



Charlotte Danielson Framework For Teaching Teacher Evaluation: Postings and Assurances

Per MCL 380.1249 Revised: Beginning with the 2023 - 2024 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its teacher and administrator performance evaluation system.

The district has approved this evaluation tool after implementing a fidelity review process. Its contents comply with the law, specifically with the CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING.

Michael J. Vieau, Superintendent

Signature of Superintendent

07/17/2024
Date of Approval

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]

Links

Research for Danielson

<http://www.danielsongroup.org/research/>

Framework

<http://www.danielsongroup.org/framework/>

Instrument (you must download)

<http://www.danielsongroup.org/download/?download=449>

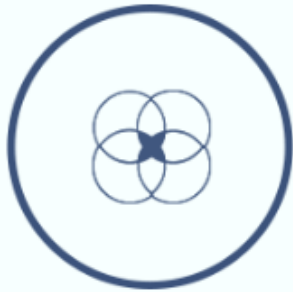
Practice (you must download)

<http://www.danielsongroup.org/download/?download=449>

Administration: Research and assurances for the School ADvance Evaluation tool can be found on their website at goschooladvanc.org or in this PDF [document](#).



Teachers



Research

The Danielson Group seeks to share research studies involving the Framework. We maintain a strong interest in encouraging independent research in support of quality professional development, process improvements, and significant teaching outcomes.

[Expand all](#) | [Collapse all](#)

▶ 2015: Teaching to the Core: Practitioner perspectives about the intersection of teacher evaluation using the Danielson Framework for Teaching and Common Core State Standards

In October 2014, the Teaching the Core study released findings based on national teachers' and administrators' perspectives on teacher evaluation with the implementation of Common Core State Standards. The study, funded by a grant from the Helmsley Charitable Trust, was conducted by independent researchers. They followed participants through observation cycles of Common Core-aligned instruction using two instruments: the Danielson Framework for Teaching (2013 version) and the Instructional Practice Guides, created by Student Achievement Partners (SAP). The study set out to explore four focal research questions:

1. What are participants struggling with in terms of adoption of and alignment with Common Core State Standards?
2. How well do participants think the instruments capture teaching to the Common Core State Standards?
3. What are the general patterns of use for the instruments and observation practices?
4. What are ideas for redesign to better align the Danielson Framework for Teaching with Common Core State Standards?

Data collection took place from March 2013 to June 2014 with four school districts across the United States in Connecticut, Illinois, Nevada, and New York. The report yielded 10 key findings and 33 suggestions from participating teachers and administrators. Results highlight both the challenges faced by those implementing Common Core and the potential benefits that alignment of teacher evaluation and Common Core can achieve.

To read the results of the Teaching the Core study, click [HERE](#) for the summary of the study, including key findings and suggestions.



An additional part of the study was to capture videos of multiple bell-to-bell lessons aligned to the Common Core State Standards. On March 17, 2015, SAP launched the "Teaching the Core" website: <http://www.teachingthecore.org>. SAP has chosen to include 60 lessons in this release. Additional lessons will be added to the collection over time. The lessons have been edited to show bell-to-bell instruction. Users can easily:

- Jump to annotated moments exemplary of the CCSS
- Access the lesson plan and materials
- See example student work
- Watch an interview with the teacher
- Download the grade appropriate coaching tool

The site features full coverage of grade levels and of core actions/indicators in math (meaning at least 1 video per grade level and at least 1 annotated moment per core action/indicator) and nearly complete coverage in ELA/Literacy. SAP will continue to review additional videos, and anticipates having full coverage in ELA/Literacy as well, when the library is complete.

▶ **2013: Measures of Effective Teaching (MET) Project Releases Final Research Report**

Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study

"In January 2013, the MET project released its third and final set of findings, which sought to answer three questions from practitioners and policy-makers:

1. Can measures of effective teaching identify teachers who better help students learn?
2. How much weight should be placed on each measure of effective teaching when combining classroom observations, student surveys, and student achievement gains?
3. How can teachers be assured trustworthy results from classroom observations?

