



Redesign Plan

Woodward School for Technology and Research

Kalamazoo Public School District

Mr. Frank Rocco, Principal
606 Stuart Ave
Kalamazoo, MI 49007-3207

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	18

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 25

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 45

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 48

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The school is located at 606 Stuart on the north side of Kalamazoo in the historic Stuart district. Woodward School for Technology and Research has a student population of 412 students. Not including our 36 PEEP students, of these students 269 are African American, 61 are White, 22 are Hispanic/Latino, and 24 are identified as Multi-Racial. Our student population is 93% free and reduced lunch. Of the teaching staff at Woodward, one has their doctorate, two have Master's, and all other teachers have their bachelor's degree. We are a Promise school, which means students who attend our school are eligible to receive the Kalamazoo Promise upon graduation. Kalamazoo Public School has created the Lift Up Through Literacy program providing families from newborn through fifth grade literacy support, games, activities, books, and ideas of best ways to support their children through literacy.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Based on past school improvement planning documents our current vision, mission, and belief statements are stated below. We have revised each to ensure they are the best representation of our school's purpose:

Our vision statement is: "Creating an educational community of life-long learners."

Our mission statement is: "Creating a community where children develop tools to become life-long learners."

Our belief statements are:

- All children will rise to expectations and benefit from the Kalamazoo Promise.
- All children will value themselves and others.
- All children deserve passionate and effective teachers to nurture their love of learning.
- All staff will promote an engaging environment where students utilize critical thinking skills

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our biggest area of improvement in the last three years is our writing scores on the 4th grade MEAP Assessment. We have also made gains over the last three years in 4th grade math based on MEAP data. As a building we have developed supplemental writing and math continuums made up of rubrics for scoring student work, demonstration lessons for teachers to follow, and tools to progress monitor. Staff uses these supplemental curriculums to identify and support struggling writers and mathematicians. Based on classroom data, strategic and intensive students in these academic areas are making significant growth.

We are working to strive to increase achievement in all academic areas in the next three years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are passionate about working to support all students. We are excited about the supplemental continuums we are using in addition to the general education curriculums in writing and math to increase struggling students' achievement.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Kalamazoo Educator Evaluation System

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Eval Matrix

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Memorandum of Understanding is attached to this section. The executed addendum will be submitted to MDE no later than January 31, 2014.	MOU for Priority School Plan

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	The executed addendum will be submitted to MDE no later than January 31, 2014.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Negotiations are ongoing. The executed addendum will be submitted to MDE no later than January 31, 2014. Executed Addendum attached May 30, 2104	Executed Addendum for Priority School Plan

Redesign Plan

Woodward School for Technology and Research

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		Assurance Signatures - Woodward School

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Frank Rocco, Principal. roccofoa@kalamazoo.k12.mi.us

Beth Polso, School Improvement Chair Person, Teacher leader. Polsobm@kalamazoo.k12.mi.us

Ashley McDonald, School Improvement Co-Chair, teacher Leader. Mcdonaldam@kalamazoo.k12.mi.us

Josh Brown, Teacher leader. brownjm2@kalamazoo.k12.mi.us

Alyssa Stemler, Teacher leader. stemleram@kalamazoo.k12.mi.us

Jesey Davis, Teacher leader. davisja2@kalamazoo.k12.mi.us

Brian Zack, Teacher Leader. zackbt@kalamazoo.k12.mi.us

Kristen Rizzuto, Teacher leader. rizzutokm@kalamazoo.k12.mi.us

Judy D'Arcangelis, d'arcangelisjb@kalamazoo.k12.mi.us

Ric Seager, seagerpe@kalamazoo.k12.mi.us

Lori Wingate, Parent, lori.wingate@wmich.edu

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. The development and implementation of professional learning communities.

We are trying to establish our entire building as a learning community. We found, through the SPR 40 process, that we were lacking substantially in the adult learning categories. We felt in order to improve our teaching we needed to create time to meet professionally on a regular basis to discuss items such as our data trends, strategies, and time usage.

2. A Supplemental Continuum of Support for our writing and math curricula.

This supplement to our district curriculum was developed as a direct result of our data. Many of our students were not responding to the interventions we were providing as well as the way we were teaching our population of children. This supplement not only scaffolds the content for our students it has changed the way we instruct. Early returns on the data are trending positively.

State what data were used to identify these ideas

The results of the SPR 40 process highlighted the lack of adult learning taking place in the building. As we went through the process of completing the SPR 40 document as part of the school improvement process, it was clear to us that our largest deficit was in the area of adult learning, professional communities and action research. We did some studying and found that the best way to attack all of those items at once was to establish professional learning communities throughout the building.

The supplemental continuum of support was developed as a RTI based on data obtained from MEAP, Performance Series, IOWA testing, and other district assessments. We first focused on scaffolding the learning for our students in grades K-5. This summer we spent time focused on our teaching practices. Over 80 videos were created, strategies were developed, questioning strategies were created.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Frank Rocco, principal of Woodward School for Technology and Research, was hired as principal in the fall of 2012. Mr. Rocco has been evaluated by the district as both a principal and administrator and has been found to have a track record of improving student achievement. He has the ability to lead and implement the turnaround plan he and his leadership team have designed.

As evidenced by his evaluation, Mr. Rocco has demonstrated, the ability to meet these five "turnaround competencies":

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. Act quickly in a fast cycle;
4. Collect and analyze data; and,
5. Galvanize staff around big ideas.

Mr. Rocco has demonstrated these competencies through the following actions:

In the year prior to his becoming the principal at Woodward, Mr. Rocco was instrumental in maintaining staff cohesion during a difficult leadership transition. As leader of the school improvement team, Mr. Rocco began focusing the school improvement plan around three key focus areas: 1) Systems that offset the deficiencies associated with poverty; 2) Academic interventions focusing on students in the lower 30% performers; and, 3) Professional Learning Communities and a culture of data.

Immediately after becoming the principal, Frank made substantive changes to the building schedule and to the structure of building leadership. Mr. Rocco identified teacher-leaders for each grade level - placing them on a building leadership team. He adjusted the daily schedule to carve out common grade-level planning time, provide time for teaching social studies and science five days per week, and built into the schedule data dialogues for all staff every 4-5 weeks. Additionally, Mr. Rocco made adjustments to the building discretionary budget that allowed him to provide professional development around the three priorities mentioned above.

Since becoming the principal, Mr. Rocco has had key staff members trained in Adaptive Schools, Professional Learning Communities and Culturally Responsive Teaching and Learning practices. He has raised expectations for staffs around the annual goals they write for their evaluations, and he has brought on staff an Interventions Facilitator to work directly with students needing additional support in upper elementary grades. Additionally, Mr. Rocco has provided training to his staffs in the analysis and use of data using the district's Datawise application.

The district builds the leadership capacity of its principals in many ways. In recent years, the district has focused resources on developing principals' capacity to build and lead professional learning communities in their schools through voluntary training in Adaptive Schools.

Redesign Plan

Woodward School for Technology and Research

Cognitive Coaching and through participation in the Summer PLC Summit. The district also has on-going, mandatory professional development for all administrators through monthly Instructional Leadership meetings, monthly Principal's Meetings, New Administrator Training and Mentoring, and through individualized and customized professional development at conferences and workshops offered by state and national education service agencies and our RESA.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Our district has adopted an evaluation system based on the Charlotte Danielson model. It is based on 5 domains; planning and preparation, classroom environment, classroom instruction, professionalism, and student growth. For 2013-14, 25% of teacher's evaluation is based on student growth. In 2014-15 this category weighting will be raised to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

During the 2010-11 school year the district, KEA and UAW collaborated extensively and created a new three-tiered Annual Educator Evaluation Model that is performance-based (structured around the Framework for Teaching by Charlotte Danielson) and includes student academic growth as a significant numerical factor in the overall evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its third year of implementation, the district model has been fine-tuned annually based on feedback from teachers and administrators.

Teacher's and administrators collaborate to create goals based on raising student achievement. These goals are reviewed annually. Goals are based on student growth and/or achievement - as relevant to the given measure used. In 2011-12, 2012-13 and 2013-14 25% of the annual evaluation for all educators (teachers and administrators) is based on student growth and/or achievement. In 2014-15 this category weighting will be raised to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

In the 2011-12 school year, KPS and UAW collaborated to review and adopt an administrator evaluation model, ahead of the state adoption of a specific model. The Administrator Performance Review (attached) is a criterion-referenced evaluation that rates administrators on nine key categories of effective leadership. Each category is weighted, with 25% of the evaluation derived from student performance/growth. In 2014-15 the amount of the evaluation accounted for by student growth will be increased to 40% and to 50% in 2015-16, as required by law. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

Evaluation system attachments are included in the assurances section of this redesign plan.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Redesign Plan

Woodward School for Technology and Research

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Reward educators who positively contribute to student growth:

The school and district will use common assessments to identify student growth for students assigned to each teacher. The assessments used to determine student growth will include NWEA/MAP or Performance Series tests, Benchmark Assessments, an district course-based, grade-level common assessments. Additionally, teachers who contribute significantly to building leadership through service on the school improvement team or leadership team, or who provide grade-level team leadership within a building, will be identified and recognized each quarter. Top performers at each grade level / department will be recognized in such ways as Teacher of the Month, Teacher of the Quarter, preferred parking or similar measure. They will be recognized at building staff meetings and/or memorialized in the building in some manner.

Remove educators who do not, after multiple opportunities to improve, increase student achievement:

The district identifies educators who are not adequately increasing student achievement through Domain 5 of the Framework for Professional Practice and Educator Evaluation Process. Pages 3, 41-44 of the attached framework outline the process for removal of ineffective educators. This process includes multiple opportunities to improve, administrative support and additional professional development if appropriate.

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A reward system at the building level consists of:

- a) Teacher recognition in staff and parent newsletters.
- b) A "Teacher of the Month" reward is being developed and will start in January. This will consist of recognition on the school marquee and newsletters. Teachers will also receive a gift card provided by a local business or from the building principal.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students at Woodward School for Technology and Research will be proficient in math.

Measurable Objective 1:

Redesign Plan

Woodward School for Technology and Research

35% of All Students will demonstrate a proficiency in Mathematics by 06/30/2015 as measured by state math assessment. .

Strategy1:

Supplemental Continuum of Support - The Woodward Continuum is a nontraditional learning system supporting our general education curriculum. Scaffolded skill and strategy instruction along with use of common vocabulary support quicker connections throughout content for learners.

Research Cited: Danielson, C. a., & ebrary, I. (2008). The handbook for enhancing professional practice: Using the framework for teaching in your school. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P. (2005). Understanding by Design (REV. ED.). Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1992). A different kind of classroom: Teaching with dimensions of learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & NetLibrary, I. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Association for Supervision and Curriculum Development. 1703 North Beauregard Street, Alexandria, VA 22311-1714.

Hyerle, D. (1996). Thinking Maps: Seeing Is Understanding. Educational Leadership, 53(4), 85-89.

Armstrong, S. (2008). Teaching smarter with the brain in focus. Scholastic.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va.: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

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Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Association for Supervision and Curriculum Development. 1703 North Beauregard Street, Alexandria, VA 22311-1714.

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Investigations in Numbers, Data, and Shape, Grades K-5; TERC

Short-Cut Math; Kelly

Secrets Of Mental Math; Benjamin, Shermer

Response To Intervention In Math; Riccomini, Witzel

Developing Number Concepts Counting, Comparing, and Pattern; Kathy Richardson

Developing Number Addition and Subtraction; Kathy Richardson

Math Work Stations: Independent Learning You Can Count On, K-2; Diller

Tier:

Redesign Plan

Woodward School for Technology and Research

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in school-wide professional development on the supplemental continuum-based model. Continuum teacher leaders will prepare for school-wide professional developments.	Professional Learning			08/24/2013	06/30/2015	\$2890 - Title I Part A	Continuum teacher leaders, teaching staff.

Goal 2:

All students at Woodward School for Technology and Research will be proficient in writing.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in English Language Arts by 06/30/2015 as measured by state writing assessment. .

Strategy1:

Supplemental Continuum of Support - The Woodward Continuum is a nontraditional learning system supporting our general education curriculum. Scaffolded skill and strategy instruction along with use of common vocabulary support quicker connections throughout content for learners.

