 = 2.4
<b>Ineffective</b> 1 * 60% = .6	<b>Score of 3</b> 3 * 40% = 1.2	<b>Ineffective</b> .6 + 1.2 = 1.8

# PERFORMANCE EVALUATION PROGRAM

## Overview

**It is the expectation of the East Grand Rapids Public Schools for its teachers to be EFFECTIVE or HIGHLY EFFECTIVE in all four domains of the Framework for Teaching.**

Plan I Individual Development Plan	Plan II Professional Growth Plan
<p><b>Who:</b> Probationary Teachers</p> <ul style="list-style-type: none"> <li>Teachers with five or less years of teaching experience</li> <li>Teachers who have not taught previously in Michigan</li> <li>Newly hired Michigan tenured teachers</li> <li>All newly hired teachers</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To ensure that Framework for Teaching is understood, accepted, and demonstrated</li> <li>To provide support in implementing the Framework for Teaching</li> <li>To provide accountability for decisions to continue employment</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Goal setting – Individual Development Plan</li> <li>Observation and reflection on performance</li> <li>Mid-year progress review (first year only)</li> <li>Reflection and feedback</li> <li>Collaboration between teacher and administrator</li> <li>Administrator support</li> <li>Mentoring</li> </ul>	<p><b>Who:</b> Tenured Teachers</p> <ul style="list-style-type: none"> <li>Tenured teachers who are demonstrating effectiveness in the Framework for Teaching</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To enhance professional growth</li> <li>To improve student achievement</li> <li>To provide feedback on professional issues</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Goal setting – professional growth</li> <li>Observation and reflection on performance</li> <li>Reflection and feedback</li> <li>Collaboration between teacher and administrator</li> <li>Administrator support</li> </ul>

Plan III Targeted Improvement Plan
<p><b>WHO:</b></p> <ul style="list-style-type: none"> <li>A teacher rated Minimally Effective or Ineffective on his/her most recent end-of-the-year summative evaluation, <i>or</i></li> <li>A teacher identified as needing a targeted plan of improvement regardless of their rating on the most recent end-of-the-year summative evaluation.</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To enable a tenured teacher the opportunity to seek assistance in a specific area(s) of the Framework for Teaching</li> <li>To provide a more structured process for a tenured teacher who may benefit from more support</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Continuation of Plan II requirements</li> <li>Observation and feedback focused specifically on the identified area(s) of needed improvement</li> <li>A Targeted Improvement Plan (<i>TIP</i>) which may be reflected through an Individualized Development Plan or a Mid-year Progress Report</li> </ul>

# OUTLINE OF PLAN I

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## Individual Development Plan

### WHO:

Probationary Teachers

- A teacher with less than five years of teaching experience
- A teacher who has not taught previously in Michigan
- A newly hired Michigan tenured teacher
- All newly hired teachers

### TIME FRAME:

- Teachers new to the profession will complete five years of Plan I
- Teachers previously tenured in the state of Michigan will complete Plan I for two years

### TENURE

- To earn tenure and move from Plan I to Plan II teachers must earn ratings of either Highly Effective or Effective on his/her three most recent evaluations

### COMPONENTS:

- Individual Development Plan
- Observations, Reflections, and Feedback
- Mid-year Progress Report
- Self-Assessment
- Summative Evaluation
- Mentoring

### PROCESS AND FORMS:

#### Individual Development Plan

- Developed by the teacher and administrator in consultation
- Based on Domains 1-4 of Framework for Teaching
- Documented on *IDP Form (IDP)\**
- Reviewed with administrator at Goal Setting Conference

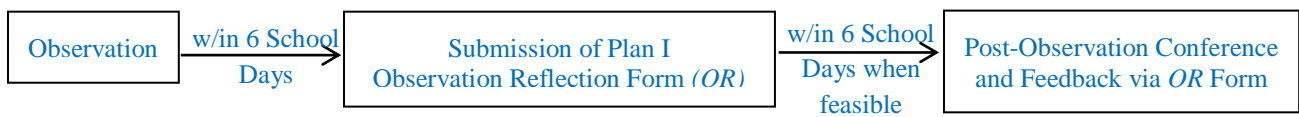
### TIMELINE:

