ADDENDUM

TO

FRAMEWORK FOR PROFESSIONAL PRACTICE

AND

TEACHER EVALUATION PROCESS

**Revised Framework
for
Student Service Professionals**

Lansing School District
519 W. Kalamazoo St.
Lansing, MI 48933

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LANSING SCHOOL DISTRICT
OVERVIEW OF THE EVALUATION PROCESS

Framework for Professional Practice
Domain 1: Interpersonal & Communication Skills   Domain 3: Program Planning & Organization Domain 2: Applied Professional Skills   Domain 4: Professional Responsibilities

Track I Initial Professional Development	Track II Ongoing Professional Growth	Track III Specific Professional Development

Who:
• SSP new to the district
• Probationary SSP
 	
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 support
• Discussion of professional practices
• Administrative support
• Summative evaluation by administrator
	Who:
	• Non-probationary SSP who consistently demonstrate successful practices in the four domains.
	
	Purpose:
	• To enhance professional growth
	• To promote reflection on practice
	• To positively impact student learning through quality programs and services for students and their families
	
	What:
	• Informal observations
	• Development and implementation of a *Professional Growth Plan*
	
	Method:
	• Ongoing informal observation and discussion of SSP performance
	• Initial self assessment using Framework for Professional Practice
	• SSP teams or individual SSP member develop a *Professional Growth Plan*
	• Collaboration between SSP and administrator
	• Establishment of indicators of progress
	• Administrative support
	• Feedback to team or SSP
	• Summative evaluation by SSP and administrator
		Who:
		• Non-probationary SSP in need of specific professional guidance in identified area(s) of the domains within the Framework for Professional Practice
		
		Purpose:
		• To provide a non-probationary SSP the opportunity to seek assistance in any Domain
		• To provide a more structured process for a non-probationary SSP 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

Domain 1: Interpersonal and Communication Skills	Domain 2: Applied Professional Skills
The effective student service professional demonstrates positive interpersonal and communication skills. The domain's components are:	The effective student service professional demonstrates technical skills that enhance his/her performance. The domain's components are:
Component 1a:	**Component 2a:**
Utilizes all communication channels with clarity	*Exhibits a knowledge of professional training and experience*
Component 1b:	**Component 2b:**
Exhibits personal behaviors conducive to interpersonal relationships	*Determines individual and/or group needs in the learning environment (assessment)*
Component 1c:	**Component 2c:**
Recognizes and values diversity among individuals	*Delivers specialized services to facilitate learners' development*
	Component 2d:
	Applies appropriate instructional strategies for specialized services and designs program components to meet the needs of students
	Component 2e:
	Utilizes technology

Domain 3: Program Planning and Organization	Domain 4: Professional Responsibilities
The effective student service professional manages and organizes programs and resources. The domain's components are:	The effective student service professional carries out a wide variety of professional services related to the district and the profession. The domain's components are:
Component 3a:	**Component 4a:**
Plans for program management and self management	*Reflects on Practice*
	Component 4b:
	Maintains Accurate Records
Component 3b:	
Implements plans	**Component 4c:**
	Communicates with Families
Component 3c:	**Component 4d:**
Evaluates	*Contributes to the School and District*
	Component 4e:
	Grows and Develops Professionally
	Component 4f:
	Shows Professionalism
	Component 4g:
	Exhibits Leadership

Domain One: Interpersonal and Communication Skills

The effective student service professional demonstrates positive interpersonal and communication skills

Component 1a: *Utilizes all communication channels with clarity:*

Element 1: Disseminates information clearly in verbal and written form
- Uses language/terminology appropriate to audience/setting

Element 2: Uses and interprets nonverbal/verbal communication
- Practices active listening

Element 3: Utilizes conflict resolution/management
- Assists in problem identification
- Explores alternative solutions
- Involves concerned individuals
- Provides feedback

Element 4: Utilizes technology

Component 1b: *Exhibits personal behaviors conducive to interpersonal relationships:*

Element 1: Uses negotiating techniques
- Is open to ideas and opinions of others
- Maintains flexibility, objectivity, and adaptability

Element 2: Establishes a trusting environment
- Exhibits positive regard toward others
- Provides empathy and support
- Exhibits a sense of humor
- Recognizes and respects personal boundaries

Element 3: Demonstrates common sense
- Deals realistically with situations/people
- Provides input for practical solutions to problems
- Knows when to intervene
- Shows consideration for time restraints

Element 4: Accepts and provides appropriate feedback
- Encourages participation through mutual respect, openness, and fairness
- Observes and responds to verbal and nonverbal cues
- Processes feedback with an openness to change

Element 5: Adjusts to variations in environments

Component 1c: *Recognizes and values diversity among individuals:*

Element 1: Demonstrates knowledge of students' interests and cultural heritage
Element 2: Accommodates for individual learning styles, abilities, behaviors, and populations
Element 3: Accepts strengths and limitations in self and others

Domain Two: Applied Professional Skills
The effective student service professional demonstrates technical skills that enhance his/her performance

Component 2a: *Exhibits a knowledge of professional training and experience:*

Element 1: Uses a variety of effective resources
- Knows professional literature and research

Element 2: Develops appropriate strategies

Component 2b: *Determines individual and/or group needs in the learning environment (assessment):*

Element 1: Knows principles of learning, effective teaching, and student management
Element 2: Gathers, reviews, evaluates and interprets information from a variety of sources
Element 3: Uses valid and reliable evaluation procedures
Element 4: Generates and communicates recommendations
Element 5: Reevaluates and reassesses as needed

Component 2c: *Delivers specialized services to facilitate learners' development:*

Element 1: Coordinates and facilitates specific services and interventions
- Implements multiple techniques
- Considers the scope and sequence of the K-12 curriculum

Element 2: Shares professional expertise and responsibilities
Element 3: Uses problem solving techniques

Component 2d: *Applies appropriate instructional strategies for specialized services and designs program components to meet the needs of students*

Element 1: Identifies student needs not currently being met
Element 2: Seeks solutions from existing district resources
Element 3: Devises new strategies
Element 4: Reflects sensitivity to students' education/personal needs in planning
Element 5: Adapts instruction based on response
Element 6: Plans in accordance with an identified scope and sequence of program delivery
Element 7: Uses resources and technology that effectively support the service
Element 8: Integrates support service, agency, and/or family input in programming development
Element 9: Selects appropriate instructional books
Element 10: Uses questioning and discussion techniques

Component 2e: *Utilizes technology*

Domain Three: Program Planning and Organization
The effective student service professional manages and organizes programs and resources

Component 3a: *Plans for program management and self management:*

Element 1: Works with others to schedule time and allocate resources
- •Possesses knowledge of appropriateness and availability
- •Identifies and uses allocated resources wisely

Element 2: Establishes record keeping system specific to job role
- •Documents information relative to job role
- •Devises a system for monitoring student progress

Element 3: Generates recommendations to solve problems
- •Uses knowledge of resources to develop productive strategies
- •Accepts suggestions
- •Prioritizes recommendations

Element 4: Determines long/short term professional goals
- •Establishes goals in collaboration with other professionals
- •Analyzes and updates goals in order to meet changes in program and personal need

Component 3b: *Implements plans:*

Element 1: Follows through with identified tasks

Element 2: Meets established timelines and uses resources as planned
- •Is punctual
- •Makes efficient use of supplies and services
- •Modifies plan as needed

Element 3: Uses a variety of techniques to implement programs

Component 3c: *Evaluates:*

Element 1: Evaluates program effectiveness
- •Assesses techniques used in program implementation
- •Reviews student and program progress
- •Collects and analyzes relevant data

Element 2: Reports program outcomes
- •Provides written/oral reports as needed
- •Makes follow-up contacts to involved parties

Element 3: Assesses personal effectiveness
- •Seeks feedback from others
- •Reviews goal outcomes and adjusts accordingly

Domain Four: Professional Responsibilities

The effective student service professional carries out a wide variety of professional services related to the district and the profession.