Research Cited: Calkins, L. M. (1994). *The art of teaching writing* (New ed.). Portsmouth, N.H.: Heinemann.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Danielson, C. a., & ebrary, I. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P. (2005). *Understanding by Design (REV. ED.)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & NetLibrary, I. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary: Teacher's manual*. Association for Supervision and Curriculum Development. 1703 North Beauregard Street, Alexandria, VA 22311-1714.

Hyerle, D. (1996). *Thinking Maps: Seeing Is Understanding*. *Educational Leadership*, 53(4), 85-89.

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Redesign Plan

Woodward School for Technology and Research

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Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in school-wide professional development on the supplemental continuum-based model. Continuum teacher leaders will prepare for school-wide professional developments.	Professional Learning			08/24/2013	06/30/2015	\$2890 - Title I Part A	Continuum teacher leaders, teaching staff

Narrative:

One of the major changes to our building has come in the form of our Supplemental Continuum of Support. It has transformed the way we teach and the way our students are learning. This continuum is providing opportunities for teachers to identify areas of weakness and develop a plan of instruction for individual students.

We have spent the better part of 2 years developing this program and have provided multiple professional development opportunities as well as individual learning opportunities for teachers. The team has created over 80 example videos for teachers to look up if there is a concept they are struggling with as well. The expectation is that this program is implemented building wide at every grade level.

Teachers are given opportunities to get feedback at staff meetings and professional development meetings. They are also given feedback by the building administrator through walkthroughs and formal observations. We are creating "data meetings" where grade levels will meet with the principal throughout the school day in order to discuss and analyze data and trends.

Teachers introduce a new objective each Monday and give a pre-test. The objective is taught throughout the week and differentiated for depending on the students' ability levels. On Friday the post-test is given. Some objectives are taught over a 2 week period and some are revisited throughout the school year. All items are aligned to the Common Core and we still maintain our district level responsibilities in regards to curriculum.

High-quality, job-embedded professional development for the Leadership Team has included Adaptive Schools - Journey to Responsiveness, Building and Sustaining PLCs, Creating a School Climate and Culture. Supplemental Math Continuum Professional Development. has been provided to the entire staff.

We will establish Professional Learning Communities that will meet on a regular basis (at least every 4.5 weeks) throughout the year. We have taken steps toward creating PLC's throughout the building but our main focus was becoming a Professional Learning Organization. One

Redesign Plan

Woodward School for Technology and Research

where we learn, research and collaborate.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Recruiting Teachers:

The district uses demographic and achievement data, along with other factors, to determine staffing needs at each individual school. District considers other factors such as skills, specialized certifications needed, and experience working with diverse student populations and communities. Human Resources actively recruits teachers from regional colleges and universities that have the skills we are seeking. They also attend job fairs, advertise postings, and seek out potential recruits with urban experience. Additionally, intern teachers and other promising teachers are often recruited into summer school programming where they are actively observed working with our student population. Teachers that show promise in working with our summer school population are given favorable consideration for openings in our district.

Retaining Teachers:

The district will provide opportunities for successful teachers in the priority school to design or choose professional development related directly to the school improvement plan. The district will recognize successful teachers in the priority school at staff meetings, district professional development meetings, or publicly.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students at Woodward School for Technology and Research will be proficient in math.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency in Mathematics by 06/30/2015 as measured by state math assessment. .

Strategy1:

Supplemental Continuum of Support - The Woodward Continuum is a nontraditional learning system supporting our general education curriculum. Scaffolded skill and strategy instruction along with use of common vocabulary support quicker connections throughout content for learners.

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Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & NetLibrary, I. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

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Hyerle, D. (1996). Thinking Maps: Seeing Is Understanding. Educational Leadership, 53(4), 85-89.

Armstrong, S. (2008). Teaching smarter with the brain in focus. Scholastic.

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Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Association for Supervision and Curriculum Development. 1703 North Beauregard Street, Alexandria, VA 22311-1714.

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Investigations in Numbers, Data, and Shape, Grades K-5; TERC

Short-Cut Math; Kelly

Secrets Of Mental Math; Benjamin, Shermer

Response To Intervention In Math; Riccomini, Witzel

Developing Number Concepts Counting, Comparing, and Pattern; Kathy Richardson

Developing Number Addition and Subtraction; Kathy Richardson

Math Work Stations: Independent Learning You Can Count On, K-2; Diller

Tier:

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in school-wide professional development on the supplemental continuum-based model. Continuum teacher leaders will prepare for school-wide professional developments.	Professional Learning			08/24/2013	06/30/2015	\$2890 - Title I Part A	Continuum teacher leaders, teaching staff.

Activity - Implementation of Supplemental Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the supplemental curriculum materials to support general education math and writing curricula for strategic and intensive students k-5.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff, principal, Continuum teacher leaders.

Activity - Development of Supplemental Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued development of supplemental curriculum materials to support general education math and writing curricula to support students k-5.	Academic Support Program			08/24/2013	06/30/2015	\$5610 - Title I Part A	Continuum leadership team

Strategy2:

Additional Supports - Additional support will be provided including a Title 1 Achievement and Behavior Specialist and through Communities in Schools (CIS). CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing

Redesign Plan

Woodward School for Technology and Research

relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students. Participation with community partners includes New Genesis, K-College, and Fair Food Matters will assist with student learning.

Research Cited: <http://www.communitiesinschools.org/our-impact/proven-results/>

Tier:

Activity - Title I Academic and Behavior Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Academic and Behavior Support Specialist will have a flexible caseload of students. She will provide academic and/or behavior support.	Academic Support Program			08/24/2013	06/30/2015	\$13102 - Title I Part A	Title I Academic and Behavior Support Specialist, classroom teachers

Activity - Communities in Schools of Kalamazoo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students.	Academic Support Program			08/24/2013	06/30/2015	\$1805 - Title I Part A	CIS staff, principal

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kalamazoo College provides classroom tutors, after-school tutoring and extra-curricular through PALS program and Club Grub, as well as support with lunch and recess. New Genesis partners as a daily after school program for academic support for students. Fair Food Matters partners to support our school garden, offers garden rotations and oversee Club Grub (extra-curricular activity). Senior Service offers tutoring to k-1 students.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Principal, classroom teachers.

Strategy3:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

Achilles, Charles M. (2012). Class-Size Policy: The STAR Experiment and Related Class-Size Studies. NCPEA Policy Brief, Volume 1(Number 2).

Achilles, C. M. (1999). Let's put kids first, finally. Getting class size right.

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McGrath, C., Rust, J. (2002). Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes. Journal of Instructional Psychology 29(1), 40 - 43.

Tier:

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades 4-5

Activity - Small Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes grades K-3 have cap at 17 students.	Class Size Reduction			05/30/2013	06/30/2015	\$0 - No Funding Required	Teachers grades K-3

Goal 2:

All students at Woodward School for Technology and Research will be proficient in reading.

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in English Language Arts by 06/30/2015 as measured by state English Language Arts

Redesign Plan

Woodward School for Technology and Research

assessment..

Strategy1:

Assessment - Teachers will use data to determine student's instructional levels based on their strengths and needs to determine appropriate instruction and intervention.

Research Cited: Pinnell, G. S., & Fountas, I. C. (2007). The continuum of literacy learning, grades K-8: Behaviors and understandings to notice, teach, and support. Portsmouth, NH: Heinemann.

Differentiated Literacy Centers, Southall

40 Reading Intervention Strategies for K-6 Students; McEwan-Adkins

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction ((2 nd ed.)). Columbus, OH: Merrill.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, Va.: Association for Supervision and Curriculum Development.

Tier:

Activity - Diagnostic Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Fountas and Pinnell Benchmark Assessment at the start of the year with all strategic and intensive students to determine instructional and independent levels of reading, as well as a comprehensive picture of individual strengths and needs. Teachers will use this diagnostic information to plan instruction and intervention.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff.

Activity - Literacy Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy tutor is responsible for implementing a variety of research-based interventions as directed by the classroom teacher. She will monitor the progress of the students in the interventions she leads and share data with classroom teacher.	Academic Support Program			08/24/2013	06/30/2015	\$19661 - Title I Part A	Literacy tutor, teaching staff.

Redesign Plan

Woodward School for Technology and Research

Activity - Supplemental Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use available supplemental interventions to support reading achievement in addition to the general education curriculum for strategic and intensive students. Interventions available for use include: Corrective Reading, System 44, Read 180, Rewards, Read Naturally, PALS, K-PALS, 6 Minute Solutions, and Teach Your Child to Read in 100 Easy Lessons.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff, Collaborative Action Team.

Strategy2:

Additional Supports - Additional support will be provided including a Title 1 Achievement and Behavior Specialist and through Communities in Schools (CIS). CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students. Participation with community partners includes New Genesis, K-College, and Fair Food Matters will assist with student learning.

Research Cited:

Tier:

Activity - Title I Academic and Behavior Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Academic and Behavior Support Specialist will have a flexible caseload of students. She will provide academic and/or behavior support.	Academic Support Program			08/24/2013	06/30/2015	\$13102 - Title I Part A	Title I Academic and Behavior Support Specialist, classroom teachers

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kalamazoo College provides classroom tutors, after-school tutoring and extra-curricular through PALS program and Club Grub, as well as support with lunch and recess. New Genesis partners as a daily after school program for academic support for students. Fair Food Matters partners to support our school garden, offers garden rotations and oversee Club Grub (extra-curricular activity). Senior Service offers tutoring to k-1 students.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Principal, classroom teachers

Redesign Plan

Woodward School for Technology and Research

Activity - Communities in Schools of Kalamazoo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students.	Academic Support Program			08/24/2013	06/30/2015	\$1805 - Title I Part A	CIS staff, principal

Strategy3:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

Achilles, Charles M. (2012). Class-Size Policy: The STAR Experiment and Related Class-Size Studies. NCPEA Policy Brief, Volume 1(Number 2).

Achilles, C. M. (1999). Let's put kids first, finally. Getting class size right.

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McGrath, C., Rust, J. (2002). Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes. Journal of Instructional Psychology 29(1), 40 - 43.

Tier:

Redesign Plan

Woodward School for Technology and Research

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades 4-5

Activity - Small Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes grades K-3 have cap at 17 students.	Class Size Reduction			08/24/2013	06/30/2015	\$0 - No Funding Required	K-3 teaching staff

Goal 3:

All students at Woodward School for Technology and Research will become proficient in science.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in Science by 06/30/2015 as measured by state science assessment..

Strategy1:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class

size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

Achilles, Charles M. (2012). Class-Size Policy: The STAR Experiment and Related Class-Size Studies. NCPEA Policy Brief, Volume 1(Number 2).

Achilles, C. M. (1999). Let's put kids first, finally. Getting class size right.

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DEPARTMENTALIZING

Redesign Plan

Woodward School for Technology and Research

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McGrath, C., Rust, J. (2002). Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes. Journal of Instructional Psychology 29(1), 40 - 43.

Tier:

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades 4-5

Activity - Small Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes grades K-3 have cap at 17 students.	Class Size Reduction			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades k-3

Strategy2:

Additional Supports - Additional support will be provided including a Title 1 Achievement and Behavior Specialist and through Communities in Schools (CIS). CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students. Participation with community partners includes New Genesis, K-College, and Fair Food Matters will assist with student learning.

Research Cited:

Tier:

Activity - Communities in Schools of Kalamazoo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students.	Academic Support Program			08/24/2013	06/30/2015	\$1805 - Title I Part A	CIS staff, principal

Redesign Plan

Woodward School for Technology and Research

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kalamazoo College provides classroom tutors, after-school tutoring and extra-curricular through PALS program and Club Grub, as well as support with lunch and recess. New Genesis partners as a daily after school program for academic support for students. Academic Support Program \$0 No Funding Required Principal, classroom teachers. Fair Food Matters partners to support our school garden, offers garden rotations and oversee Club Grub (extra-curricular activity). Senior Service offers tutoring to k-1 students.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Principal, classroom teachers

Activity - Title I Academic and Behavior Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Academic and Behavior Support Specialist will have a flexible caseload of students. She will provide academic and/or behavior support.	Academic Support Program			08/24/2013	06/30/2015	\$13102 - Title I Part A	Title I Academic and Behavior Support Specialist, classroom teachers

Goal 4:

All students at Woodward School for Technology and Research will be proficient in social studies.