Along with a brief summarizing all of the findings, and the three research papers detailing the technical methods, in January 2013 the MET project released a set of principles for effective evaluation systems based on lessons learned over the three years of the study."

More recommendations and helpful information: To read the results and conclusions of a three year study of whether or not effective teaching can be identified reliably and measure the effects on student learning, click [here](#) for the MET Project website containing all the available reports and recommendations from the MET Project.



► 2012: Background on the Measures of Effective Teaching (MET) Project

The MET project is a partnership between 3,000 teacher volunteers and dozens of independent research teams. The project aims to help teachers and schools understand what great teaching looks like. Launched in 2009, the study will identify multiple measures and tools that – taken together – can provide an accurate and reliable picture of teaching effectiveness. By understanding what great teachers do and by improving the ways teachers gain insight into their practice, we can help more teachers achieve success for their students.

Research shows that a teachers' contribution matters more than anything else within a school. More than class size. More than school funding. More than technology. For decades, most initiatives to improve public education have focused on improving poor performing schools. But studies show that there are bigger differences in teaching quality within schools than there are between schools. This means that in the same school, a child taught by a less effective teacher can receive an education of vastly different quality than a student just down the hall who is taught by a more effective teacher. And the way evaluations are currently conducted don't provide the teacher who is struggling with a roadmap to improve.

Because teaching is complex, no single measure can capture the complete picture of a teacher's impact; yet many evaluation systems use tools that provide teachers with very limited, occasional feedback. Multiple measures are needed to help school leaders understand how teaching contributes to student success, because as teachers know, there are no silver bullets in the classroom. Armed with this information, teachers and school leaders can create better professional development programs that promote proven techniques and practices that help students learn, and can make better-informed hiring and tenure decisions.

► 2011: Rethinking Teacher Evaluation in Chicago; Cincinnati: Effect of Evaluation on Performance

Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation, Consortium on Chicago School Research at the University of Chicago Urban Education Institute, November 2011

This report summarizes findings from a two-year study of Chicago's Excellence in Teaching Pilot, which was designed to drive instructional improvement by providing teachers with evidence-based feedback on their strengths and weaknesses. The pilot consisted of training and support for principals and teachers, principal observations of teaching practice conducted twice a year using the Charlotte Danielson Framework for Teaching, and conferences between the principal and the teacher to discuss evaluation results and teaching practice. [Download the report.](#)

"The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers" Taylor, Eric, Tyler, John H. : NBER Working Paper No. 16877.

This study investigated the effect of teacher evaluation on the quality of instruction, and found that the very act of going through a year-long evaluation process in Cincinnati strengthens teacher performance. The results suggest that the correlations are positive, and the effect sizes are large enough to be quite consequential. Furthermore, they found that not only does a teacher's effectiveness increase in the year in which they are undergoing evaluation, but the effects of going through the evaluation cycle are even larger in the years after the evaluation. [Read the report here.](#)



▶ 2010: Identifying Effective Classroom Practices Using Student Achievement Data

"Identifying Effective Classroom Practices Using Student Achievement Data" Kane, et. al.

This paper combines information from classroom-based observations and measures of teachers' ability to improve student achievement as a step toward addressing these challenges. Classroom based measures of teaching effectiveness are related in substantial ways to student achievement growth. Results point to the promise of teacher evaluation systems that would use information from both classroom observations and student test scores to identify effective teachers. Results also offer information on the types of practices that are most effective at raising achievement. [Read more...](#)

▶ 2009: Excellence in Teaching Project

"Evaluation of the Excellence in Teaching Pilot; Year 1 Report to the Joyce Foundation" Sartain, et. al.