Component 4a: *Reflects on Practice*

Element 1: Accuracy of self assessment of practice
Element 2: Use in future practice

Component 4b: *Maintains Accurate Records*

Element 1: Student progress towards goals
Element 2: Noninstructional records

Component 4c: *Communicates with Families*

Element 1: Information about the instructional program
Element 2: Information about individual students
Element 3: Engagement of families in instructional program

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

Element 1: Relationships with colleagues
Element 2: Service to the school
Element 3: Participation in school and district projects

Component 4e: *Grows and Develops Professionally*

Element 1: Enhancement of content knowledge and pedagogical skill
Element 2: Service to the profession
Element 3: Use of technology

Component 4f: *Shows Professionalism*

Element 1: Service to students
Element 2: Advocacy
Element 3: Decision making
Element 4: Act in a confidential, ethical and legal manner
Element 5: Supports and implements district policies

Component 4g: *Exhibits Leadership*

Element 1: Provides inservice, modeling, instruction and/or orientation to students, educators, and/or community
Element 2: Provides guidance and direction for students, staff, and families
- Shares knowledge of laws, rules, regulations and policies
- Shares knowledge of available resources
- Makes appropriate referrals
Element 3: Promotes positive public relations
- Provides program information

DOMAIN ONE: INTERPERSONAL AND COMMUNICATION SKILLS
Component 1a: *Utilizes all communication channels with clarity*

Elements: Disseminates information • Uses and Interprets communication • Utilizes conflict resolution/management
• Utilizes technology

	LEVEL OF PERFORMANCE			
ELEMENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Disseminates information	Student service professional's dissemination of information is unclear and confusing.	Student service professional clarifies information after initial confusion or information is excessively detailed.	Student service professional disseminates information clearly in verbal and written form; uses language or terminology appropriate to audience/setting.	Student service professional anticipates possible misunderstanding; reacts appropriately and enriches the interaction.
Uses and interprets communication	Student service professional misuses and misinterprets both verbal and nonverbal communication; does not listen for meaning and understanding, interrupts.	Student service professional can generally use and interpret verbal and nonverbal communication; is inconsistent in listening for understanding.	Student service professional consistently uses and interprets both verbal and nonverbal communication appropriately; practices active listening.	Student service professional uses and interprets both verbal and nonverbal communication appropriately; practices active listening and anticipates possible misunderstanding in communication.
Utilizes conflict resolution and management	Student service professional does not respond to conflict; is unable to identify problem(s) or explore solutions.	Student service professional attempts to respond to conflict; is generally able to identify problem and explore alternative solutions.	Student service professional appropriately assists in problem identification, explores alternative solutions, involves concerned individuals, provides feedback and respects the dignity of others.	Student service professional is highly skilled and sensitive to individual needs when identifying problems and exploring alternative solutions.
Utilizes technology	Student service professional does not use technology as a tool to communicate with parents, students and staff.	Student service professional uses minimal technology to communicate with parents, students and staff.	Student service professional uses a variety of technologies to communicate with parents, students and staff..	Student service professional enhances communication with parents, students and staff through creative use of technology; is proactive in utilizing technological devices to communicate.

DOMAIN ONE: INTERPERSONAL AND COMMUNICATION SKILLS
Component 1b: *Exhibits personal behaviors conducive to interpersonal relationships*

Elements: Uses negotiating techniques • Establishes a trusting environment • Demonstrates common sense
• Accepts and provides appropriate feedback • Adjusts to variations in environments

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Uses negotiating techniques	Student service professional is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.	Student service professional is generally open to opinions of others; is generally flexible, objective and adaptable when implementing negotiating techniques.	Student service professional is open to ideas and opinions of others; maintains flexibility, objectivity and adaptability.	Student service professional encourages and models appropriate negotiating techniques; is highly sensitive and respectful of others' opinions and ideas; assist the participants to monitor own behavior.
Establishes a trusting environment	Student service professional's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Student service professional student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures; students exhibit only minimal respect for student service professional.	Student service professional exhibits positive regard toward others, provides empathy and support, exhibits a sense of humor, recognizes and respects personal boundaries; students exhibit respect for student service professional.	Student service professional demonstrates genuine caring and respect for individual students; students exhibit respect for student service professional as an individual, beyond that for the role.
Demonstrates common sense	Student service professional does not demonstrate common senses when dealing with situations and/or people.	Student service professional generally demonstrates common sense when dealing with situations and/or people.	Student service professional deals realistically with situations/people; provides input for practical solutions to problems; knows when to intervene; shows consideration for time restraints	Student service professional is highly skilled when dealing with situations/people; providing input for practical solutions to problems; knowing when to intervene; showing consideration for time restraints.

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Accepts and provides appropriate feedback	Student service professional does not provide feedback or provides feedback that is of uniformly poor quality.	Student service professional generally provides quality feedback; some elements of high quality are present; others are not.	Student service professional provides high quality feedback; encourages participation through mutual respect, openness and fairness; observes and responds to verbal and nonverbal cues; processes feedback with an openness to change.	Student service professional provides consistently high quality feedback; provisions are made for students to utilize feedback.
Adjusts to variations in environments	Student service professional adheres rigidly to own plan, even when a change will clearly improve the intervention or situation.	Student service professional attempts to adjust the plan or intervention to changes in circumstances and variations in the environment.	Student service professional makes adjustments to a plan or intervention and the adjustments occur smoothly.	Student service professional anticipates the need to make an adjustment in plan or intervention; successfully makes the adjustment as a result of circumstances and/or variations in environment.