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in Social Studies by 06/30/2015 as measured by state social studies assessment. .

Strategy1:

Additional Supports - Additional support will be provided including a Title 1 Achievement and Behavior Specialist and through Communities in Schools (CIS). CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students. Participation with community partners includes New Genesis, K-College, and Fair Food Matters will assist with student learning.

Research Cited:

Tier:

Activity - Title I Academic and Behavior Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Academic and Behavior Support Specialist will have a flexible caseload of students. She will provide academic and/or behavior support.	Academic Support Program			08/24/2013	06/30/2015	\$13102 - Title I Part A	Title I Academic and Behavior Support Specialist, classroom teachers

Redesign Plan

Woodward School for Technology and Research

Activity - Communities in Schools of Kalamazoo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students.	Academic Support Program			08/24/2013	06/30/2015	\$1805 - Title I Part A	CIS staff, principal

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kalamazoo College provides classroom tutors, after-school tutoring and extra-curricular through PALS program and Club Grub, as well as support with lunch and recess. New Genesis partners as a daily after school program for academic support for students. Academic Support Program \$0 No Funding Required Principal, classroom teachers. Fair Food Matters partners to support our school garden, offers garden rotations and oversee Club Grub (extra-curricular activity). Senior Service offers tutoring to k-1 students.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Principal, classroom teachers

Strategy2:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class

size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

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Redesign Plan

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McGrath, C., Rust, J. (2002). *Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes*. *Journal of Instructional Psychology* 29(1), 40 - 43.

Tier:

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/01/2015	\$0 - No Funding Required	Teachers grades 4-5

Activity - Small Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes grades K-3 have cap at 17 students.	Class Size Reduction			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades k-3

Goal 5:

All students at Woodward School for Technology and Research will be proficient in writing.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in English Language Arts by 06/30/2015 as measured by state writing assessment. .

Strategy1:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class

size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

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Achilles, C. M. (1999). Let's put kids first, finally. Getting class size right.

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Egelson, P., Harman, P., Hood, A., & Achilles, C. M. (2002). How class size makes a difference. Greensboro, NC: SERVE. Link: <http://www.serve.org/FileLibraryDetails.aspx?id=90>
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Finn, J. D., Suriani, A. E., & Achilles, C. M. (2010). Small classes in the early grades:

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McGrath, C., Rust, J. (2002). Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes. Journal of Instructional Psychology 29(1), 40 - 43.

Tier:

Activity - Small Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes grades K-3 have cap at 17 students.	Class Size Reduction			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades K-3

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/01/2015	\$0 - No Funding Required	Teachers grades 4-5

Strategy2:

Redesign Plan

Woodward School for Technology and Research

Supplemental Continuum of Support - The Woodward Continuum is a nontraditional learning system supporting our general education curriculum. Scaffolded skill and strategy instruction along with use of common vocabulary support quicker connections throughout content for learners.

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Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Tier:

Redesign Plan

Woodward School for Technology and Research

Activity - Implementation of Supplemental Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the supplemental curriculum materials to support general education math and writing curricula for strategic and intensive students k-5.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff, principal, Continuum teacher leaders

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in school-wide professional development on the supplemental continuum-based model. Continuum teacher leaders will prepare for school-wide professional developments.	Professional Learning			08/24/2013	06/30/2015	\$2890 - Title I Part A	Continuum teacher leaders, teaching staff

Activity - Development of Supplemental Continuum of Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued development of supplemental curriculum materials to support general education math and writing curricula to support students k-5.	Academic Support Program			08/24/2013	06/30/2015	\$5610 - Title I Part A	Continuum leadership team

Strategy3:

Additional Supports - Additional support will be provided including a Title 1 Achievement and Behavior Specialist and through Communities in Schools (CIS). CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students. Participation with community partners includes New Genesis, K-College, and Fair Food Matters will assist with student learning.

Research Cited:

Tier:

Redesign Plan

Woodward School for Technology and Research

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Kalamazoo College provides classroom tutors, after-school tutoring and extra-curricular through PALS program and Club Grub, as well as support with lunch and recess.</p> <p>New Genesis partners as a daily after school program for academic support for students.</p> <p>Academic Support Program</p> <p>\$0</p> <p>No Funding Required</p> <p>Principal, classroom teachers.</p> <p>Fair Food Matters partners to support our school garden, offers garden rotations and oversee Club Grub (extra-curricular activity).</p> <p>Senior Service offers tutoring to k-1 students.</p>	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Principal, classroom teachers

Activity - Title I Academic and Behavior Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Title I Academic and Behavior Support Specialist will have a flexible caseload of students. She will provide academic and/or behavior support.</p>	Academic Support Program			08/24/2013	06/30/2015	\$13101 - Title I Part A	Title I Academic and Behavior Support Specialist, classroom teachers

Activity - Communities in Schools of Kalamazoo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>CIS works within the Kalamazoo Public Schools system, determining school and student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources to students.</p>	Academic Support Program			08/24/2013	06/30/2015	\$1805 - Title I Part A	CIS staff, principal

Narrative:

MEAP data, Scantron Performance Series data, Fountas and Pinnell Benchmark Assessment reading data, district Common Growth assessment data, and end of the unit of assessments data all pointed to deficiencies in all content areas. This fact lead us to change our instructional practices, school climate and culture, and curriculum resources.

Due to the large number of students coming from homes of poverty we felt our curriculum and instructional practices were not meeting the broad range of student achievement levels and the issues that come with children living in poverty. We have a high number of non-traditional learners that we were trying to reach with traditional teaching practices. Therefore we knew we had to change the adults in the building.

We created a Supplemental Continuum of Support around our district provided curriculum for math and writing. This has been a 2 year process in developing, implementing and refining our teaching practices. There are ~80 teacher created videos that can be used for the teachers as support if they are struggling with a particular concept.

Redesign Plan

Woodward School for Technology and Research

This continuum of support has changed the way our teachers instruct and question students. This allows for our teachers to analyze, on a daily basis, the gaps for our students in math and writing. We have created pre and post weekly assessments based on our weekly objectives in math. Our pre-test results drive our weekly instruction.

After an intense piloting program our district adopted a new reading curriculum. This new series will address the gaps of our old system in the Tier 1 instruction. This program also provides numerous new resources to help teachers with their Tier 2 and Tier 3 instruction for students. The My Sidewalks program within the new reading series will provide support for all students needing interventions in reading.

=====

Student and teacher attendance data was also analyzed. Changes in the '12-'13 school year resulted in a decrease in chronic absentee students by 6%. In the '11-'12 school year there were 102 (24%) students that missed 17 or more days of school, 10% of the school year. In the '12-'13 school year that number dropped to 77 students (18%). This school year with the addition of the partnership of Kalamazoo Communities in Schools and the changes that were implemented last school year, we are projecting to have another decrease in chronic absenteeism for students.

=====

The principal has placed an emphasis on teacher attendance as well. Making the staff aware of teacher absences during staff meetings and acknowledging staff members with perfect attendance has shown a decrease in staff member days being missed.

=====

Our students nutrition/health/hygiene were also addressed. Many of our students basic needs are not being met due to their living conditions. Woodward, along with support from our district have tried to attack some of these issues.

The district adopted a universal breakfast program. Each and every student gets free breakfast on a daily basis. Woodward has worked with our food service department to try and eliminate some of the less healthy breakfast options. Woodward also took part in a healthy snack program through the district. 3 days a week a different fruit or vegetable was delivered to the school for every student.

Woodward also joined the Alliance for a Healthier Generation program. This is building wide initiative to help our staff, students, and families to begin to make healthier lifestyle choices. We have created walking clubs during recess time along with promoting healthy "snacking" throughout the day.

Woodward and their partnership with Communities in Schools were able to bring in Western Michigan University nursing students to attend to all of our students. The nursing students did general health check-ups, lice checks, and spoke to every classroom about health and hygiene topics. they also provided families with general information or any concerns they may have found with their student.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Goal 1:

All students at Woodward School for Technology and Research will be proficient in reading.

Redesign Plan

Woodward School for Technology and Research

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in English Language Arts by 06/30/2015 as measured by state English Language Arts assessment..

Strategy1:

Assessment - Teachers will use data to determine student's instructional levels based on their strengths and needs to determine appropriate instruction and intervention.

Research Cited: Pinnell, G. S., & Fountas, I. C. (2007). The continuum of literacy learning, grades K-8: Behaviors and understandings to notice, teach, and support. Portsmouth, NH: Heinemann.

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40 Reading Intervention Strategies for K-6 Students; McEwan-Adkins

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Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, Va.: Association for Supervision and Curriculum Development.

Tier:

Activity - Diagnostic Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Fountas and Pinnell Benchmark Assessment at the start of the year with all strategic and intensive students to determine instructional and independent levels of reading, as well as a comprehensive picture of individual strengths and needs. Teachers will use this diagnostic information to plan instruction and intervention.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff.

Activity - Supplemental Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use available supplemental interventions to support reading achievement in addition to the general education curriculum for strategic and intensive students. Interventions available for use include: Corrective Reading, System 44, Read 180, Rewards, Read Naturally, PALS, K-PALS, 6 Minute Solutions, and Teach Your Child to Read in 100 Easy Lessons.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teaching staff, Collaborative Action Team.

Goal 2:

SY 2013-2014

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Page 42

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Redesign Plan

Woodward School for Technology and Research

All students at Woodward School for Technology and Research will become proficient in science.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in Science by 06/30/2015 as measured by state science assessment..

Strategy1:

Environmental Structure - We will structure grade levels and classrooms to best support student achievement. As a school grades k-3 have reduced class

size with a ceiling of 17 students. Upper grades are shifting to a departmentalized model of teaching in the fall of 2013.

Research Cited: REDUCED CLASS SIZE Citations:

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DEPARTMENTALIZING

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McGrath, C., Rust, J. (2002). Academic achievement and between - class transition time for self-contained and developmental upper-elementary classes. Journal of Instructional Psychology 29(1), 40 - 43.

Tier:

Redesign Plan

Woodward School for Technology and Research

Activity - Departmentalization of Upper Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of departmentalization in grades 4-5 in fall of 2013 to create content area experts.	Academic Support Program			08/24/2013	06/30/2015	\$0 - No Funding Required	Teachers grades 4-5

Narrative:

The principal has made it an expectation for regular and on-going building-wide use of data.

Teachers analyze their data during

*common planning times

*their monthly grade level meetings

*staff meetings

*building level professional developments

*monthly school improvement meetings

*monthly leadership team meetings

*grade level data discussions with the building principal occurring every 4-5 weeks.

=====

Teachers continuously collect and use data to drive their instruction. Using the Supplemental Continuum of Support, teachers give students a pre-test each week on a new objective in math. Teachers use the results of the pre-test to differentiate their instruction throughout the week.

Teachers also perform running records weekly for students reading below grade level in order to differentiate instruction.

Woodward is piloting the NWEA/MAP test. This test provides scores and goals for students. Teachers are able to use the results, the plan provided by the test based on the results in order to differentiate instruction.

Woodward has also adopted Read 180, a fifth grade reading intervention system. Pre-testing identified approximately 25 fifth grade students reading well below a 5th grade level. After the first round of quarterly tests, 1 student had reached the "test-out" mark and 15 others had made double-digit gains in their reading scores.

Collecting and using this data will allow us to differentiate our instruction and identify the needs and gaps in our bottom 30%. This, along with our new instructional practices, the new reading curriculum and interventions, will allow us to pull the bottom 30% up and alleviate the current achievement gaps.

The use of the Read 180 program for our 5th grade students, the use of the My Sidewalks reading intervention system for K-5, the use of the Supplemental Continuum of Support all will provide teachers the necessary information and strategies to move our lowest achieving 30%.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Additional time will be dedicated to core instruction by redesigning the use of time in the current schedule. Principal will,

1. Assure Social Studies and Science have blocked-out time in the master schedule 4-5 days per week. (approx. 120 minutes per week)
2. Reduce the amount of non-instructional time from breaks and transitions. (50 minutes per week)
3. Re-purposing in-class breakfast time to include learning activities each day. (75 minutes per week).
4. Principals will coordinate activities with CIS-K to assure that highest-needs students are receiving supplemental instruction and support in their after-school programming.

