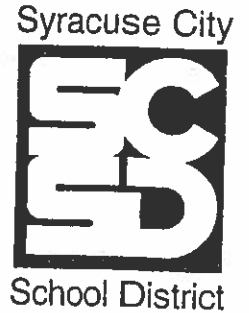


LESSON PLAN MOU

Syracuse City School District Syracuse, New York



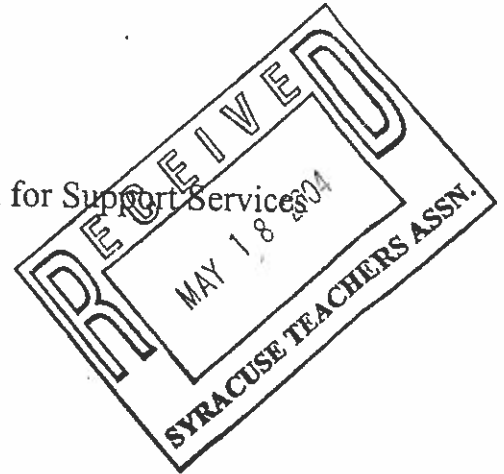
MEMORANDUM

TO: All Unit 1, Unit 2 and Unit 3 Members

FROM: Yvonne C. Young, Assistant Superintendent for Support Services
Kate McKenna, President STA

DATE: May 4, 2005

RE: Elements of Effective Lesson Planning



The STA and the Syracuse City School District are continuously striving to provide the highest possible quality education for our students. In order for students to succeed in learning, teachers must succeed in teaching. This has been the guiding principle throughout the process of revamping our Unit 1 performance evaluation.

There have been many conversations about what constitutes effective lesson planning, because there is an important link between this and effective instruction. The Memorandum of Understanding was meant to define what was required of practitioners. However, some implementation questions arose.

The Model for Practitioner Evaluation Task Force met to clarify what is expected.

Evidence of planning is a required element of a professional's practice. Written long term and daily plans are expected. They may be written in a format chosen by the practitioner. Elements of the domain will appear in different lessons, not necessarily all.

The administrator may choose to collect plans. Administrators can provide feedback regarding long range or daily plans by posing questions to the practitioner. This feedback is meant to reflect the connection between planning and instruction.

Effective instruction is the most powerful evidence of effective planning. A level of confidence and understanding of this shared belief between practitioners and administrators is critical to developing and maintaining a learning community.