DOMAIN ONE: INTERPERSONAL AND COMMUNICATION SKILLS
Component 1c: *Recognizes and Values Diversity Among Individuals*

Elements: Demonstrates knowledge of students' interests and cultural heritage
• Accommodates for individual learning styles, abilities, behaviors, and populations
• Accepts strengths and limitations in self and others

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates knowledge of students' interests and cultural heritage	Student service professional displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Student service professional recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Student service professional displays acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Student service professional displays acceptance and knowledge of the interests or cultural heritage of each student
Accommodates for individual learning styles, abilities, behaviors, and populations	Student service professional is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and modalities.	Student service professional displays general understanding of the different approaches to learning that students exhibit and generally accommodates.	Student service professional displays solid understanding of the different approaches to learning that different students exhibit and accommodates appropriately.	Student service professional is highly skilled in using knowledge of students' varied approaches to learning.
Accepts strengths and limitations in self and others	Student service professional displays little acceptance of strengths and limitations of self and others; does not recognize this value.	Student service professional generally displays acceptance of strengths and limitations of self and others; can sometimes see its value.	Student service professional displays acceptance of strengths and limitations of self and others; recognizes its value.	Student service professional is highly perceptive at recognizing and accepting the strengths and limitations of self and others; makes appropriate decisions based on this knowledge.

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DOMAIN TWO: APPLIED PROFESSIONAL SKILLS
Component 2a: *Exhibits a knowledge of professional training and experience*

Elements: Uses a variety of effective resources • Develops appropriate strategies

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Uses a variety of effective resources	Student service professional is unaware of resources available through the school, district or community.	Student service professional displays limited awareness of resources available through the school, district or community	Student service professional is knowledgeable of available resources through the school, district or community; utilizes a variety of effective resources.	Student service professional actively seeks other materials to enhance interaction/interventions with students; may utilize professional organizations or community as potential resources.
Develops appropriate strategies	Strategies are not suitable to students or intervention goals; do not follow an organized progression and do not reflect recent professional research.	Only some of strategies are suitable to students or intervention goals; progression of activities is uneven; only some of activities reflect recent professional research.	Most of strategies are suitable to students and intervention goals; progression of activities is fairly even; most activities reflect recent professional research.	Strategies are highly relevant to students and intervention goals; they progress coherently, producing a unified whole and reflecting recent professional research.

DOMAIN TWO: APPLIED PROFESSIONAL SKILLS

Component 2b: *Determines individual and/or group needs in the learning environment (assessment)*

Elements: Knows principles of learning, effective a teaching, and student management
• Gathers, reviews, evaluates and interprets information from a variety of sources
• Uses valid and reliable evaluation procedures • Generates and communicates recommendations
• Reevaluates and reassesses as needed

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Knows principles of learning, effective teaching, and student management	Student service professional displays little knowledge of principles of learning, effective teaching and student management techniques.	Student service professional generally exhibits an awareness of principles of learning, effective teaching and student management techniques.	Student service professional's practices consistently reflect knowledge of principles of learning, effective teaching and student management techniques.	Student service professional displays extensive knowledge of principles of learning, effective teaching and student management techniques; shows evidence of continuing pursuit of such knowledge.
Gathers, reviews, evaluates, interprets and synthesizes information from a variety of sources	Student service professional has difficulty gathering, reviewing, evaluating, interpreting and synthesizing information from a variety of sources.	Student service professional generally exhibits the ability to gather, review, evaluate, interpret and synthesize information from a variety of sources.	Student service professional consistently and effectively gathers, reviews, evaluates, interprets and synthesizes information from a variety of sources.	Student service professional is highly skilled at gathering, reviewing, evaluating, interpreting and synthesizing information from a variety of sources.
Uses valid and reliable evaluation procedures	Student service professional displays little knowledge and skill in utilizing valid and reliable evaluation procedures.	Student service professional generally utilizes valid and reliable evaluation procedures.	Student service professional consistently utilizes valid and reliable evaluation procedures.	Student service professional seeks out and utilizes valid and reliable alternative evaluation procedures when necessary.
Generates and communicates recommendations	Student service professional displays little ability to generate and communicate recommendations.	Student service professional demonstrates adequate ability to generate and communicate recommendations.	Student service professional consistently and effectively generates and communicates recommendations.	Student service professional is highly skilled at generating and communicating a variety of recommendations.

Reevaluates and reassesses as needed	Student service professional displays little ability to recognize the need to re-evaluate and reassess.	Student service professional generally recognizes the need to re-evaluate and reassess, but rarely initiates.	Student service professional recognizes the need and initiates re-evaluation and reassessment when appropriate.	Student service professional anticipates the need to re-evaluate and reassess based on professional judgment.

DOMAIN TWO: APPLIED PROFESSIONAL SKILLS
Component 2c: *Delivers specialized services to facilitate learners' development*

Elements: Coordinates and facilitates specific services and interventions
• Shares professional expertise and responsibilities • Uses problem solving techniques

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Coordinates and facilitates specific services and interventions	Student service professional has difficulty coordinating and facilitating specific services and interventions.	Student service professional can generally coordinate and facilitate specific services and interventions.	Student service professional effectively coordinates and facilitates specific services and interventions; implements multiple techniques; individualizes interventions within the scope and sequence of the K-12 curriculum.	Student service professional is highly skilled at coordinating and facilitating specific services and interventions; implementing multiple techniques and individualizing interventions within the scope and sequence of the K-12 curriculum.
Shares professional expertise and responsibilities	Student service professional demonstrates limited ability to share professional expertise and responsibilities.	Student service professional generally shares professional expertise and responsibilities.	Student service professional consistently shares professional expertise and responsibilities.	Student service professional is highly skilled at sharing professional expertise and responsibilities.
Uses problem solving techniques	Student service professional demonstrates limited ability to use problem solving techniques.	Student service professional adequately utilizes problem solving techniques.	Student service professional consistently and effectively utilizes multiple problem solving techniques.	Student service professional is highly skilled and creative when utilizing multiple problem solving techniques.

DOMAIN TWO: APPLIED PROFESSIONAL SKILLS

Component 2d: *Applies appropriate instructional strategies for specialized services and designs program components to meet the needs of students*

Elements: Identifies student needs not currently being met• Seeks solutions from existing district resources
• Devises new strategies • Reflects sensitivity to students' education/personal needs in planning
• Adapts instruction based on response • Plans in accordance with an identified scope and sequence of program delivery
• Uses resources and technology that effectively support the service • Integrates support service, agency, and/or family input inn programming development •
Selects appropriate instructional books • Uses questioning and discussion techniques

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Identifies student needs not currently being met	Student service professional displays little ability to identify student needs not currently being met.	Student service professional generally recognizes and identifies student needs not currently being met.	Student service professional consistently recognizes and identifies student needs not currently being met.	Student service professional is highly skilled at anticipating student needs not currently being met.
Seeks solutions from existing district resources	Student service professional is unaware of existing district resources.	Student service professional displays limited awareness of existing district resources.	Student service professional is aware of district resources and is able to access them.	Student service professional actively seeks out solutions; generates additional solutions and resources for the district.
Devises new strategies	Student service professional displays limited ability to devise new strategies suitable to meeting students' individual needs; do not reflect current best practice.	Student service professional generally displays ability to devise new strategies suitable to meeting students' individual needs; only some reflect current best practice.	Student service professional consistently devises new strategies that reflect current best practice.	Student service professional highly skilled and creative when devising strategies that reflect best practice.
Reflects sensitivity to students' education/personal needs in planning	Student service professional displays little sensitivity to students' education/personal needs in planning; does not indicate that this is valuable.	Student service professional recognizes the importance of being sensitive to students' education/personal needs in planning.	Student service professional recognizes and demonstrates the importance of being sensitive to students' education/personal needs in planning.	Student service professional is highly skilled in developing plans which reflect sensitivity to students' education/personal needs.