Time will be dedicated to enrichment activities by redesigning the use of time in the current schedule.

1. Art, music and P.E. are offered to all students each week and are built into the building master schedule. (110 minutes per week)
2. Orchestra and Choir are offered to students in grades 4 and 5
3. Academically Talented programming is available for identified students.

Professional learning time will be made available for all staff

1. Time will be allocated through redesign of master schedule to allocate common planning time for grade-level teachers each day. (20-30 minutes per day) Additional time may be created through provisions of subs and use of pull-out training
2. Professional development (PD) will be tied directly to the strategies outlined in Transformation Area 4. Professional Learning Communities (PLCs) will use Datawise to track data and document that the PD is yielding increased student achievement.

=====

We provide a focused morning work assignment during our universal breakfast time every morning in the classroom. These assignments may be review of a previous days concept, a daily oral language assessment or a writing prompt.

Kindergarten teachers use this time to cross group students for interventions. Each teacher sees 4 students, some from the other Kindergarten classes, every morning for approximately 25 minutes. 2 teachers are working on interventions with students and 2 teachers are working on extensions with students. We are trying to develop a schedule to bring this practice into each grade level.

Redesign Plan

Woodward School for Technology and Research

Last year, and for many years past, part of our building wide positive behavior support plan was to have choice time for students on Fridays from 2:25-2:45, it was called "Fun Friday. This year we have modified that to become a more structured academic time. Classroom teachers are providing learning opportunities, experiential learning opportunities and more academically focused time.

We have departmentalized 4th and 5th grade to create more "expert" teachers in certain core subject areas. We have also required Science and Social Studies be taught every day in every grade level. These subjects were being neglected with more and more attention being paid to reading and math. This will help in these 2 core areas simply by allocating time for learning each day.

A major focus in the building is using all of our available 1098 hours. We have had many conversations around "teaching to the bell." Kindergarten and first grade teachers have significantly cut down the time they give their classes to prepare to go home each day. The principal has made transition time in the classroom an area of focus on walk-throughs as well.

We provide enrichment opportunities with 2 music classes per week, 2 physical education classes per week, and 1 art class per week. There are also opportunities for some students to participate in choir and orchestra as well as 4 after-school programs, 2 in building and 2 off-site.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Woodward School for Technology and Research has multiple mechanisms for engaging parents and the community in the school. These include, but are not limited to:

- 1) A vibrant Parent Teacher Organization that meets every 2nd Wednesday of each month;
- 2) School Improvement Team meetings, with identified parent partners, open to all parents on the 4th Monday of every month;
- 3) Twice annual Parent Conferences;
- 4) Parent Volunteers to assist with academic support;
- 5) Lift Up Through Literacy Parent Education Program;
- 6) PALS (Partners At Learning Successfully) after-school literacy and math tutoring program;
- 7) New Genesis after-school program; fostering success by empowering individuals and families through the development of community resources.
- 8) Leadership Team meetings-composed of teacher leaders at every grade level. Meet every 3rd Monday.
- 9) Family Support Teams that serve as a collaborative resource for parents as well as teachers to assist in helping students who need academic or behavioral interventions;
- 10) Multiple activities throughout the year designed to build school community and culture - Open House, Literacy Night, multiple concerts and assemblies, 5th grade graduation, End of Year Family Celebration; Community Fellowship Night

Other areas where community engagement takes center-stage include:

- 11) Garden Committee;
- 12) Kalamazoo College Academic Tutors and Mentors - students from nearby K-College help as after-and-during day tutors and student mentors.

Redesign Plan

Woodward School for Technology and Research

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The Priority School Improvement Team and principal at Woodward will determine how the building Title I budget will be allocated in the support of the Priority School Improvement Plan. Operational flexibility will be provided to assure the plan can be implemented as written as follows:

- Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcome - including the allocation and expenditure of Title I funds.
- Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, etc.
- Flexibility will be provided with regard to Instructional Pacing Guides to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model.
- A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the Office of School Improvement and the building principals to construct evaluation rubrics, timelines for assessment and plans for modifying the project as needed.
- The Board of Education will receive bi-annual status updates for the duration of the redesign plan.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Ongoing, job-embedded technical assistance and professional development will be provided to assure the plan can be implemented as written through the following assurances:

- Ongoing technical assistance will be provided to the priority school through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to support provided by Teaching and Learning Services.
- The district office of school improvement and building principal will develop and execute contracts where necessary or required.
- The district office of school improvement, building principal, building leadership team and external consultants will develop plans for sustaining and monitoring the effectiveness of the redesign project beyond the redesign cycle.
- Additional technical assistance will be provided through MiEXCEL and through our School Improvement Facilitator at KRESA

Redesign Plan

Woodward School for Technology and Research

- The priority school will participate in all technical assistance and networking meetings for priority schools offered by MDE.

This plan will be fully supported by the Kalamazoo Public Schools. The Director of School Improvement will oversee these assurances and will be the main contact person responsible for monitoring and supporting the school.

FRAMEWORK FOR PROFESSIONAL PRACTICE AND TEACHER EVALUATION PROCESS

Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Adapted from:
Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 2007
with input from Okemos Public Schools.

August 2011

Table of Contents

Overview of Teacher Evaluation Process	1
Evaluation Cycle: Probationary Teachers.....	2
Evaluation Cycle: Tenured Teachers	3
Framework for Professional Practice.....	4
Domain One: Planning and Preparation	5
Domain Two: Classroom Environment	13
Domain Three: Instruction.....	19
Domain Four: Professional Responsibilities.....	26
Domain Five: Student Growth.....	33
Track I – Initial Professional Development	36
Track II – Professional Growth.....	38
Track III – Specific Professional Development.....	41
Appendix A – Forms.....	45
Appendix B – Suggestions for Goal Setting.....	68
Appendix C – Common Language.....	71
Appendix D – Contract Language.....	74
Appendix E – Student Assessment Chart.....	75

OVERVIEW OF KALAMAZOO PROFESSIONAL EVALUATION SYSTEM

COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1:	Planning and Preparation
Domain 2:	The Classroom Environment
Domain 3:	Instruction
Domain 4:	Professional Responsibilities
Domain 5:	Student Growth

TRACK I:	TRACK II:	TRACK III:
Individualized Development Plan (IDP)	Continuous Professional Growth	Improvement Assessment/ Individualized Development Plan (IDP)
Who:	Who:	Who:
<ul style="list-style-type: none"> • Probationary status teachers who are acquiring knowledge and developing proficiencies 	<ul style="list-style-type: none"> • Non-probationary staff demonstrating proficiency that are continuing to grow professionally 	<ul style="list-style-type: none"> • Professional staff, non-probationary, in need of specific professional development and improvement in identified area(s)
Purpose:	Purpose:	Purpose:
<ul style="list-style-type: none"> • To improve student achievement • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To provide support in implementing the Components • To provide accountability for decisions to continue employment 	<ul style="list-style-type: none"> • To improve student achievement • To focus on school improvement initiatives • To provide accountability for attaining district goals • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To enhance professional growth • To provide feedback on professional issues 	<ul style="list-style-type: none"> • To improve student achievement • To ensure that the Components of Professional Practice are understood, accepted, and demonstrated • To enable a teacher the opportunity to seek assistance in areas of weakness • To provide a structured process for a teacher who may benefit from more support • To provide accountability for decisions to continue employment
What:	What:	What:
<ul style="list-style-type: none"> • Annual Individualized Development Plan to be completed by 10/31 • A year-end summative evaluation of performance by 5/1 based on a minimum of two observations (60 days apart) • Pre and Post-observation conferencing • Portfolio required in years one and two 	<ul style="list-style-type: none"> • Team or individual participation to develop and implement a Continuous Professional Growth Plan (PGP) on a 1 or 2 year cycle • A mid-point summary of the individual or team's Professional Growth Plan progress • A final summary of the team's Professional Growth Plan • A summative individual evaluation at least once every three years 	<ul style="list-style-type: none"> • Observations and evaluation of performance • Improvement Assessment/ Individualized Development Plan to specifically address identified needs
Method:	Method:	Method:
<ul style="list-style-type: none"> • Collaborative development of Annual Individualized Development Plan • Classroom observation with feedback and coaching • Collection and review of relevant data and the portfolio • Discussion of professional practices including a formal review of the Summative Evaluation Form 	<ul style="list-style-type: none"> • Ongoing discussion of teaching and professional performance • Ongoing discussion of the Professional Growth Plan goal progress and attainment • Collaboration between teacher, PGP teams and administrator • Administrative support of teacher and PGP Teams • A formal review of the Professional Growth Plan Final Summary Form • A formal review of the individual teacher's Summative Evaluation Form at least every 3 years 	<ul style="list-style-type: none"> • Observation and feedback focused on identified areas(s) of needed improvement • Ongoing discussion, collaboration, and activities, to support improvement • Other actions as warranted

Kalamazoo Public Schools
Evaluation Cycle for Probationary Teachers

Track I

Initial Professional Development
Probationary Teacher

Non-Tenured
(Five years probation)

Previously Tenured
in Michigan
(Two years probation)

Annual Individualized
Development Plan
(each of five years)

Annual Individualized
Development Plan
(each of two years)

Annual Summative Evaluation
Evaluation

Individualized
Development Plan
(annually during
probationary period)

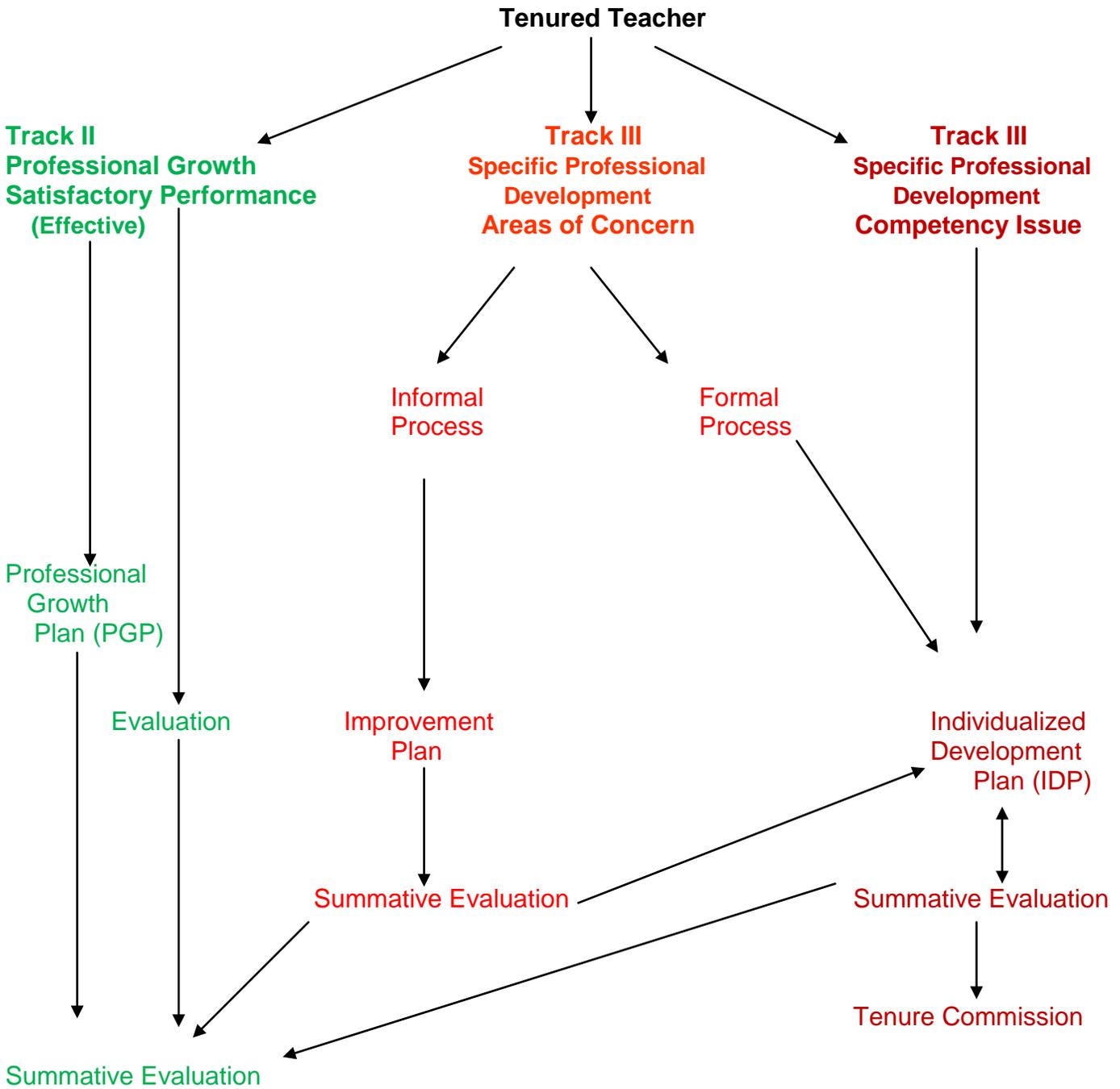
Non-renewal

Tenured (completion of
probationary period: two year
evaluation cycle)