Research on the implementation of the Framework as a reliable measure of teaching practice (Year 1) and the validity of the Framework, i.e. it measures what it claims to measure (Year 2), as well as each year understanding the principal and teacher perceptions of the pilot evaluation at the school level. The findings from Year 1 include that 1) principals and trained teacher and research experts use the rating scale consistently overall; 2) more teachers were identified as low-performing under the new evaluation system; 3) principals found four areas of instruction to be particularly challenging to evaluate; 4) principals had no trouble identifying unsatisfactory teaching practices; and 5) just over half of the principals were highly enthusiastic about the evaluation process.

▶ 2006: Assessing the Relationship Between Student Achievement and Teacher Performance

2006

Multi-year, mixed-methods study investigating the validity of teacher evaluation in four sites: Cincinnati, Ohio; Los Angeles, California; Reno/Sparks, Nevada; and Coventry, Rhode Island. Heneman, et. al.

The study used linked student and teacher data to assess the relationship between student achievement and teachers' performance evaluation scores. The value-added model used achievement scores that were estimated on prior achievement and other student characteristics which determined a fairly high correlation in two of the four sites between what the teachers were observed to be doing in the classroom and their students' achievement gains. The authors of study noted that high correlations could be due to using multiple observation data, highly trained evaluators, and the teachers having a shared understanding of what constituted good teaching.

▼ 2005: Correlation Between Domains 1 and 3 and Student Achievement



► 2004: Three Studies Correlating Teacher Evaluation Scores with Student Achievement

"In-depth, mixed-methods study of one Los Angeles elementary charter school serving approximately 1,200 students." Gallagher

The author found that there were significant differences in student achievement relative to teachers' evaluation scores. In particular, literacy and composite evaluation scores were significantly related to student achievement, whereas mathematics and language arts scores were not. Alignment and consistency in the pedagogical approach were factors in the correlation between literacy evaluation scores and student achievement. Interestingly, Gallagher also correlated teacher certification and experience data with student achievement and found no relationship with student test scores.

"Correlation study examined the relationship between teacher evaluation scores and student achievement in nine grade-test combinations in Washoe County" Kimball, et. al.

This research targeted specifically on 1a: Pedagogical and content knowledge, 1e: Coherent lesson design and 1f: Designing/Aligning Student Assessment, 3c: Engaging student learners, and 3e: Flexibility and Responsiveness. The authors found teacher practices, as measured by the evaluation instrument, contributed slightly to student achievement. The authors concluded that evaluation scores were stronger predictors of student achievement than were teacher education and experience.

"Correlation study of the relationship between teacher evaluation scores and student achievement in a large Midwestern district using value-added measures with 212 teachers in grades 3-8" Milanowski

Small to moderate correlations were determined between teacher evaluation scores and student growth with 0.27 in science, 0.32 in reading, and 0.43 in mathematics.

► 2003: Cincinnati Student Achievement/Teacher Evaluation Correlation Study

"Correlation study to compare student achievement with teachers' evaluation scores for 246 Cincinnati Public School teachers" Holtzapple

The study using a value-added model of predicted achievement versus actual achievement found that teachers who received low ratings on the instructional domain of the teacher evaluation had students with lower achievement scores than would have been predicted by prior achievement. Teachers with "advanced" or "distinguished" rankings generally had students with higher than expected test scores, whereas teachers rated "proficient" had students with average gains.



Identification and Qualifications of the Author(s) [Section 1249(3)(b)]

Tool Identification

Teachers

- Charlotte Danielson is the author of *The Danielson Framework for Teaching*, Ed., 2013
Charlotte Danielson's qualifications are as follows:
 - Graduate of Cornell, Oxford, and Rutgers Universities;
 - Has taught at the K-12 and university levels;
 - Former employment roles have included curriculum director,
 - Staff development director and is presently the founder of the Danielson Group;
 - A world-renowned expert in teacher effectiveness and the design of teacher evaluation systems
 - Framework for Teaching has become the cornerstone for effective teaching in the United States;
 - Framework for Teaching is among several approved models in over 20 states and
 - Publications include *Enhancing Student Achievement*:
 - Framework for Student Improvement;
 - Teacher Leadership that Strengthens the Profession;
 - Talk about Teaching! Conducting Professional Conversations.