Adapts instruction based on response	Student service professional adheres rigidly to an instructional or intervention plan, even when a change will clearly improve the plan; ignores or brushes aside students' questions or interests.	Student service professional attempts to adjust the instruction or intervention, with mixed results; attempts to accommodate students' questions or interests. The effects on the coherence of the plan are uneven.	Student service professional makes minor adjustments to the instruction or intervention, and the adjustment occurs smoothly; successfully accommodates students' questions or interests.	Student service professional successfully makes a major adjustment to the instruction or intervention; seizes a major opportunity to enhance learning, building on a spontaneous event.
Plans in accordance with an identified scope and sequence of program delivery	Student service professional displays little ability to plan in accordance with an identified scope and sequence of program delivery.	Student service professional generally plans in accordance with an identified scope and sequence of program delivery.	Student service professional consistently and effectively plans in accordance with an identified scope and sequence of program delivery.	Student service professional is highly skilled and creative in developing plans in accordance with an identified scope and sequence of program delivery.
Uses resources and technology that effectively support the service	Student service professional directed activities and interventions utilizing resources and technology are inappropriate for students and fail to engage students mentally.	Student service professional directed activities and interventions are appropriate to the ability and interest level of the students while others challenge them only minimally.	Most student service professional directed activities and interventions are appropriate and utilize various technologies to engage students.	Students are engaged in choosing, applying, and adapting various technologies to meet their individual needs.
Integrates support service, agency, and/or family input in programming development	Student service professional is unaware of resources available; unable to integrate support service, agency and/or family input in programming development.	Student service professional displays limited awareness of available resources; can generally integrate support service, agency and/or family input in programming development.	Student service professional is fully aware of available resources; consistently integrates support service, agency, and/or family input in programming development.	Student service professional actively seeks other materials and resources to enhance the integration of support service, agency, and/or family input in programming development.
Selects appropriate instructional books	Instructional books and materials are inappropriate for students in terms of their age or backgrounds; students are not engaged mentally.	Some instructional books and activities are appropriate to students and engage them mentally, but others do not.	Most instructional books and activities are appropriate to students; almost all students are cognitively engaged.	All students are cognitively engaged in the activities and instructional books in their exploration of content; students initiate or adapt activities and projects to enhance understanding.

| Uses questioning and discussion techniques | Student service professional's questions are virtually all of poor quality; interaction between student service professional and students is predominantly recitation style with professional mediating all questions and answers. | Student service professional's questions are a combination of low and high quality; only some questions invite a response; there is some attempt to engage students in a true discussion, with uneven results. | Most student service professional's questions are of high quality; adequate time is available for students to respond; interaction represents true discussion with student service professional stepping, when appropriate, to the side. | Student service professional's questions are of uniformly high quality, with adequate time for students to respond; students formulate many questions; students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |

DOMAIN TWO: APPLIED PROFESSIONAL SKILLS
Component 2e: Utilizes technology

	LEVEL OF PERFORMANCE			
COMPONENT	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Utilizes technology	Student service professional use of technology fails to adequately support goals.	Student service professional uses technology to support instructional and intervention goals, taking into consideration students' prior knowledge about technology.	Student service professional uses technology to support instructional and intervention goals while engaging students in meaningful activities that enhance their understanding or performance.	Student service professional uses technology to plan varied approaches to support instruction or intervention goals, and to engage students in meaningful activities that are part of a coherent program structure.

DOMAIN THREE: PROGRAM PLANNING AND ORGANIZATION
Component 3a: *Plans for program management and self-management*

Elements: Works with others to schedule time and allocate resources• Establishes record keeping system specific to job role
•Generates recommendations to solve problems • Determines long/short term professional goals

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Works with others to schedule time and allocate resources	Student service professional demonstrates limited ability to work with others to schedule time and allocate resources.	Student service professional can generally work with others to schedule time and allocate resources.	Student service professional possesses knowledge of appropriateness and availability; identifies and uses allocated resources wisely.	Student service professional is highly skilled at working with others based on availability; highly skilled at identifying and utilizing allocated resources.
Establishes record keeping system specific to job role	Student service professional fails to establish a record keeping system specific to job role.	Student service professional generally devises a record keeping system appropriate to specific job role; utilizes the system inconsistently.	Student service professional consistently and accurately documents information relative to job role; devises a system for monitoring student progress.	Student service professional is highly skilled at developing a documentation system which is consistent, concise and coherent.
Generates recommendations to solve problems	Student service professional rarely generates recommendations to solve problems.	Student service professional generally generates recommendations to solve problems.	Student service professional consistently and effectively uses knowledge of resources to develop productive strategies and/or interventions; accepts suggestions; prioritizes recommendations.	Student service professional is highly skilled at developing a variety of creative and productive recommendations or strategies; accepts suggestions, prioritizes recommendations.
Determines long/short term professional goals	Student service professional fails to establish long/short term professional goals.	Student service professional establishes some professional goals; may be realistic and attainable.	Student service professional establishes realistic and attainable goals in collaboration with other professionals; analyzes and updates goals in order to meet changes in program and personal need.	Student service professional is highly skilled at establishing realistic and attainable goals in collaboration with other professionals; continually reflects on goals and progress; updates goals to meet changes in program or personal need.

DOMAIN THREE: PROGRAM PLANNING AND ORGANIZATION
Component 3b: *Implements Plans*

Elements: Follows through with identified tasks • Meets established timelines and uses resources as planned
• Uses a variety of techniques to implement programs

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Follows through with identified tasks	Student service professional fails to follow through on identified tasks.	Student service professional generally follows through with identified tasks.	Student service professional consistently and effectively follows through with identified tasks.	Student service professional consistently and effectively follows through with identified tasks and initiates further action when appropriate.
Meets established timelines and uses resources as planned	Student service professional fails to meet established timelines and use resources as planned.	Student service professional generally meets established timelines and generally uses resources as planned.	Student service professional is consistently punctual; makes efficient use of supplies and services.	Student service professional is highly skilled at meeting timelines and using resources as planned; models and transfers this skill to peers and students, assisting them in meeting their timelines.
Uses a variety of techniques to implement programs	Student service professional displays limited knowledge and ability to utilize a variety of techniques to implement programs.	Student service professional displays some knowledge of various techniques; inconsistently implements a variety of techniques; only some techniques reflect recent professional research.	Student service professional consistently and effectively utilizes a variety of techniques to implement programs successfully; techniques reflect recent professional research; techniques are suitable to meeting the goals of the program.	Student service professional is highly skilled and creative at utilizing a variety of techniques; actively seeks alternative techniques to enhance program implementation; reflects on implementation and makes adjustments accordingly.