Notes:

1. Requirements for teachers new to the profession during first three years:
 - a. 15 days of in-service training
 - b. Paired with a mentor teacher
 - c. Portfolio (in first 2 years)

Kalamazoo Public Schools Evaluation Cycle for Tenured Teachers



Kalamazoo Public Schools Framework for Professional Practice

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <p>Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i></p> <p>Component 1b: <i>Demonstrating Knowledge of Students</i></p> <p>Component 1c: <i>Setting Instructional Outcomes</i></p> <p>Component 1d: <i>Demonstrating Knowledge of Resources</i></p> <p>Component 1e: <i>Designing Coherent Instruction</i></p> <p>Component 1f: <i>Designing Student Assessments</i></p> <p>Component 1g: <i>Designing the Use of Technology</i></p>	<p>Domain 2 addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <p>Component 2a: <i>Creating an Environment of Respect and Rapport</i></p> <p>Component 2b: <i>Establishing a Culture for Learning</i></p> <p>Component 2c: <i>Managing Classroom Procedures</i></p> <p>Component 2d: <i>Managing Student Behavior</i></p> <p>Component 2e: <i>Organizing Physical Space</i></p> <p>Component 2f: <i>Incorporating Technology into the Environment</i></p>
Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>Domain 3 is concerned with the teacher's skill in engaging students in learning the content and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <p>Component 3a: <i>Communicating with Students</i></p> <p>Component 3b: <i>Using Questioning and Discussion Techniques</i></p> <p>Component 3c: <i>Engaging Students in Learning</i></p> <p>Component 3d: <i>Using Assessments in Instruction</i></p> <p>Component 3e: <i>Demonstrating Flexibility and Responsiveness</i></p> <p>Component 3f: <i>Providing Instruction Through Technology</i></p>	<p>Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:</p> <p>Component 4a: <i>Reflecting on Teaching</i></p> <p>Component 4b: <i>Maintaining Accurate Records</i></p> <p>Component 4c: <i>Communicating with Families</i></p> <p>Component 4d: <i>Participating in a Professional Community</i></p> <p>Component 4e: <i>Growing and Developing Professionally</i></p> <p>Component 4f: <i>Showing Professionalism</i></p>
Domain 5: Student Growth	
<p>Component 5a: • System to determine student strengths and weaknesses</p> <p>Component 5b: • Established baseline for learning</p> <p>Component 5c: • Pre- and post-assessments</p> <p>Component 5d: • Recorded student progress used for pacing instruction</p> <p>Component 5e: • Desired results for student learning clearly defined</p> <p>Component 5f: • Assessment and in-class questioning techniques address various learning styles and higher ordering thinking levels</p> <p>Component 5g: • Teacher analyzes, interprets and reflects on student growth</p> <p>Component 5h: • Student assessment results</p>	

Framework for Professional Practice

Domain One: Planning & Preparation

Kalamazoo Public Schools

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

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component 1c: *Setting Instructional Outcomes*

- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse students

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: *Designing Coherent Instruction*

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

Component 1f: *Designing Student Assessments*

- Congruence with instructional goals
- Criteria and standards
- Design of formative assessments
- Use for planning

Component 1g: *Designing the Use of Technology*

- Expectations for use

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

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships
 • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practices display little understanding of prerequisite knowledge important for student-learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

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

Elements: Knowledge of child and adolescent development • Knowledge of learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge, and language proficiency but displays this knowledge for the class only as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the values of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN ONE: PLANNING AND PREPARATION

Component 1c: *Selecting Instructional Goals*

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Value, sequence and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represents high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as student activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

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

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Resources for Classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1f: *Designing Student Assessments*

Elements: Congruence with instructional goals • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1g: Designing the Use of Technology

Elements: Expectations for use

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

Framework for Professional Practice
Components of Domain 2: The Classroom Environment
Kalamazoo Public Schools

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

- Teacher interaction with students
- Student interaction with other students

Component 2b: *Establishing a Culture for Learning*

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

Component 2c: *Managing Classroom Procedures*

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

Component 2d: *Managing Student Behavior*

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

Component 2e: *Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Component 2f: *Incorporating Technology into the Environment*

- Management of materials and classroom interactions

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: *Creating an Environment of Respect and Rapport*

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Component 2b: *Establishing a Culture for Learning*

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

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

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

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

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

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Component 2f: *Incorporating Technology into the Environment*

Element: Management of materials and classroom interactions

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Management of technology to support classroom learning	Teacher's attempts to manage technology fail to create a positive environment.	Teacher creates an environment in which technology can be introduced without negative impact.	Teacher creates an educational environment that utilizes technology to support classroom learning.	Both students and teacher consistently maintain an educational environment that utilizes and promotes technology to support learning.

Framework for Professional Practice

Domain Three: Instruction

Kalamazoo Public Schools

Component 3a: *Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of content Use of oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

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

Component 3d: *Using Assessment in Instruction*

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessments and monitoring of progress

Component 3e: *Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

Component 3f: *Providing Instruction Through Technology*

- Integration of technology

DOMAIN THREE: INSTRUCTION
Component 3a: *Communicating with Students*

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanation of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

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

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN THREE: INSTRUCTION
Component 3c: *Engaging Students in Learning*

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Activities and assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN THREE: INSTRUCTION
Component 3d: *Using Assessment in Instruction*

Elements: Assessment criteria • Monitoring of student learning • Feedback to students
 • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN THREE: INSTRUCTION
Component 3e: *Demonstrating Flexibility and Responsiveness*

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN THREE: INSTRUCTION
Component 3f: *Providing Instruction Through Technology*

Elements: Integration of technology

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Integration of Technology	Teacher-directed activities and assignments utilizing technology are inappropriate for students and fail to engage students mentally.	Some teacher-directed activities and assignments utilizing technology are appropriate to the ability level of the students while other activities and assignments challenge them only minimally.	Most teacher-directed activities and assignments are appropriate and utilize various technologies to cognitively engage students.	Students are engaged in applying and adapting various technologies to meet content area standards appropriately.

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

Component 4a: *Reflecting on Teaching*

- Accuracy
- Use in future teaching

Component 4b: *Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: *Communicating with Families*

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

Component 4d: *Participating in a Professional Community*

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession
- Use of technology

Component 4f: *Showing Professionalism*

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4a: *Reflecting on Teaching*

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general reference to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4c: *Communicating with Families*

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4d: *Participating in a Professional Community*

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school
 • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4e: *Growing and Developing Professionally*

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
Use of technology	Teacher makes little or no effort to improve his/her understanding of how technology impacts learning.	Teacher converses with other professionals on the use of technology.	Teacher investigates new and improved uses of technology in the content areas.	Teacher investigates new and improved uses of technology in the appropriate content areas and designs and shares instructional ideas with other professionals.

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

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making
 • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill-served by the school.	Teacher does not knowingly contribute to some students being ill-served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Framework for Professional Practice
Domain Five: Student Growth Indicators
Kalamazoo Public Schools

Component 5a• System to determine student strengths and weaknesses

Component 5b• Established baseline for learning

Component 5c• Pre- and post-assessments

Component 5d• Recorded student progress used for pacing instruction

Component 5e• Desired results for student learning clearly defined

Component 5f• Assessment and in-class questioning techniques address various learning styles and higher ordering thinking levels

Component 5g• Teacher analyzes, interprets and reflects on student growth

Component 5h• Student assessment results

DOMAIN FIVE: STUDENT GROWTH
Component 5A-5H: Student Growth Indicators

Elements: System to determine student strengths and weaknesses • Established baseline for learning • Pre- and post-assessments • Recorded student progress used for pacing instruction • Desired results for students clearly defined • Assessment and in-class questioning techniques address various learning styles and higher ordering thinking levels • Teacher analyzes, interprets and reflects on student growth • Student assessments results

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
System to determine student strengths and weaknesses	No system in place.	A system is available, but not being used by the teacher.	A system is in place and students are instructed according to needs.	A system is in place, students are instructed according to needs and individual student progress is being charted.
Established baseline for learning	Teaching is directed by the textbook with no reference to the Michigan Framework/Common Syllabus or prior student performance.	Teaching is directed by the Michigan Framework/Common Syllabus as well as the textbook with no reference to prior student performance.	Previous scores on state administered tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Previous scores on state administered tests, standardized and/or local teacher made benchmark testing that encompasses learning level on at least a 9 week basis are recorded and utilized to determine modifications for instruction.
Pre- and post -assessments	Pre- and post-assessments are not used.	Pre-assessments are not used. Post-assessments are administered at the end of the instructional period.	Pre- and post-assessments are a part of ongoing classroom instruction.	Pre- and post-assessments are used to provide group and individual instruction where needed.
Recorded student progress used for pacing instruction	Pacing of instruction is not identified.	Pacing of instruction has been identified and not in sequence with school or district goals.	Pacing of instruction is directed toward a total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction is in agreement with state and local goals, allows for flexible grouping and individual student mastery of benchmarks.
Desired results for students clearly defined	Teacher cannot find or does not use the Michigan Framework/Common Syllabus.	Teacher can identify sections of the Michigan Framework/Common Syllabus for which he/she is responsible but cannot translate into lesson plans or student assessment.	Unit of study for the Michigan Framework/Common Syllabus are referenced in plan book and identified on assessments.	Groups of students and/or individual student progress on specific Michigan Framework/Common Syllabus indicators are followed until mastery is achieved.

Assessment and in-class questioning techniques address various learning styles and higher order thinking skills	The teacher directs all questions toward the total group or individual students at the knowledge/recall levels.	The teacher seldom questions students by addressing various learning styles and higher order thinking skills.	The teacher consistently questions students by addressing various learning styles and higher order thinking skills.	The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning.
Teacher analyzes, interprets and reflects on student growth	There is no evidence of teacher analysis, interpretation or reflection on student growth.	The teacher seldom analyzes, interprets or reflects on student growth.	The teacher consistently analyzes, interprets or reflects on student growth.	The teacher consistently analyzes, interprets or reflects on student growth and is refining instruction according to analysis.
Results of student assessment	These scores will determine the effectiveness rating for each individual domain as well as overall effectiveness rating for the 5 domains.	These scores will determine the effectiveness rating for each individual domain as well as overall effectiveness rating for the 5 domains.	These scores will determine the effectiveness rating for each individual domain as well as overall effectiveness rating for the 5 domains.	These scores will determine the effectiveness rating for each individual domain as well as overall effectiveness rating for the 5 domains.

Kalamazoo Public Schools Initial Professional Development Track I

Who

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

Purpose

The purpose of the Initial Professional Development Track is to:

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

Mentoring

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

Professional Development

New staff members with less than three years of teaching experience are required to complete fifteen (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 fifteen (15) days will be prorated based on years of experience when hired.

Process

Initial Self Assessment – Framework for Professional Practice

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

Individualized Development Plan

Evaluations must include at least two (2) observations each year, held at least sixty (60) days apart. Formal observations will be used to complete the Summative Evaluation. Written summaries (Appendix A) of each classroom observation will be provided to the teacher with Post Observation Reflection forms provided to the principal within five (5) working days of the formal observation. A conference regarding the observation will be held.