Administration

- School ADvance
The co-principal investigators for School ADvance™ are Dr. Patricia Reeves and Patricia McNeill. Dr. Reeves is an Associate Professor of Educational Leadership and Research at Western Michigan University (since 2004) and served as a Michigan local school district central office administrator and superintendent from 1984 to 2004. She also served as a contracted associate executive for education policy, leadership development and credentialing, and educator evaluation from 2004-2016. Patricia McNeill served as executive director for Michigan ASCD from 2010- 2013 and as a Michigan district administrator and assistant superintendent from the mid-1980s through 2010. Additionally, the two above referenced Co-Principal Investigators and Researchers collaborated with several WMU faculty, doctoral assistants, school leaders, other experts in the field, and co-researchers through several major grant projects to develop the research base for the School ADvance Administrator Evaluation system. For a list of some of the major published works that informed the development of School ADvance, see "Research Base References."

The remainder of the research and assurance for School ADvance can be found on their website at goschooladvanc.org or this [pdf document](#).



Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]

- In addition to the substantial research that contributed to the creation of Charlotte Danielson's Framework for Teaching, studies have been conducted post-implementation, which help demonstrate the tool's reliability, validity, and efficacy. In Chicago, the University of Chicago conducted a two-year research on Chicago Public School's Excellence in Teaching Pilot, which incorporated Danielson's Framework for Teaching evaluation tool. The study's findings indicated that the tool produced an instrument designed with evidence of reliability, validity, and efficacy. These testing metrics support the credibility of the ratings for effective classroom observations.
- In Hillsborough County, Florida, the school district's use of Danielson's Framework for Teachers was studied as part of the Measures of Effective Teaching (MET) project underwritten by the Bill and Melinda Gates Foundation. The findings revealed that despite the tendency of school leaders to assess their teachers at higher levels, there was minimal impact on the assessments conducted by peer observers and principals from other schools. Thus, the similarity of the comparison findings from both the MET project and the Bill and Melinda Foundation is evidence of the reliability of the Framework evaluation instrument.

Administrators

- The remainder of the research and assurance for School ADvance can be found on their website at goschooladvanc.org or this [pdf document](#).

Evaluation Framework and Rubric [Section 1249(3)(d)]

Teachers

- The Charlotte Danielson Framework for Teaching evaluation frameworks and rubrics with detailed descriptions for each performance level on key summative indicators are: Three separate performance ratings within the Charlotte Danielson Framework for Teaching Tool are to be decided upon by the evaluator and assigned to reflect the teacher's performance related to each separate evaluation component which is (from lowest to highest): Effective, Developing, Needing Support. Section 1249 of Michigan's Revised School Code requires that the District's performance evaluation system assign an effectiveness rating to each teacher or administrator of Effective, Developing, Needing Support (MCL 380.1249(2)(g)). The Covenant House Academy annual performance evaluation tool recognizes each of the Charlotte Danielson Framework for Teaching ratings for purposes of scoring and determining the overall annual performance evaluation rating given to equal the following:
 - Effective
 - Developing
 - Needing Support