DOMAIN THREE: PROGRAM PLANNING AND ORGANIZATION
Component 3c: *Evaluates*

Elements: Evaluates program effectiveness • Reports program outcomes
• Assesses personal effectiveness

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Evaluates program effectiveness	Student service professional demonstrates little ability to evaluate program effectiveness.	Student service professional generally demonstrates an ability to evaluate program effectiveness.	Student service professional consistently and effectively assesses techniques used in program implementation; reviews student and program progress; collects and analyzes relevant data.	Student service professional utilizes assessment criteria which are clear and have been clearly communicated; the proposed approach to evaluating program effectiveness is congruent with the program goals, both in content and in process.
Reports program outcomes	Student service professional fails to report program outcomes.	Student service professional generally, but inconsistently, reports program outcomes.	Student service professional consistently and effectively provides written/oral reports as needed; makes follow-up contacts to involved parties.	Student service professional is highly skilled at reporting program outcomes in a consistent, concise and coherent manner.
Assesses personal effectiveness	Student service professional fails to assess personal effectiveness.	Student service professional generally assesses personal effectiveness but does not always adjust accordingly.	Student service professional seeks feedback from others; reviews goal outcomes and adjusts accordingly; utilizes a variety of assessment techniques.	Student service professional reflects on personal effectiveness; utilizes a variety of assessment techniques; utilizes information as a catalyst for professional growth.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4a: *Reflects on Practice*

Elements: Accuracy of Self Assessment • Use in future practice

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy of Self Assessment	Student service professional does not know if an intervention or activity/project was effective or achieved its goals, or profoundly misjudges the success of the intervention or activity/project.	Student service professional has generally accurate impression of an intervention's or activity's/project's effectiveness and the extent to which related goals were met.	Student service professional makes an accurate assessment of an intervention's or activity's/project's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Student service professional makes a thoughtful and accurate assessment of an intervention's or activity's/project'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 Practice	Student service professional has no suggestions for how an intervention or activity/project may be improved another time.	Student service professional makes general suggestions about how an intervention or activity/project may be improved.	Student service professional makes a few specific suggestions of what might be tried at another time.	Drawing on extensive repertoire of skills, the student service professional offers specific alternative actions, complete with probable successes of different approaches.

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

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4b: *Maintains Accurate Records*

Elements: Student progress towards goals • Non-instructional records

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

Source: Adapted from <u>Enhancing Professional Practice: A Framework for Teaching</u> by Charlotte Danielson, 1996.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4c: *Communicates 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	Student service professional provides little information about the instructional program to families.	Student service professional participates in the school's activities for parent communication but offers little additional information.	Student service professional provides frequent information to parents, as appropriate, about the instructional program.	Student service professional provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Student service professional provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Student service professional adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Student service professional communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Student service professional 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	Student service professional makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Student service professional makes modest and inconsistently successful attempts to engage families in the instructional program.	Student service professional's efforts to engage families in the instructional program are frequent and successful.	Student service professional'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.

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

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4d: *Contributes 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	Student service professional's relationships with colleagues are negative or self-serving.	Student service professional 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. Student service professional takes initiative in assuming leadership among the faculty.
Service to the School	Student service professional avoids becoming involved in school events.	Student service professional participates in school events when specifically asked.	Student service professional volunteers to participate in school events, making a substantial contribution.	Student service professional 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	Student service professional avoids becoming involved in school and district projects.	Student service professional participates in school and district projects when specifically asked.	Student service professional volunteers to participate in school and district projects, making a substantial contribution.	Student service professional volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Source: <u>Enhancing Professional Practice: A Framework for Teaching</u> by Charlotte Danielson, 1996.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4e: *Grows and Develops 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	Student service professional engages in no professional development activities to enhance knowledge or skill.	Student service professional participates in professional activities to a limited extent when they are convenient.	Student service professional seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Student service professional seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Student service professional makes no effort to share knowledge with others or to assume professional responsibilities.	Student service professional finds limited ways to contribute to the profession.	Student service professional participates actively in assisting other educators.	Student service professional initiates important activities to contribute to the profession, such as mentoring new service professionals, writing articles for publication, and making presentations.
Use of Technology	Student service professional makes little or no effort to improve his/her understanding of how technology impacts learning.	Student service professional converses with other professionals on the use of technology.	Student service professional investigates new and improved uses of technology in the content areas.	Student service professional investigates new and improved uses of technology in the appropriate content areas and designs and shares instructional ideas with other professionals.

Source: <u>Enhancing Professional Practice: A Framework for Teaching</u> by Charlotte Danielson, 1996.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4f: *Shows Professionalism*

Elements: Service to students • Advocacy • Decision making• Confidential, ethical and legal behaviors
• District policies are supported and implemented

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

District policies are supported and implemented	Student service professional fails to support and implement district policies.	Student service professional generally supports and implements district policies.	Student service professional consistently supports and implements district policies.	Student service professional consistently supports and implements district policies; communicates policies clearly and accurately to peers, students and community.

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

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4g: *Exhibits Leadership*

Elements: Provides in-service, modeling, instruction and/or orientation• Provides guidance and direction
• Promotes positive public relations

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Provides in-service, modeling, instruction and/or orientation	When given the opportunity, student service professional fails to provide in-service, modeling, instruction and/or orientation.	If requested, student service professional provides adequate in-service, modeling, instruction and/or orientation.	Student service professional effectively provides in-service, modeling and/or orientation to students, educators and/or community.	Student service professional seeks and creates opportunities to provide in-service, modeling and/or orientation to students, educators and/or community.
Provides guidance and direction	Student service professional does not possess the knowledge of laws, rules, regulations, policies and available resources in order to provide guidance and direction.	Student service professional possesses general knowledge of laws, rules, regulations, policies and available resources, but may have difficult time applying and communicating the information.	Student service professional shares knowledge of laws, rules, regulations and policies, shares information on available resources, makes appropriate referrals to students, staff and families.	Student service professional seeks opportunities to share and model knowledge of laws, rules, regulations, policies and available resources; highly skilled at providing guidance and direction; is viewed as a resource for others.
Promotes positive public relations	Student service professional fails to promote positive public relations.	Student service professional generally promotes positive public relations.	When engaging in established relationships, student service professional consistently promotes positive public relations and provides program information.	Student service professional establishes opportunities to initiate relationships, seeking community input in program planning and promoting positive public relations.

Track I, Track II and Track III

Directions:
Using the specific domains, components and elements in the rubrics of the Lansing School District's Framework for Professional Practice, the <u>student service professional</u> will mark his/her assessment of each element in the <u>actual rubric boxes</u>, noting the year that the assessment was made in his/her evaluation cycle. After completing this step, and in preparation for the initial conference with the administrator to discuss possible goal areas for the plan, the student service professional will complete this Analysis of Self-Assessment Worksheet. Both the Self-Assessment (actual rubrics) and this Analysis Worksheet will be used as a basis for the dialogue with the supervising administrator in the early fall of the student service professional's evaluation year. The <u>administrator</u> will have completed both the rubrics and the Analysis of Self-Assessment Worksheet prior to the initial conference with student service professionals in Tracks One, Two and Three. A copy of both completed Analysis Worksheets will be included in the student service professional's personnel file with the Individualized Development Plan, Professional Growth Plan, Summative Evaluation Form and/or Improvement Plan at the end of the student service professional's evaluation year.