Single Lesson Plan

Prior to each of the formal observations, the teacher will submit lesson plans for three (3) days to the administrator. This lesson plan may be part of a pre-observation conference with the administrator.

Informal Observation

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

Professional Log

Teachers in Track 1 are encouraged to use the Professional Log (Appendix A) to record their professional development experiences and other professional contributions to their school, the district and the profession. This document is optional, and at the teacher's request, may be placed in the teacher's personnel file with the Summative Evaluation Form.

Summative Evaluation and Conference

The administrator will complete a mid-year evaluation for any probationary teacher who received an overall performance rating of less than "Effective" at the end of the prior year. The year-end written Summative Evaluation Form (Appendix A) and conference are to be completed no later than May 1st. It shall include at least one assessment of the teachers' progress in meeting the goals of his or her IDP.

Kalamazoo Public Schools

Professional Growth

Track II

Who

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

Purpose

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

1. Demonstration of the Framework for Professional Practice

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

2. Progress on the Professional Growth Plan (PGP)

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

Process

Self-Assessment

Teacher completes Self-Assessment worksheet (Appendix A) by the end of September each year. This self-assessment can be completed as early as April of the proceeding year. This document may remain the possession of the teacher.

Planning Conference

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

- 1.) Review and discuss the completed Self-Assessment and,
- 2.) Use the Self-Assessment to collaboratively identify possible goal area(s).

Professional Growth Plan (PGP)

The teacher develops a written Professional Growth Plan and submits it to the administrator for approval and signature by October 1, using the format in Appendix A. If it becomes necessary to revise a teacher's Professional Growth Plan, all revisions must be reviewed with the supervising administrator.

Mid-Year Conference (optional)

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

Summative Evaluation Conference

The teacher and supervising administrator will have a Summative Evaluation Conference due to CEPI Reporting Requirements in the spring, no later than May 1, to review the results of the teacher's Professional Growth Plan (PGP) and to add the student assessment data to the plan. The teacher will provide a list of the actual products developed as part of the goal accomplishment. The teacher will bring the completed Summative Evaluation Form and selected student growth data (Appendix A) to this conference for approval and signature.

Professional Log

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

Major Components of Professional Growth Plan

Goal(s)

The goal(s) for the Professional Growth Plan should emerge from the teacher's self-assessment of the domains, components and elements of the Framework for Professional Practice (pages 5-35). Likewise, the goal(s) should reflect building and/or district goals that result in the continuous improvement of student learning. The goals must be directly linked to the Framework for Professional Practice through the completion of the Professional Growth Plan (PGP) in Appendix B. Additional guidelines for goal setting are provided in Appendix B (pages 61-63). In the Track II process, teachers are encouraged to work in a way that best matches the goal(s) they establish for their Professional Growth Plan. They can work individually or with their grade-level colleagues, their department colleagues, or any other combination of faculty members.

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

Rationale for Goal(s)

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

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

Strategies/Activities to Accomplish Goals(s)

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

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

Examples of Strategies/Activities

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

Resources/Professional Development

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

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

Examples of Resources/Professional Development

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

Indicators of Progress/Goal Accomplishment

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

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

Examples of Indicators

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

Kalamazoo Public Schools
Specific Professional Development
Track III

Who

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

Purpose

The purpose of the Specific Professional Development Track is to:

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

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

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

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

Informal Process
(assistance)

Discussion

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

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

Improvement Plan

A specific plan using the form located in Appendix A will be developed which includes:

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

Observations

At least two (2) formal classroom observations will be completed based on a three-day window of time. There shall be at least twenty (20) calendar days between the two observations. The administrator will make informal observations during the year that will be used as sources of information for the evaluation.

A written Summary Observation (Appendix A) of each classroom observation will be provided to the teacher within five (5) working days of the formal observation, the teacher is to bring the completed Post Observation Form to the conference.

Single Lesson Plan

Prior to each of the formal observations, the teacher will complete a Single Lesson Plan form (Appendix A) and submit it to the administrator with the Professional Growth Plan attached.

Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation (Appendix A) and conference within 45 work days. It shall include an assessment of the teacher's progress in meeting the goals of his or her improvement plan.

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

1. The goal(s) were achieved in which case the teacher will be returned to Track II.
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the teacher will be continued on the improvement plan and formally evaluated in the following school year.
3. There was little to no progress toward the goal(s). Therefore, the teacher will be placed on an Individualized Development Plan (see Formal Process). If the teacher does not make satisfactory progress toward their goals, they will be notified in writing at least five (5) work days prior to the conference.

Formal Process (Competency issues)

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

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

The teacher may request an Association representative during meetings to discuss the IDP or a classroom observation.

Identification of Areas Needing Improvement

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

Individualized Development Plan

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

The plan will include:

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

Observations

At least three (3) formal classroom observations shall be conducted at least 20 student days apart. A post-observation conference shall be held within (5) working days of each meeting. The teacher shall bring the completed Post-Observation Reflection Form to this conference, and the administration will bring the Classroom Observation Form.

Three Day Lesson Plan

Prior to each of the formal observations, the teacher will complete a three day lesson plan and submit it to the administrator, the Professional Growth Plan should be attached.

Monitoring Progress

The administrator and teacher shall meet monthly, or more frequently upon mutual agreement to discuss the teacher's progress toward the goals of their IDP. The evaluator shall provide a written summary of the meetings to the teacher within five (5) school days of each meeting.

Both parties shall sign the summary. The teacher may attach a written statement.

The final report shall be promptly submitted to Human Resources not later than May 1. The IDP, revisions to the IDP and the monthly reports shall be attached to the final report.

APPENDIX A

Forms

**Kalamazoo Public Schools
Self-Assessment Worksheet
Framework for Professional Practice**

Carefully reflect on your performance in all four domains of the Framework for Professional Practice. By using the rubrics of the Framework (pages 5-36) to complete this Self-Assessment, assess your level of performance in each of the elements by marking I, M, E or H or in a manner that is most meaningful to you. You may prefer to write directly on the rubrics instead of using the grid below.

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

Key: I.....Ineffective M.....Minimally Effective E.....Effective H.....Highly Effective

FRAMEWORK FOR PROFESSIONAL PRACTICE – FOUR DOMAINS		I	M	E	H
Domain One: Planning and Preparation					
1a. Demonstrating Knowledge of Content and Pedagogy					
	* <i>Knowledge of content and the structure of the discipline</i>				
	* <i>Knowledge of prerequisite relationships</i>				
	* <i>Knowledge of content-related pedagogy</i>				
1b. Demonstrating Knowledge of Students					
	* <i>Knowledge of child and adolescent development</i>				
	* <i>Knowledge of learning process</i>				
	* <i>Knowledge of students' skills, knowledge, and language proficiency</i>				
	* <i>Knowledge of students' interests and cultural heritage</i>				
	* <i>Knowledge of students' special needs</i>				
1c. Selecting Instructional Goals					
	* <i>Value, sequence and alignment</i>				
	* <i>Clarity</i>				
	* <i>Balance</i>				
	* <i>Suitability for diverse learners</i>				
1d. Demonstrating Knowledge of Resources					
	* <i>Resources for classroom use</i>				
	* <i>Resources to extend content knowledge and pedagogy</i>				
	* <i>Resources for students</i>				
1e. Designing Coherent Instruction					
	* <i>Learning activities</i>				
	* <i>Instructional materials and resources</i>				
	* <i>Instructional groups</i>				
	* <i>Lesson and unit structures</i>				
1f. Designing Student Assessments					
	* <i>Congruence with instructional goals</i>				
	* <i>Criteria and standards</i>				
	* <i>Design of formative assessments</i>				
	* <i>Use for planning</i>				
1g. Utilizing Technology					
	* <i>Expectation for use</i>				

Domain Two: The Classroom Environment		I	M	E	H
2a. Creating an Environment of Respect and Rapport					
	* <i>Teacher interaction with students</i>				
	* <i>Student interaction with other students</i>				
2b. Establishing a Culture for Learning					
	* <i>Importance of the content</i>				
	* <i>Expectations for learning and achievement</i>				
	* <i>Student pride in work</i>				
2c. Managing Classroom Practice					
	* <i>Management of instructional groups</i>				
	* <i>Management of transitions</i>				
	* <i>Management of materials and supplies</i>				
	* <i>Performance of non-instructional duties</i>				
	* <i>Supervision of volunteers and paraprofessionals</i>				
2d. Managing Student Behavior					
	* <i>Expectations</i>				
	* <i>Monitoring of student behavior</i>				
	* <i>Response to student misbehavior</i>				
2e. Organizing Physical Space					
	* <i>Safety and accessibility</i>				
	* <i>Accessibility of furniture and use of physical resources</i>				
2f. Incorporating Technology into the Environment					
	* <i>Management of technology to support classroom learning</i>				
Domain Three: Instruction					
3a. Communicating with Students					
	* <i>Expectations for learning</i>				
	* <i>Directions and procedures</i>				
	* <i>Explanations of content</i>				
	* <i>Use of oral and written language</i>				
3b. Using Questioning and Discussion Techniques					
	* <i>Quality of questions</i>				
	* <i>Discussion techniques</i>				
	* <i>Student participation</i>				
3c. Engaging Students in Learning					
	* <i>Activities and assignments</i>				
	* <i>Grouping of students</i>				
	* <i>Instructional materials and resources</i>				
	* <i>Structure and pacing</i>				
3d. Using Assessment in Instruction					
	* <i>Assessment criteria</i>				
	* <i>Monitoring of student learning</i>				
	* <i>Feedback to students</i>				
	* <i>Student self-assessment and monitoring of progress</i>				
3e. Demonstrating Flexibility and Responsiveness					
	* <i>Lesson adjustment</i>				
	* <i>Response to students</i>				
	* <i>Persistence</i>				
3f. Providing Instruction Through Technology					
	* <i>Integration of technology</i>				

Domain Four: Professional Responsibilities		I	M	E	H
4a. Reflecting on Teaching					
	* <i>Accuracy</i>				
	* <i>Use in future teaching</i>				
4b. Maintaining Accurate Records					
	* <i>Student completion of assignments</i>				
	* <i>Student progress in learning</i>				
	* <i>Non-instructional records</i>				
4c. Communicating with Families					
	* <i>Information about the instructional program</i>				
	* <i>Information about individual students</i>				
	* <i>Engagement of families in instructional program</i>				
4d. Participating in a Professional Community					
	* <i>Relationships with colleagues</i>				
	* <i>Involvement in a culture of professional inquiry</i>				
	* <i>Service to the school</i>				
	* <i>Participation in school and district projects</i>				
4e. Growing and Developing Professionally					
	* <i>Enhancement of content knowledge and pedagogical skill</i>				
	* <i>Receptivity to feedback from colleagues</i>				
	* <i>Service to the profession</i>				
	* <i>Use of technology</i>				
4f. Showing Professionalism					
	* <i>Integrity and ethical conduct</i>				
	* <i>Service to students</i>				
	* <i>Advocacy</i>				
	* <i>Decision making</i>				
	* <i>Compliance with school and district regulations</i>				
Domain Five: Student Growth Indicators					
5a	* <i>System to determine student strengths and weaknesses</i>				
5b	* <i>Established baseline for learning</i>				
5c	* <i>Pre- and post-assessments</i>				
5d	* <i>Recorded student progress used for pacing instruction</i>				
5e	* <i>Desired results for student learning clearly defined</i>				
5f	* <i>Assessment and in-class questioning techniques address various learning style sand higher ordering thinking levels</i>				
5g	* <i>Teacher analyzes, interprets and reflects on student growth</i>				
5h	<i>Student Assessment results</i>				

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 2007.