Administrators

- School ADvance Administrator Performance Levels The School ADvance Rubrics are



organized around four levels of performance: Highly Effective, Effective, Minimally Effective, and Ineffective, as required by the State of Michigan statute. The authors permit using other comparable performance category terms according to the requirements of Michigan or other state statutes and user district preferences (e.g., Extended, Developed, Basic, Not Yet Addressed). An administrator may stay in a given developmental level for one or more evaluation cycles depending on the areas of development deemed the highest priority for addressing the school's needs in any given evaluation cycle or series of cycles. Each research-validated School ADvance characteristic is described in behavioral terms deriving from detailed descriptions of the work associated with positive school and district results distilled from multiple studies. To create differentiated performance levels for each characteristic, Reeves/McNeill created a developmental key that applies to each characteristic as follows: 1. Ineffective or Not Yet Addressed: The administrator is not able to demonstrate, at least, a minimal level of performance in the characteristic at the Basic or Minimally Effective level 2. Minimally Effective or Basic: The administrator can demonstrate work to develop personal knowledge, compliance, and ownership sufficient to administer the work associated with the characteristic at a maintenance level. 3. Effective or Developed: The administrator can demonstrate work to engage, direct, motivate, and develop the capacity of key staff and stakeholders (i.e., developing their knowledge, ownership, practice, compliance, etc.) to conduct the critical work associated with the characteristic. 4. Highly Effective or Extended: The administrator can demonstrate the development, motivation, and empowerment of leaders among key staff and stakeholders to conduct/lead the critical work associated with the characteristic at an extended level, and the administrator can demonstrate extended personal leadership for the work associated with the characteristic at a level beyond the scope of responsibility for the position the administrator holds.

The remainder of the research and assurance for School Advance can be found on their website at goschooladvanc.org or this [pdf document](#).

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]

- ***BAISD Special Education and Career Center Teachers, District Administrators***
 - Evaluation Frequency***
 - Teachers***
 - Teachers will be observed annually when they are non-tenured. Once a teacher reaches tenure and receives an effective rating on three consecutive evaluations, they will be able to be evaluated triennially unless the teacher requests to be



evaluated more frequently.

- Each teacher will be formally observed at least two times during their evaluation year. One of the observations will be unscheduled in cooperation with collective bargaining units. An observation shall include a review of the lesson plan, the state standards being used in the lesson, and the teacher's engagement with the students. Staff members are to have lesson plans available for the administrator to review, including having them available for unscheduled observations. All staff formal observations shall be a minimum of fifteen minutes in length.
- Administrators shall ensure that the teacher is provided feedback within 30 days of each formal observation.
- Special education and CTE teachers will participate in a post-observation conference. This conference will allow the teacher to discuss elements of the observation with the evaluator. It is not a requirement but an opportunity and will be conducted at the teacher's or administrator's request.

Administrators

- The individual conducting the administrator's evaluation shall visit the school building where the building-level school administrator works, review the building-level school administrator's school improvement plan, and observe classrooms with the building-level school administrator to collect evidence of the school improvement plan strategies being implemented.
- Must include a mid-year progress report
- If new to the position for the first three years, you must be assigned a mentor.
- Once an administrator reaches three years of an effective rating on three consecutive evaluations, they will be able to be evaluated biennially.

Evaluation Content – Performance Criteria

- The teacher and administrator's evaluation process shall be rigorous, transparent, and fair. Bay-Arenac ISD will use the Danielson Framework 2nd Edition and School ADvance Framework as its tool for the teacher or administrator evaluation portion that is not measured by student growth. The evaluation rubric identifies the following domains:

Teacher

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities will include disciplinary records, significant, relevant accomplishments and contributions to the school's overall performance, relevant special training other than PD or continuing education, and meaningful integration of such training into instruction.
- The 5th domain, Evidence of Student Growth, will measure student growth.

Administrator

- System Components Domains, Factors, and Characteristics The School ADvance



Administrator Evaluation framework starts with five domains of leadership practice for the principal and five for the central office administrator or superintendent. For all administrators, the first domain (Domain 1) is Results (in Michigan, referenced in Section 1249b as “student growth”).