SS Professional _____ School Year _____ Date of Initial Conference_____

SS Professional's Signature _____ Administrator's Signature _____

Noted Areas of Strength Based on the Self-Assessment of the Rubrics in the Framework *(completed prior to conference with administrator)*
Possible Areas for Growth Based on the Self-Assessment of the Rubrics in the Framework *(completed prior to conference with administrator)*
Suggested Growth Areas for Goal Setting for Student Service Professional's Plan *(to be completed during conference between student service professional & administrator)*

Track I - Initial Professional Development

Who

The Initial Professional Development Track is designed for all newly hired student service professionals within the Lansing School District. Professionals previously employed in the same capacity in the state of Michigan will engage in this track for their first two years of employment (probationary period).   All other new professionals, regardless of experience, will complete four years of the track (probationary period). In order to continue in the Initial Professional Development Track, student service professionals 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 Lansing School District's domains within the Framework for Professional Practice.
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 professional experience will be teamed with a mentor. The role of the mentor is to guide and support the new student service professional 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 the Lansing School District, as well as days completed while employed by another school district.

PROCESS

Group Session

It may be a good idea to gather the Track One student services professional together as a group to clarify the new evaluation process, the Revised Framework for Professional Practice for Student Service Professionals and its domains, components, elements and rubrics, the forms and timelines.

Initial Self Assessment – Revised Framework for Professional Practice for Student Service Professionals

The probationary student service professional will complete an Initial Self Assessment by marking directly on the rubrics in the Revised Framework, providing a source of information to initiate dialogue between administrator and student service professional on potential areas of

Track I - Initial Professional Development

focus for the Individualized Development Plan. The Initial Self Assessment rubrics will remain in the possession of the student service professional.

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment using the rubrics in the Revised Framework, the student service professional will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This will provide a starting point for the conference with the administrator as both of them work through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (student service professional's copy and administrator's copy) and Individualized Development Plan will be attached to the Summative Evaluation.

Initial Conference

During the initial conference, the administrator and the Track I student service professional compare and discuss their Worksheets (and, perhaps the specific rubrics) and determine appropriate goals for the Individualized Development Plan.

Individualized Development Plan

The Individualized Development Plan will be determined during the Initial Conference and written by the administrator and student service professional, outlining the specific goals for continuing improvement during the school year. It will be attached to the final Summative Evaluation at the end of the year, along with the Analysis of Self-assessment Worksheet.

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 of each observation will be provided to the student service professional within five (5) working days of the formal observation. A conference regarding the observation may be held at the request of either the student service professional or 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

Student service professionals in Track I are encouraged to record their professional development online through the format provided by the district's Human Resources Office.

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation Form and conference by April 15 for those whose date of hire is the first day of the school year. It shall

Track I - Initial Professional Development

include at least an assessment of the student service professional's progress in meeting the goals of his or her Individual Development Plan.

For student service professionals 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 student service professional at the same time.

Lansing School District
Revised Framework for Professional Practice for Student Service Professionals
Individualized Development Plan Track I

SS Professional Name _____   Date _____

Administrator Name _____   Probationary _____ Non-Probationary _____

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):
_____ Interpersonal and Communication Skills _____ Applied Professional Skills _____ Program Planning and Organization _____ Professional Responsibilities

Student Service Professional 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):
_____ Interpersonal and Communication Skills _____ Applied Professional Skills _____ Program Planning and Organization _____ Professional Responsibilities

Student Service Professional 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):

Individualized Development Plan Track I

Goal 3 (define):

Purpose of the Goal (explain):

<div style="border:1px solid black; padding:8px;">
The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

____ Interpersonal and Communication Skills
____ Applied Professional Skills
____ Program Planning and Organization
____ Professional Responsibilities
</div>

Student Service Professional 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:

SS Professional Signature_____   Date _____

Administrator Signature_____   Date _____

c: Personnel File, Employee, Administrator

Summative Evaluation Form Track I

SS Professional _____   Building _____

Administrator _____   School Year _____

Probation   1   2   3   4   (circle year) for Track I

Summarize the following areas:

A. Domains of the district's Revised Framework for Professional Practice for Student Services Professionals

    1. Interpersonal and Communication Skills

    2. Applied Professional Skills

    3. Program Planning and Organization

    4. Professional Responsibilities

Summative Evaluation Form Track I

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 _____

Student Service Professional statement attached   _____ yes   _____ no

_____   _____
    Student Service Professional Signature   Date

_____   _____
        Administrator Signature   Date

c: Personnel File, Employee, Administration

Track II – Ongoing Professional Growth

Who

The Ongoing Professional Growth Track is designed for non-probationary student service professionals who consistently demonstrate successful practices in the four domains of the Revised Framework for Professional Practice for Student Service Professionals.

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 non-probationary status and continuing throughout a student service professional's career in the district, the student service professional and supervising administrator will work collaboratively to insure 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 Revised Framework for Professional Practice for Student Service Professionals**
   Demonstration of the Framework domains, components and elements is an on-going process and is continually assessed by the supervising administrator through informal 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 student service professional may arrange for a conference to discuss performance related to the Framework rubrics.

2. **Progress on the Professional Growth Plan**
   The second component of Track II focuses on planning for Ongoing Professional Growth based on the student service professional's self-assessment. In a proactive and collaborative process, the student service professional 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 student service professional's ongoing professional growth during a one-, two- or three-year period.

PROCESS

Group Session

It may be a good idea to gather the Track Two student services professional together as a group to clarify the new evaluation process, the Revised Framework for Professional Practice for Student Service Professionals and its domains, components, elements and rubrics, the forms and timelines.

Initial Self Assessment – Revised Framework for Professional Practice for Student Service Professionals

The non-probationary student service professional will complete an Initial Self Assessment by marking directly on the rubrics in the Revised Framework, providing a source of information to

Track II – Ongoing Professional Growth

initiate dialogue between administrator and student service professional on potential areas of focus for

the Professional Growth Plan. The Initial Self Assessment rubrics will remain in the possession of the student service professional.

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment using the rubrics in the Revised Framework, the student service professional will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This will provide a starting point for the conference with the administrator as both work together through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (student service professional's copy and administrator's copy) and Individualized Development Plan will be attached to the Summative Evaluation.

Planning Conference

The student service professional 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 15th of the evaluation year, to:
> 1) review and discuss the completed Self-Assessment using the rubrics; and,
> 2) use the Analysis of Self-assessment Worksheet to collaboratively identify possible goal areas.

Professional Growth Plan

The student service professional develops a written Professional Growth Plan and submits it to the administrator for approval and signature by October 15, using the template following this section of text. If it becomes necessary to revise a Professional Growth Plan, all revisions must be reviewed with the supervising administrator.

Mid-Year Conference

A mid-year conference, scheduled prior to February 15th, will provide an opportunity for dialogue and support about progress with the goal(s) in the Professional Growth Plan. Requests for additional conferences can be made by the student service professional or administrator.