By October 1



## Two Observations

- A minimum of two observations per year; one unscheduled and one scheduled  
1<sup>st</sup> Observation by December 31  
2<sup>nd</sup> Observation by May 1
- One observation will be for the duration of a full instructional block, but may be longer at the administrator's discretion
- Teacher submits Plan I *Observation Reflection Form (OR)* w/in 6 school days of observation
- Teacher and administrator meet in a Post-Observation Reflection Conference to discuss the *Observation Reflection Form (OR)* w/in 6 school days when feasible\*\*
- A teacher may be required to submit a lesson plan and/or meet with an administrator prior to a scheduled observation
- Additional observations may occur at the discretion of the administrator



## Mid-year Progress Report

By March 1

- Required for first year staff on Plan I, or a staff member on Plan III
- Teacher and administrator meet in a Mid-year Progress Report Conference
- Administrator submits *Mid-year Progress Report Form (MYP)\**
- May be completed in conjunction with the second observation and post-observation conference

## Summative Evaluation

By last day of school *or*

- Teacher submits *End-of-Year Self-Assessment and Reflection (SAR)\** w/in 6 school days of
- Teacher and administrator meet in a Summative Evaluation Conference scheduled conference
- Administrator submits *Summative Evaluation Form (SE)\**

## Mentoring

- Assigned to teachers new to the profession for the first three years of Plan I
- Assigned to teachers previously tenured in the state of Michigan for the first year of Plan I

\* Form referenced in Appendix B

\*\* MCL-380-1249(e-v) Beginning with the 2016-2017 school year, a school district shall ensure that, within 30 days after each observation, the teachers is provided with feedback from the observation. The EGRPS practice will be to provide feedback within 6 days when feasible.

# OUTLINE OF PLAN II

## Professional Growth Plan

### WHO:

- A tenured teacher who is EFFECTIVE or HIGHLY EFFECTIVE in all four domains of the Framework for Teaching

### TIME FRAME:

- A tenured teacher continues on Plan II unless he/she is rated Minimally Effective or Ineffective. In this case, the teacher is placed on Plan III.

### COMPONENTS:

- Professional Growth Goal
- Observations, Reflections, and Feedback
- Self-Assessment
- Summative Evaluation

### PROCESS AND FORMS:

#### Student Growth Goals

- Developed by the teacher and administrator in consultation
- Each goal must be measured using at least two methods (assessments)
- Documented on *Student Growth Goal Form (SG)*\*
- Reviewed with administrator at Goal Setting Conference
- Goals may be developed as early as the previous spring

### TIMELINE:

By October 15

#### Two Observations

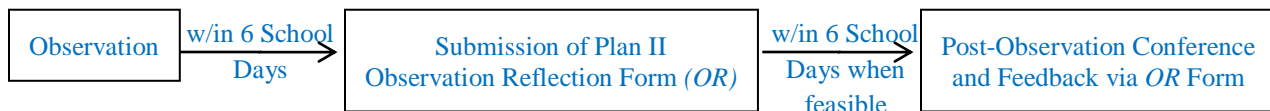
- A minimum of two observations per year; one unscheduled and one scheduled
- Teacher submits Plan II *Observation Reflection Form (OR)*
- Teacher and administrator meet in Post-Observation Reflection Conference for at least one of the two observations to discuss the Plan II *Observation Reflection Form (OR)*  
A teacher may be required to submit a lesson plan and/or meet with an administrator prior to a scheduled observation
- Additional observations may occur at the discretion of the administrator

1<sup>st</sup> Observation by December 31

2<sup>nd</sup> Observation by June 1

w/in 6 school days of observation

w/in 6 school days when feasible\*\*



#### Summative Evaluation

- Teacher submits *End-of-Year Self-Assessment and Reflection (SAR)*\*
- Teacher and administrator meet in a Summative Evaluation Conference
- Administrator submits *Summative Evaluation Form (SE)*\*

By last day of school *or*

w/in 6 school days of

scheduled conference

\* Form referenced in Appendix B

\*\* MCL-380-1249(e-v) Beginning with the 2016-2017 school year, a school district shall ensure that, within 30 days after each observation, the teachers is provided with feedback from the observation. The EGRPS practice will be to provide feedback within 6 days when feasible.