Self-Assessment Summary

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

Kalamazoo Public Schools
INDIVIDUALIZED DEVELOPMENT PLAN
Tracks I and III

Teacher Name _____

Date _____

Administrator Name _____

Probationary _____ Tenure _____

Circle the year of probation:

P/1 P/2 P/3 P/4 P/5

Goal 1 (define):

Purpose of the Goal (explain):

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

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

- ___ Planning and Preparation
- ___ Classroom Environment
- ___ Instruction
- ___ Professional Responsibilities
- ___ Student Growth

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

Goal 2 (define):

Purpose of the Goal (explain):

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

- ___ Planning and Preparation
- ___ Classroom Environment
- ___ Instruction
- ___ Professional Responsibilities
- ___ Student Growth

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

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

Goal 3 (define):

Purpose of the Goal (explain):

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

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

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

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

Selection of Domain 5 Assessments

Category 1: Goal Statement

Category 2: Goal Statement

Mutually developed by:

Teacher _____

Date _____

Administrator _____

Date _____

Personnel File, Employee and Administrator

Kalamazoo Public Schools
CLASSROOM OBSERVATION FORM

Teacher _____ School _____

Date (s) _____ Area/Grade _____

Duration of Visit _____ Number of Students Present _____

Lesson(s) Observed and or/Growth Goals from IDP _____

The Components of Professional Practice are the basis for the following comments.

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Domain 5: Student Growth

Additional Comments:

Post-Observation Conference Notes:

Date of Post-Observation Conference: _____

For Building Level Use Only (Copy retained by the Administrator)

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Post-Observation Conference Notes:

Date of Post-Observation Conference: _____

For Building Level Use Only (Copies retained by the Administrator and the Teacher)

**Kalamazoo Public Schools
Professional Growth Plan (PGP)
Track II**

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

Teacher(s)	School	Grade/Department/Team

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

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

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- or two-year time frame. Use the space below or attach a document using the following sections.

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

(What strategies or activities will you do within specific timelines?)

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

(Reflecting on my professional practice, what professional development is needed to address my goal?)

Projected Indicators of Goal(s) Accomplishment: (How is the professional development selected expected to impact my goal?)

Selection of Domain 5 Assessments

Category 1: Goal Statement

Category 2: Goal Statement

Teacher(s) Signature and Date:

Administrator Signature and Date:

Plan II
PGP INTERIM PROGRESS REPORT
(Completed by the individual team member at the mid-point of plan.)

One -Year Plan Two-Year Plan

Team Members:	School(s):	Grade/Department:

Plan Start Date _____ Mid-Plan Date _____ Completion Date _____

State the professional growth goal(s).

Describe the team’s progress toward accomplishing the Continuous Professional Growth Plan. What evidence is there of the progress made to date?

Review of Domain 5 Student Growth Indicator

<input type="checkbox"/> Continue PGP Plan <input type="checkbox"/> Implement Track III - Informal	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective
---	---

Teacher _____

Date _____

Administrator _____

Date _____

c: Personnel File, Employee and Administrator

**Kalamazoo Public Schools
Professional Growth Plan - Summative Evaluation Form
Track II**

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

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

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

Date of Final Review of Plan Completion: _____ (by May 1st)

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. For each goal, what evidence/product demonstrates the results of the Growth Plan? Describe the student achievement data; work products; performance results; etc. that document that the Plan was completed and applied.

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 expected?
- c. If you had a chance to begin again, is there anything you would do differently?
- d. How do you plan to implement or apply this new learning?
- e. What significance has this Professional Growth Plan made in your teaching and/or your students' learning?
- f. How has working on this goal helped you form future Framework goals?
- g. What other insights have you gained as a result of this professional growth experience (optional)?

Domain Five – Student Growth

Part Three

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

Administrator's Comments:

Teacher(s) Signature and Date:

Administrator Signature and Date:

c: Personnel File, Employee, and Administrator

<input type="checkbox"/> Recommendation for continued employment	<input type="checkbox"/> Highly effective	<input type="checkbox"/> Effective
<input type="checkbox"/> Placed on Plan III - Informal	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Ineffective

NOTE: The teacher's signature on this form indicates that the teacher has seen the document it does not necessarily indicate that the teacher agrees with the assessment. The teacher understands that he/she has the right to respond in writing to the statements and judgments and the comments will be attached to the form in the teacher's file in the Human Resources Department.

Attachments

Kalamazoo Public Schools
Track II
SUMMATIVE EVALUATION FORM
Due by May 1st

Name _____ School _____

Grade/Subject _____ Date _____

Administrator _____ With Input From: _____

Administrator comments (based on continuous observations of the teacher's performance):

Teacher comments:

Domain 5 – Student Growth

<input type="checkbox"/> Recommended for continued employment <input type="checkbox"/> Placed on Plan III	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective	<input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective
--	---	--

NOTE: The teacher's signature on this form indicates that the teacher has seen this document. It does not necessarily indicate that the teacher agrees with the assessment. The teacher understands that he/she has the right to respond in writing to the statements and judgments and the comments will be attached to the form in the teacher's file in the Human Resources Department.

Attachments

Teacher's Signature

Date

Administrator's Signature

Date

1 copy-Teacher

1 copy-Administrator

1 copy- Human Resources File

Track III
INFORMAL PHASE
(To be completed by the administrator)

Teacher: _____ Date: _____

School _____ Grade/Assignment _____

Check appropriate category (ies):

- | | |
|---|---|
| <input type="checkbox"/> Domain 1 Planning and Preparation | <input type="checkbox"/> Domain 3 Instruction |
| <input type="checkbox"/> Domain 2 The Classroom Environment | <input type="checkbox"/> Domain 4 Professional Responsibilities |

Specific Concerns and Expectations: Progressive Plan of Action:
(Include date(s) for completion of Informal Phase Final Summary Form)

Next Meeting Date: _____
(To assess progress of the Informal Phase)

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

This form is not placed in the employee's Human Resources file

KALAMAZOO PUBLIC SCHOOLS

Track III
INFORMAL PHASE – FINAL SUMMARY FORM
(To be completed by the administrator)

Teacher: _____ Date: _____

School _____ Grade/Assignment _____

Specific Concerns: (Please also state the rationale for the Administrative Recommendation)

Administrative Recommendation -- Check one only:

- returns to Plan II
- enters Improvement Assessment/IDP Phase

Next Meeting Date: _____

Teacher Comments:

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Placed in employee's Human Resources file

**Kalamazoo Public Schools
LESSON PLAN FORM**

Teacher _____ School _____

Grade Level _____ Subject: _____ Date _____

Completed by Administrator: (Indicate if the teacher's performance meets the Components of Professional Practice and if the teacher is recommended for continued employment.)

<input type="checkbox"/> Recommended for continued employment	<input type="checkbox"/> Highly effective	<input type="checkbox"/> Effective
<input type="checkbox"/> Not recommended for continued employment	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Ineffective

NOTE: The teacher's signature on this form indicates that the teacher has seen this document. It does not necessarily indicate that the teacher agrees with the assessment. The teacher understands that he/she has the right to respond in writing the statements and judgments and the comments will be attached to the form in the teacher's file in the Human Resources Department.

Attachments

Teacher Signature

Date

Administrator's Signature

Date

1-copy-Teacher

1-copy-Administrator

1-copy-Human Resources File

2011-12 Sample KPS District Evaluation Matrix

Domain/Component		Goal	Source	Self Reflection	Evaluator Comments	Component Score	Domain Average	Domain Weight
Domain One – Planning and Preparation								
1A	<i>Demonstrating Knowledge of Content</i>	---				3	2.1429	20.0%
1B	<i>Demonstrating Knowledge of Students</i>	---				2		
1C	<i>Setting Instructional Outcomes</i>	---				1		
1D	<i>Demonstrating Knowledge of Resources</i>	---				3		
1E	<i>Designing Coherent Instruction</i>	---				2		
1F	<i>Designing Student Assessments</i>	---				1		
1G	<i>Utilizing Technology</i>	---				3		
Domain Two – The Classroom Environment								
2A	<i>Creating an Environment of Respect and Rapport</i>	---				3	2.0000	20.0%
2B	<i>Establishing a Culture for Learning</i>	---				2		
2C	<i>Managing Classroom Procedures</i>	---				1		
2D	<i>Managing Student Behavior</i>	---				3		
2E	<i>Organizing Physical Space</i>	---				2		
2F	<i>Incorporating Technology into the Environment</i>	---				1		
Domain Three – Instruction								
3A	<i>Communicating with Students</i>	---				3	2.0000	20.0%
3B	<i>Using Questioning and Discussion Techniques</i>	---				2		
3C	<i>Engaging Students in Learning</i>	---				1		
3D	<i>Using Assessments in Instruction</i>	---				3		
3E	<i>Demonstrating Flexibility and Responsiveness</i>	---				2		
3F	<i>Providing Instruction in and through Technology</i>	---				1		
Domain Four – Student Growth								
4A	<i>Reflecting on Teaching</i>	---				3	2.0000	15.0%
4B	<i>Maintaining Accurate Records</i>	---				2		
4C	<i>Communicating with Families</i>	---				1		
4D	<i>Participating in a Professional Community</i>	---				3		
4E	<i>Growing and Developing Professionally</i>	---				2		
4F	<i>Showing Professionalism</i>	---				1		
Domain Five – Student Growth								
5A	<i>System to determine student strengths and weaknesses</i>	---				3	2.1429	15.0%
5B	<i>Established baseline for learning</i>	---				2		
5C	<i>Pre- and post-assessments</i>	---				1		
5D	<i>Recorded student progress used for pacing instruction</i>	---				3		
5E	<i>Desired results for student learning clearly defined</i>	---				2		
5F	<i>Assessment and in-class questioning techniques address various learning styles and higher ordering thinking level</i>	---				1		
5G	<i>Teacher analyzes, interprets and reflects on student growth</i>	---				3		
5H	<i>Student Growth Profile</i>	Goal	Source	Proficiency Score	Growth Score	Ratings (0-3)		
SSP1	<i>Category 1 Measures</i>					3	2.0000	10.0%
SSP2	<i>Category 2 Measures</i>					2		
SSP2	<i>Additional Measures</i>					1		
SSP2	<i>Additional Measures</i>					3		
SSP3	<i>Additional Measures</i>					2		
SSP4	<i>Additional Measures</i>					1		
							Overall Rating	2.0500
Effectiveness Rating – Based on Overall Rating			Ineffective (0)	Min. Effective (1.0)	Effective (2)	Highly Effective (3)		
			0.0 – 0.70	0.71 – 1.65	1.66 – 2.60	2.61 – 3.00	Highly Effective	

APPENDIX B

Suggestions for Goal Setting

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

Teaching/Learning Goals

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

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

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

Program or Curriculum Goals

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

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

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

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

Adapted from: *Teacher Evaluation to Enhance Professional Practice*, Danielson & McGreal, 2007, [pages 112-113](#).

APPENDIX C

Common Language

COMMON LANGUAGE

TERMS/CONCEPTS TO INCLUDE IN COMMON LANGUAGE SECTION:

The descriptions that follow are terms that may help a team gain a common understanding of the intent of ideas or concepts in this document

Accommodate, Accommodation	To Make adjustments based on contextual consideration and learning needs.
Adjustments	Suitable changes or modifications made in response to new knowledge or feedback.
Appropriate	Suitable or reasonable
Assessment	1) The process of collecting information about a student to aid in decision making about the progress and development of the student. 2) A way of measuring or demonstrating student outcomes.
Assessment Criteria	The standards, expectations, and measures used in an assessment tool.
Assessment Results	Information about student proficiency gained through assessments.
Assessment Tools	Activities where students can demonstrate learning.
Board Policies	Written expectations for teachers established by the school district.
Classroom Records	Record keeping documents used to track student information.
Consistently	Acting in a nearly identical manner over time.
Course Calendar	Paces and plans objectives and content over time.
Culture of Professional inquiry	A learning community where colleagues collaborate and engage in dialogue as professional development.
Development Characteristics	Unique qualities related to social, emotional, and cognitive abilities that distinguish children of different ages and stages.
Differentiate, Differentiation	Providing students with avenues or pathway suited to their needs to acquire knowledge and skills.
Disaggregated	Separated into different categories or to show individual student results.
Engages, Engaged	Attracts and involves student attention or interest.
Feedback	Information and recommendations provided to a student about his/her performance designed to help the student improved their performance.
Formal Observation	Administrator observation of at least one complete lesson. Formal Observations will be done for all in Track 1 and Track 3 as well as those on the 3 year-cycle evaluation in Track 2. (A Formal Observation may be done for others in Track 2 if fits with goals that have been set.)
Formative Assessment	Assessment used while the learning process is underway or recently completed, and designed to inform current or future instruction.
Formative Assessment	An assessment that guides instruction in a teachers classroom.
High Expectations	Anticipation that students will master appropriate learning objectives and demonstrate mastery with quality outcomes.
High Quality (Questions)	Questions that allow students to demonstrate higher level thinking skills on Bloom's Taxonomy (e.g. create, evaluate, analyze, apply, describe and explain)
Human Growth and Development	Appropriate expectations for a child's age/developmental rate
IDP	Individual Growth Plan
Inconsistent	Does not apply or implement similar reactions in response to the same type of student behaviors.
Inefficiently	Improperly using time or resources to the point it disrupts a lesson or learning time.
Informal Observation:	Walk-Throughs, Data Collection Visits, any observation of the teacher in any and all aspects of his/her position.
Infrequently	Behavior that does not occur often.
Instructional Approaches	Strategies and techniques aimed at nurturing student learning.
Instructional Grouping	Intentionally grouping students for learning activities.
Learning Strand	Objectives outlined by Grade Level Content Expectations.
Lesson Materials	Lesson materials are any materials that a teacher uses in a lesson.
Lesson Plans	Documents from a teacher's planning process.
Low Expectations	Anticipating that student have minimal ability to complete tasks and master objectives.
Low Quality (Questions)	Questions that do not allow student to exercise higher level thinking skills Bloom's Taxonomy (e.g. requiring rote memorization)