Summative Evaluation Conference

The student service professional and supervising administrator will have a Summative Evaluation Conference in the spring, no later than May 15, to review the results of the goals in the Professional Growth Plan. The student service professional will provide a list of the actual products developed as part of the goal accomplishment. He/she will bring the completed Summative Evaluation Form to this conference for administrator input, approval and signature.

Professional Log

Student service professionals in Track II are encouraged to record their professional development online through the format provided by the district's Human Resources Office.

Track II – Ongoing Professional Growth

Major Components of Professional Growth Plan

Goal(s)

The goal(s) for the Professional Growth Plan should emerge from the student service professional's self-assessment of the domains, components and elements of the Revised Framework for Professional Practice for Student Service Professionals. Likewise, this goal(s) should reflect building and/or district goals that result in the continuous improvement of student learning and services. The goals must be directly linked to the Framework for Professional Practice through the completion of the Professional Growth Plan. Additional guidelines for goal setting are provided in this document.

In the Track II process, student service professionals 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 service-related colleagues, their department colleagues, or any other combination of faculty members.

They 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 template for the Professional Growth Plan.

Rationale for Goal(s)

When determining the rationale for the goal(s), there are two key questions to consider:
- What are the reasons for establishing this goal(s) for your Professional Growth Plan?
- How does it relate to your Self-Assessment and the Revised Framework for Professional Practice for Student Services Professionals and the goals in your school and district?

Strategies/Activities to Accomplish Goal(s)

When determining the strategies and activities to accomplish the goal(s), there are two key questions to consider:
- What are the steps you plan to take to accomplish this goal(s)?
- 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 student service professionals via the Internet

Track II – Ongoing Professional Growth

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:

- What resources, if any, will you need to insure the successful accomplishment of your goal(s)?
- 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:

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

Examples of Indicators

* student work portfolios	* professional portfolios	* videotapes of classes
* peer observations	* administrator observations	* parent feedback
* anecdotal records	* written curriculum	* statistical measures
* artifacts	* performance assessment	* reflective journal entries
* analysis of case study	* benchmarks	* student feedback/responses

Professional Growth Plan Track II

(Completed by student service professional working on an individual plan or student service professionals working collaboratively as part of a team.)

Student Service Professional(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 (check all that apply):	Administrator checks which type of goal has been set (refer to Appendix A):
_____ Interpersonal and Communication Skills _____ Applied Professional Skills _____ Program Planning and Organization _____ 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:

Student Service Professional(s) Signature and Date: Administrator Signature and Date:

_____   _____

_____   _____

c: Personnel File, Employee, Administrator

Summative Evaluation Form Track II

(Completed by student service professional working individually or as a member of a collaborative team)

Student Service Professional(s)	School	Program/Department/Team
_____	_____	_____
_____	_____	_____

Date of Mid-year Progress Conference: _____

Date of Final Review of Plan Completion: _____ (by May 15th)

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 evaluation 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 work and/or your students' or families' progress?

    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?

Part Three

a. Attach the Professional Growth Plan to this form.

b. Attach copies of Analysis of Self-assessment Worksheet (from both parties)

Administrator's Comments:

Student service professional(s) Signature and Date: Administrator Signature and Date:

_____   _____

_____
c: Personnel File, Employee, and Administrator

Track III – Specific Professional Development

Who

The Specific Professional Development Track is designed for non-probationary student service professionals with less than satisfactory performance. This track will provide a good-faith effort to support and guide the student service professional to meet the expectations set forth in the Lansing School District's Revised Framework for Professional Practice for Student Service Professionals.

Purpose

The purpose of the Specific Professional Development Track is to:
1. Enable a non-probationary student service professional 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 non-probationary student service professional, who by the determination of the administrator, needs improvement and/or may benefit from more specific support and professional development.
3. Provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the student service professional and the administrator that he/she needs assistance with one or more of the components or elements of the district's Revised Framework for Professional Practice for Student Service Professionals. This process may be initiated at any time.

The decision regarding implementation of the process should be collaborative, but <u>may</u> 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)

Initial Self Assessment – Revised Framework for Professional Practice for Student Service Professionals

The non-probationary student service professional will complete an Initial Self Assessment by marking directly on the rubrics in the Revised Framework, providing a source of information to initiate dialogue between administrator and student service professional on potential areas of focus for the Improvement Plan. The Initial Self Assessment rubrics will remain in the possession of the student service professional.

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment using the rubrics in the Revised Framework, the student service professional will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This will provide a starting point for the conference with the administrator as both work through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (student service professional's copy and administrator's copy) and Individualized Development Plan will be attached to the Summative Evaluation.

Track III – Specific Professional Development

Professional Log

Student service professionals in Track III are encouraged to record their professional development online through the format provided by the district's Human Resources Office.

Discussion

If through observation, the administrator determines that a concern exists with respect to performance, it shall be communicated to the student service professional. 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 student service professional's attention.

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

The administrator will offer the student service professional the following options:
- He/she may elect the Informal Process (assistance), resulting in the implementation of an **Improvement Plan.**
- He/she may elect the Formal Process (disciplinary or competency issues), resulting in the implementation of an **Individualized Development Plan.**

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

Improvement Plan

A specific plan using the template in this section will be developed which includes:
- Mutually developed goals, specific to identified areas for growth
- Strategies for resolution of the concerns
- Resources and support needed
- Suggestions for evidence of adequate progress or accomplishment of the goal(s)

Mid-Year Conference

A mid-year conference, scheduled prior to February 15th, will provide an opportunity for dialogue and support about progress with the goal(s) in the Professional Growth Plan. Requests for additional conferences can be made by the student service professional or administrator

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 Summative Evaluation.

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

Track III – Specific Professional Development

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation and conference by April 15. It shall include an assessment of the student service professional's progress in meeting the goal(s) of his/her Improvement Plan.

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

1. The goal(s) were achieved in which case the student service professional will be returned to
    Track II.
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the student service professional 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 student service professional 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.

Formal Process (disciplinary or competency issues)

The student service professional 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)
*   Results of the Self Assessment by student service professional and/or administrator
*   Specific policy or rule violation(s)
*   Competency issues
*   Selection by student service professional of the Formal Process over the Informal Process

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

Informal Discussion

The information from the Self Assessment and Analysis of Self-assessment Worksheet will be used in this process. The administrator and student service professional shall informally discuss perceived problems. The informal discussion period shall not exceed twenty (20) school days. A copy of both Analysis of Self-assessment Worksheets (student service professional's copy and administrator's copy) and Individualized Development Plan will be attached to the Summative Evaluation.

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

Track III – Specific Professional Development

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 student service professional within five (5) days of its receipt.

Individualized Development Plan

The administrator and student service provider will develop a written Individualized Development Plan using the template in this section that will assist the student service professional 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
- Suggestions for evidence of adequate progress or accomplishment of the goal(s)

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 Summative Evaluation.

A written Summary Observation of each classroom observation will be provided to the student service professional within three (3) working days of the formal observation. A conference regarding the observation may be held at the request of either the student service professional or administrator.