- School ADvance provides a framework for linking results to an administrator’s evaluation that will adapt to a state growth or value-added model.
 - The Results domain allows districts to set growth or other improvement targets in various ways to provide a more robust picture of performance impact. It is also tied directly to school—and district-level improvement goals.
 - The other four domains for principals and central office/superintendents are broadly aligned but also adapted to fit the differences in both levels and scopes of responsibility between the building level and district administration. Each domain is broken down into performance factors corresponding to significant areas of responsibility found in research on building and district leaders. Within each Factor, 3-5 characteristics are derived from a deeper analysis of research findings.
 - Rubric Design: Each of the characteristics of the School ADvance Administrator Evaluation Framework is supported by a set of descriptors that correspond to that characteristic in observable and documentable ways. The descriptors avoid value-laden words and qualifiers that are not observable or documentable. The Formative Rubrics The descriptors in the Formative Rubrics are sufficiently detailed to provide administrators with explicit reference points for their work and for ways to raise performance levels.

Evaluation Content - Student Growth Data and Percentages

- Per State guidelines, student growth must be a component of the teacher’s year-end evaluation. For the 2024 - 2025 school year and after that, student growth will be 20% of the teacher’s evaluation.
- Bay-Arenac ISD teachers and administrators will use Student Learning Objectives. Student Learning Objectives are measurable, long-term academic goals informed by data that the teacher or teacher teams set up at the beginning of the year for all students. Teachers will present data on the Student Learning Objective when demonstrating student achievement on the year-end evaluation.
- Year 1 teachers and those with an IDP will be required to have a Mid-Year Progress Report conducted by their evaluator. Administrators will have a mid-year progress report each year they are evaluated.

Levels of Performance

Teachers

- Each component element has three performance levels: Effective, Developing,



and Needing Support. The levels range from teachers who are still striving to master the rudiments of teaching (needing support) to highly accomplished professionals who are able to share their expertise (effective).

■ *Effective*

- The teacher clearly understands the concepts underlying the component and implements them well. Most experienced, capable special educators will regard themselves and be considered by others as performing at this level. A proficient special education teacher is an outstanding educator.

■ *Developing*

- The teacher appears to understand the concepts underlying the component and attempts to implement its elements. However, implementation is sporadic, intermittent, or only partially successful. Additional reading, discussion, visiting other teachers, and experience (mainly supported by a mentor) will enable the teacher to become proficient in this area. This level is minimally competent for supervision or evaluation - improvement is likely with experience, and little or no actual harm is done to students.

■ *Needing Support*

- The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with these elements will enable teachers to grow and develop in this area. There is a serious question about whether learning is occurring.

Administrators

- On their final year-end evaluation report, they will receive a final evaluation rating of Effective, Developing, or Needing Support.

Individualized Development Plan

- All teachers in their first year of employment with Bay-Arenac ISD or any teacher rated as Needing Support on their annual evaluation will have an Individual Development Plan (IDP). The teacher will also be assigned a mentor. As part of the IDP, a mid-year progress report will be completed for any teacher in the first year of the probationary period or who received a rating of Needing Support on their most recent annual year-end evaluation. The mid-year progress report will:
 - Be based, at least in part, on student achievement.
 - Be aligned with the staff's individualized development plan.
 - Include specific performance goals for the remainder of the school year
 - Include classroom observations to assist in the performance evaluation
 - Include a statement of discipline (if any)



- If a teacher receives three consecutive years of ineffective evaluations, they will be dismissed.

Professional Goals

- All teachers and administrators being evaluated shall develop a minimum of 2 specific professional (performance) goals to improve effectiveness for the next school year. The professional goals will be created at the end of the school year before the completion of the final evaluation or meeting. Probationary teachers' individualized development plans include these goals.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]

- ***BAISD Teachers -***
 - Bay-Arenac ISD must train teachers on the evaluation tools it uses in its performance evaluation system and how each tool will be used. The BAISD administration will provide the training, which will occur at the beginning of each year and upon request from the teacher.
- ***BAISD Administration***
 - Bay-Arenac ISD must organize expert training on rater reliability for all administrators every three years. Experts will provide the training to BAISD administrators. The special education administration will attend the training before evaluating staff.