# OUTLINE OF PLAN III

## Targeted Improvement Plan

### WHAT:

- A teacher enters a Plan III, Targeted Improvement Plan (*TIP*) in one of two ways:
  1. A tenured teacher shall enter a Plan III, Targeted Improvement Plan, by being rated Minimally Effective or Ineffective on his/her most recent end-of-year summative evaluation, *or*
  2. A tenured teacher may be placed on a Plan III, Targeted Improvement Plan, by an administrator if he/she determines the teacher is in need of specific and targeted assistance and/or professional guidance in one or more areas of the Framework for Teaching.

### WHO:

- A teacher rated Minimally Effective or Ineffective on his/her most recent summative evaluation, *or*
- A teacher identified as needing a targeted plan of improvement regardless of their rating on the most recent summative evaluation

### COMPONENTS:

- Targeted Improvement Plan articulated in an Individualized Development Plan\* and a Mid-year Progress Report\*
- Observations, Reflections, and Feedback\*\*
- Self-Assessment
- Summative Evaluation

### TIME FRAME, PROCESS, AND FORMS:

- A teacher rated Minimally Effective or Ineffective on his/her most recent summative evaluation shall follow the requirements, process, and timelines outlined in Plan II.
- The teacher shall also follow a Targeted Improvement Plan articulated through an Individual Development Plan (IDP) and a Mid-year Progress Report (See Plan I for description and timelines)
- A teacher identified as needing a Targeted Improvement Plan shall continue with the requirements, process, and timelines outlined in Plan II. The administrator, in consultation with the teacher will develop a Targeted Improvement Plan to be followed by the teacher.

\* Form referenced in Appendix B

\*\* MCL-380-1249(e-v) Beginning with the 2016-2017 school year, a school district shall ensure that, within 30 days after each observation, the teacher is provided with feedback from the observation. The EGRPS practice will be to provide feedback within 6 days when feasible.

**FRAMEWORK for TEACHING**

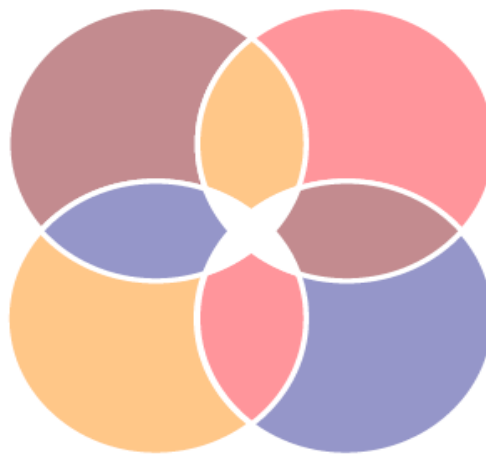
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**Evaluation Instrument**

[Click HERE for a copy of the Danielson Framework 2013](#)

**THE FRAMEWORK FOR TEACHING**  
**EVALUATION INSTRUMENT**

**2013 EDITION**



**CHARLOTTE DANIELSON**

[Click HERE For a copy of the Danielson Framework 2013](#)

## **APPENDIX B**

The following forms can be located on the Frontline Education [MyLearningPlan](#) website.

### **Plan I Forms**

- Individual Development Plan (IDP)
- Observation Reflection Form (OR)
- Mid-year Progress Report (MYP)
- End-of-Year Self-Assessment and Reflection (SAR)
- Summative Evaluation (SE)

### **Plan II Forms**

- Professional Growth Form (SG)
- Observation Reflection Form (OR)
- End-of-Year Self-Assessment and Reflection (SAR)
- Summative Evaluation (SE)

### **Plan III Forms**

- Individual Development Plan (IDP)
- Observation Reflection Form (OR)
- Mid-year Progress Report (MYP)
- End-of-Year Self-Assessment and Reflection (SAR)
- Summative Evaluation (SE)