Monitoring Progress

The administrator and student service professional shall meet monthly, or more frequently upon mutual agreement, to discuss the student service professional'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 student service professional 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.

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation and conference by April 15. It shall include an assessment of the student service professional's progress in meeting the goal(s) of his/her Individualized Development Plan.

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

Track III – Specific Professional Development

1. The goal(s) were achieved in which case the student service professional can be returned to Track II.
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the student service professional will be continued on the Individualized Development Plan and formally evaluated in the following school year.
3. There was little to no progress toward the goal(s). Therefore, the student service professional will be placed on an Individualized Development Plan (see Formal Process). Discussion will be held with the Human Resources Office to determine appropriate next steps.

Lansing School District
Revised Framework for Professional Practice for Student Service Professionals
Individualized Development Plan Track III

SS Professional Name _____   Date _____

Administrator Name _____   Probationary _____ Non-probationary _____

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):
_____ Interpersonal and Communication Skills _____ Applied Professional Skills _____ Program Planning and Organization _____ Professional Responsibilities

Student Service Professional 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):
_____ Interpersonal and Communication Skills _____ Applied Professional Skills _____ Program Planning and Organization _____ Professional Responsibilities

Student Service Professional 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):

Individualized Development Plan Track III

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):
____ Interpersonal and Communication Skills ____ Applied Professional Skills ____ Program Planning and Organization ____ Professional Responsibilities

Student Service Professional 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:

SS Professional Signature_____   Date _____

Administrator Signature_____   Date _____

c: Personnel File, Employee, Administrator

Lansing School District
Framework for Professional Practice
Improvement Plan Track III

SS Professional Name _____   Date _____

Administrator Name _____

Goal 1 (define):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):   ____ Interpersonal and Communication Skills   ____ Applied Professional Skills   ____ Program Planning and Organization   ____ Professional Responsibilities

Purpose of the Goal (explain):

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

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

Goal 2 (define):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):   ____ Interpersonal and Communication Skills   ____ Applied Professional Skills   ____ Program Planning and Organization   ____ Professional Responsibilities

Purpose of the Goal (explain):

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

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):
>
> ____ Interpersonal and Communication Skills
> ____ Applied Professional Skills
> ____ Program Planning and Organization
> ____ Professional Responsibilities

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

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

Mutually developed by:

SS Professional _____   Date _____

Administrator_____   Date _____

c: Personnel File, Employee, Administrator

Summative Evaluation Plan Track III

SS Professional _____ Building _____

Administrator _____ School Year _____

Summarize the following areas:

A. Domains of the district's Revised Framework for Professional Practice for Student Services Professionals

    1. Interpersonal and Communication Skills

    2. Applied Professional Skills

    3. Program Planning and Organization

    4. Professional Responsibilities

Summative Evaluation Plan Track III

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 _____

Student Service Professional statement attached   _____ yes   _____ no

_____   _____
    Student Service Professional Signature   Date

_____   _____
            Administrator Signature   Date

c: Personnel File, Employee, Administration

Appendix A

Suggestions for Supervisors and Student Service Professionals for Goal Setting:
Utilizing Revised Framework for Professional Practice
for Student Service Professionals

Teaching and Learning Goals

1. Improvement Goals – Refining Current Practices
- Goal addresses Domains 1, 2 or 3 of Revised Framework for Professional Practice for Student Service Professionals.
- Purpose of the goal is to improve a more basic skill or a more complex skill.
- Goal reflects a desire to improve something already found in student service professional's current practice.
- Goal should be set by an individual, rather than a team.
- Product for this goal generally includes observations 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 Revised Framework for Professional Practice for Student Service Professionals 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 Revised Framework for Professional Practice for Student Service Professionals.
- Goals should lead to new ways of doing things.
- Goal would require 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 include a rationale for the change, the desired 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.
- Student service professionals should work toward this goal as a team.
- Goal should be a two- or three-year goal.

Appendix A

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).
   - Student service professionals 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 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 outcomes, necessary materials, recommended strategies or practices, and a plan for assessing 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 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

Timelines for the New Student Service Professional Evaluation Process*
Lansing School District
2004 - 2005 School Year

	Track One	Track Two	Track Three
Session with all SSPs to be evaluated this year Track One & Track Two to review the Framework for Professional Practice, identify steps in the process & discuss goal setting	By September 20	By September 20	This step is not done as a group for Track Three SSP
Support from mentor SSP	On-going	N/A	N/A unless part of Improvement Plan or IDP
SSP completes Self Assessment using rubrics in the Framework for Professional Practice & the first two parts of the Analysis on the Self-Assessment Worksheet (Administrator does the Assessment and Worksheet on each SSP to be evaluated)	By October 1	By October 1	By October 1
Initial Conference held between administrator & SSP Dialogue based on SSP's analysis of self-assessment on the actual rubrics and the administrator's analysis of the assessment completed on the SSP using the rubrics Together, they determine the third part of the Analysis Worksheet to identify one-three goals for the SSP's plan	Within 25 days of initial date of hire or first day of school SSP & administrator agree on goals for IDP no later than October 15	SSP takes the lead in this conference and then the SSP and administrator agree on goal(s) and SSP writes Professional Growth Plan by October 15	Administrator determines goal(s) for Improvement Plan or Individualized Development Plan by October 15

Appendix B

Three formal observations with pre- & post- conferences and written summaries will be conducted using Single Lesson Plan and Reflection forms in Tracks One & Three	First two formal observations completed within 65 days of date of hire or first day of school. Third formal observation as noted in packet guidelines	No formal observations unless noted in SSP's Professional Growth Plan	As outlined in the Improvement Plan or Individualized Development Plan
Informal observations & frequent dialogue facilitated by principal or requested by SSP	On-going	On-going	On-going
Mid-year Conference(s) between administrator & SSP to assess progress, provide support & encourage dialogue	By February 15	By February 15	By February 1 or any additional times designated by the administrator based on the Improvement Plan or IDP
Professional Development Log completed online via district's format (SSP's responsibility)	On-going Due April 15	On-going Due May 15	On-going Due April 15
Summative Evaluation & Conference	Summative Evaluation written by administrator and conference held with SSP by April 15	Summative Evaluation written by SSP with administrator input and conference held with SSP by May 15	Summative Evaluation written by administrator and conference held with SSP by April 15
All required forms due in the district's Human Resources Office	Individualized Development Plan & Summative Evaluation & both Self-assessment Worksheets no later than April 30	Professional Growth Plan & Summative Evaluation & both Self-assessment Worksheets by May 30	Improvement Plan (assistance) or Individualized Development Plan (discipline/competency) & Summative Evaluation & both Self-assessment Worksheets no later than April 30
Completed rubrics from Framework	Teacher & Administrator keep their copy of the completed set of rubrics for the SSP's next evaluation year.	Teacher & Administrator keep their copy of the completed set of rubrics for the SSP's next evaluation year.	Teacher & Administrator keep their copy of the completed set of rubrics for the SSP's next evaluation year.

* SSP = Student Services Professional

Working Draft of Timelines written 9-26-0, revised 10-13-04.
Nancy A. Colflesh, Ph.D., Facilitator