Description of The Process Used To Develop Individualized Development Plans

Developing Individualized Development Plans (IDPs) for first-year teachers in a school district, based on Michigan's Teacher Evaluation Law (Public Act 1249 of 2024), requires a structured approach. This process aims to support teachers in their professional growth while aligning with the district's legal and performance requirements.

Here's a step-by-step process for creating IDPs for first-year teachers and any other teacher identified as needing an Individualized Development Plan:

Step 1: Establish a Clear Framework for IDPs

- **Objective:** The administrator and teacher will collaborate to identify the teacher's development goals and ensure alignment with state standards and district-specific priorities.
- **Components:** Focus areas could include student achievement, classroom management,



instructional strategies, and professional responsibilities.

Step 2: Assign Mentors to First-Year Teachers

- Mentorship Program: The District will assign experienced teachers or instructional coaches to mentor first-year teachers. Mentors play a crucial role in guiding new teachers and providing constructive feedback.
- Collaboration: Mentors should be involved in creating and reviewing the IDP to ensure goals are realistic and achievable.

Step 3: Initial Assessment of Teacher Performance

- Baseline Data Collection: Conduct classroom observations and use feedback from peers, mentors, and self-reflections to assess each first-year teacher's starting point.
- Evaluation Tool: Use evaluation rubrics aligned with the Danielson Framework to identify strengths and areas for improvement.

Step 4: Collaborative Goal Setting

- Goal Meeting: Arrange a meeting between the first-year teacher and the school administrator to discuss initial observations and collaboratively set growth-focused goals.
- SMART Goals: Ensure that goals are Specific, Measurable, Achievable, Relevant, and Time-bound. Areas of focus include student engagement, instructional planning, and classroom culture.

Step 5: Develop the IDP Document

- Action Plan: Create an individualized plan outlining specific steps the teacher will take to achieve their goals. The goals will be written into the school district evaluation platform. This plan should include:
 1. Professional Learning: Workshops, training sessions, or courses designed to develop specific skills.
 2. Mentor Support: Regular mentor meetings for feedback and reflective practice.
 3. Classroom Application: Opportunities to apply learned strategies in natural classroom settings.
- Timeline: The teacher and the administrator will evaluate goals on an ongoing basis. They will meet before December 31, 2024, at the mid-year progress meeting to discuss goals and establish what steps need to be taken for the remainder of the school year to complete them.

Step 6: Provide Ongoing Feedback and Support



- Observation Cycles: Conduct regular classroom observations in alignment with the Collective Bargaining Agreement.
- Constructive Feedback: Provide actionable feedback after each observation, focusing on strengths and growth areas.
- Resources: Ensure the teacher can access necessary resources, such as instructional materials, lesson plans, and professional development opportunities.

Step 7: Mid-Year Review

- Evaluation Meeting: Organize a mid-year review to discuss the teacher's progress on their IDP goals. This meeting should involve the teacher and administrator.
- Adjust Goals (if necessary): Based on the progress, adjust goals and action steps. If significant progress has been made, set new targets to continue the teacher's development.

Step 8: Final Evaluation and Next Steps

- End-of-Year Review: Conduct a final assessment of the teacher's performance, comparing it with the goals set in the IDP.
- Reflection: Encourage the teacher to reflect on their growth and areas where they still need development.
- Recommendations: Provide recommendations for the second year, such as extending the IDP for further improvement or transitioning to a broader professional growth plan.

Step 9: Documentation and Reporting

- Record Keeping: Ensure that all steps in the process, from goal-setting to final evaluations, are documented in compliance with district policies and Michigan law.
- Legal Compliance: Verify that the IDP process aligns with the requirements of Public Act 1249, including the integration of student growth into teacher evaluations.

Step 10: Continuous Improvement

- Annual Review of the IDP Process: Regularly assess and improve the district's IDP development process to better support first-year teachers in their professional growth.

This structured approach will help school districts develop effective IDPs, ensuring that first-year teachers receive the necessary support and guidance for their success in the classroom.