Mastery Teaching Practices	The process is of great importance; this is not just test scores.
Minimal	The least amount (with regard to student buy-in, rarely attempts to facilitate student interaction with the content)
Moderate Expectations	Reasonable expectations that do not necessarily push or challenge students to achieve.
Monitor	Checking in on how students are moving through the learning process.
Most	1) Occurs the majority of time; 2) Demonstrates a behavior with regularity and consistency.
Non-Instructional (Records)	Documents and forms that are not directly related to tracking student learning (attendance records, free-or-reduced lunch forms, etc.)
Objectives	A pre-specified goal for student learning.
Outcomes	The result or desired result of teaching and learning.
Pacing	The time allocated to lesson activities and the rate at which a teacher moves from one activity or learning objective to the next.
Parent Contact Log	A written record kept by the teacher documenting communication with families, as well as artifacts of family communication.
Partial	Incomplete, lacking essential components.
Participation Log	A written record kept by the teacher that tracks their own participation in activities, events. etc.
PGP:	Professional Growth Plan (Suggested that the fact that goals can be identified in teams or individually be included here.)
Prerequisite Relationships	Identified connections between new curriculum or learning materials and those that students have previously experiences.
Pre-test/post test	Documenting progress on teacher-developed, common by content area, or school or district-wide tests.
Procedures	Routines and practices associated with the improvement of student learning or classroom management.
Professional Conversation	An essential element throughout the process including teacher/administrator professional conversation surrounding instructional practices and teacher team collaborative work.
Professional Development Activities/Opportunities	Events designed to improve specific professional skills or the overall competence of a teacher.
School and District Regulations	District or school policies that are in writing and communicated to the staff.
Self Reflections	Guided process where an instructor reflects upon their practice, either in writing or orally with an evaluator.
Some	1) One or more; 2) Demonstrates a behavior occasionally but lacks consistency.
Special Learning Needs	Learning conditions and strategies appropriate for individuals with unique leaning conditions.
Standard	A description of the level of student performance that describe competence., established by a curriculum, Grade Level Content Expectations, or a teacher.
Standardized Assessments	Measuring basic level of proficiency on school, district, state, or national tests.
Standards of Conduct	Classroom rules, expectations, or norms regarding appropriate student behavior.
Student Proficiency	Student expertise, knowledge, or mastery of a skill or standard.
Student Progress	The extent to which individual students are moving through the learning process.
Student Work	Any student outcome or demonstration of student knowledge.
Summative Evaluation	Final evaluation document each year that is based on all of a year's evaluation processes and products.
Syllabus	A syllabus is an outline or summary of topics to be covered.
Teacher-set Student Learning Objectives	Learning objectives defined and tracked by teacher.
Tracking (Systems)	Procedures or methods of gathering information on student performance over time.

APPENDIX D

Contract Language

ARTICLE 13 – TEACHER EVALUATION

The evaluation of the work and performance of all teachers is the right and responsibility of the Administration. The District and the Association agree that evaluation is necessary for the continuous improvement of instruction, for reinforcement of good teaching and for the identification of those areas for which a teacher may need assistance. The evaluation process shall provide for the use of recommendations for improvement and assistance to the teacher. Details of the evaluation process, evaluation forms and the teacher's general responsibilities are described in greater detail in the District's "Framework for Professional Practice and Teacher Evaluation Process", hereafter known as the "Framework for Professional Practice", dated August, 2011. Every teacher shall be provided a copy of this document at the beginning of the 2011-2012 school year, or at the time of hire for a new teacher, and shall be provided training in the evaluation process. The "Framework" and all forms of the evaluation process shall also be available online. Forms may be completed electronically, but printed copies must be filed with Human Resources, where required.

I. Professional Growth and Evaluation Domains

The parties agree that a model of professional growth and evaluation shall be used to assess each teacher's performance and effectiveness that is largely based on the work of Charlotte Danielson. It assesses each teacher's competence and progress in meeting performance standards within five distinct domains of professional practice: Domain 1) Planning and Preparation, Domain 2) Classroom Environment, Domain 3) Instruction, Domain 4) Professional Responsibilities, and Domain 5) Student Growth Indicators. Each domain has multiple components and elements, with rubrics for assessing a teacher's strength and ability within each element. A weighted matrix will be used to summarize the teacher's scores from all of these domains in order to arrive at an overall rating of teacher effectiveness, or a final "performance rating". Domain 1, Domain 2, and Domain 3 shall be weighted at twenty percent (20%) each, Domain 4 shall be weighted at fifteen percent (15%), and Domain 5 shall be weighted at twenty-five percent (25%).

For the 2011-2012 PLAS grant schools, the student assessment portion of Domain 5 shall be fifteen percent (15%) and ten percent (10%) shall be given to the balance of Domain 5. Where a state-wide assessment exists for the teacher's subject or grade level, that assessment shall be one of the measures used, along with other comparable, rigorous measures approved by the principal in conjunction with the leadership team.

II. Teacher Effectiveness Rating, or Performance Rating

On an annual basis, every teacher shall receive a final year-end performance rating of "Highly Effective," "Effective," "Minimally Effective," or "Ineffective." This rating will be based on the teacher's progress towards his/her professional growth goals and other evidence of teacher effectiveness, and will be summarized in the performance matrix described in I. above. This rating shall be provided as part of a written performance evaluation prior to the end of the school year. The deadline for this final evaluation shall be determined by the teacher's evaluation Track.

III. Performance Evaluation Tracks

Each teacher shall be placed on one of three evaluation "tracks," depending on both the teacher's tenure status and the teacher's most recent performance evaluation rating(s).

A. Track I –

1. Probationary Period

Track I shall apply only to non-tenured (probationary) teachers.

A non-tenured teacher hired before July 19, 2011, shall be eligible to attain tenure after four (4) full school years of employment. A non-tenured teacher hired on or after July 19, 2011, shall be on probation for the first five (5) full school years of employment, and the following provisions shall apply:

- a. Any probationary teacher who received an overall performance rating of less than “Effective” at the end of the prior year, shall receive a mid-year progress report and an end-of-year performance evaluation. Second or third year probationary teachers rated less than “Effective” in two or more domains are encouraged to seek support from their principal.
- b. If a non-tenured teacher receives a rating of “Highly Effective” in three consecutive annual year-end performance evaluations, s/he may attain tenure status after four (4) full school years of employment.

A probationary teacher must complete two (2) years at his/her work site before being allowed a voluntary transfer, unless mutually agreed by the Association and the District.

2. Individualized Development Plan (IDP)

An Individualized Development Plan (IDP) shall be developed annually, or as required by law, for a Track I teacher. The IDP shall be developed by the teacher’s supervisor, in consultation with and input from the teacher. This IDP shall be developed by the end of October for all teachers. For those hired after the start of the school year, the IDP will be developed between four (4) and eight (8) weeks following the teacher’s date of hire. Copies of all IDPs shall be filed with the teacher, the teacher’s immediate supervisor, and Human Resources. See the “Framework for Professional Practice and Teacher Evaluation Process” for further details regarding the IDP process and procedures.

3. Formal Observations

At least two (2) formal observations per year are required for teachers in Track I, at least sixty (60) days apart. In the case of a first-year or second-year Track I teacher, at least one observation shall be made prior to the teacher’s mid-year progress report. Annual evaluations shall include in-room observations of all aspects of the teacher’s instructional practice. Observations shall be conducted by the teacher’s building administrator. An observation shall be at least one complete lesson, based on the lesson plans provided by the teacher.

Observations shall be scheduled at least five (5) work days in advance for a three-day window in which the observation would take place. If an observation needs to be rescheduled, the teacher shall be notified of the date of the rescheduled observation no later

than one (1) day prior to the end of the week in which the observation should have taken place, so as to accommodate lesson planning. A pre-observation conference shall be held to review the teacher’s IDP and those areas which might be observed. All monitoring or

observation of the work of the teacher shall be conducted openly and with the knowledge of the teacher. The parties agree that during an observation every effort will be made to maintain the normal teaching-learning process. An observation shall include assessment of the teacher's skill and ability in the observed domains of the "Framework for Professional Practice".

A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

As a result of this post-observation conference, identified areas of concern, together with suggested ways in which the teacher is to improve, and identification of assistance to be given, may be addressed in the teacher's IDP.

4. Additional Anecdotal Evidence

Additional evidence of a teacher's professional practice may be gathered, such as: informal observation(s), walk-through observations, rapport and communication with parents, and voluntary service within the school community. Additional information about Domain 4 may be collected by the teacher using the Professional Log and provided to his/her supervisor. Informal observations may be conducted, with the knowledge of the teacher, by another administrator knowledgeable of the teacher's content and/or grade level. Concerns or complaints may not be used as part of the teacher's evaluation unless they have been brought to the attention of the teacher in a timely manner, and said discussion with the teacher has been properly documented by the administrator.

5. Summative Assessment – (See Section V below.)

6. Teacher Response

A teacher who disagrees with an observation or evaluation may submit a written statement which shall be attached to all copies of the observation or evaluation. If the report contains information not previously discussed with a teacher, the teacher shall have the right to add information to his/her personnel file. Copies of the above-mentioned records may be sent to the Association at the discretion of the teacher, and it shall be the teacher's responsibility to send said copies to the Association if he/she chooses to do so.

B. Track II –

1. Tenured Teachers

Track II shall apply only to a tenured teacher who: 1) has received a rating of "Effective" or "Highly Effective" in his/her most recent annual performance evaluation, or 2) is a formerly non-tenured teacher who has been granted tenure status, or 3) is a teacher who is not eligible

for tenure due to his/her certification but has moved beyond his/her probationary period. If a teacher is rated as "Highly Effective" on three (3) consecutive performance evaluations, the school district may choose to conduct biennial performance evaluations for that teacher. However, if a biennial evaluation results in a rating of "Ineffective" or "Minimally Effective," then the teacher shall be subject to annual evaluations again.

2. Professional Growth Plan (PGP)

A Professional Growth Plan (PGP) shall be developed or revised annually by a tenured teacher who has received a rating of “Highly Effective” or “Effective” in his/her most recent annual performance evaluation. The PGP shall serve as a guide for improvement of the teacher’s professional skills and/or practice, and for the pursuit of additional professional development opportunities. Upon reflection of the teacher’s self-assessment, prior year-end evaluation, and other collected evidence, such as observations and student assessment data, a teacher may develop one or more goals for professional improvement. Such goals may be personal, or may be a common goal shared with a group of other teachers working towards the same improvement goal. At a teacher’s choosing, a teacher may have a combination of both personal and group goals. If two or more teachers share a professional goal that they intend to work on collectively, the group of teachers must meet with their supervisor as a group for the purpose of reviewing their collective goal(s).

This PGP shall be developed or revised by October 1, and copies filed with the teacher, the teacher’s immediate supervisor and Human Resources. An Interim Progress Report (IPR) shall be completed by the teacher at the midpoint of his/her PGP, and also filed with the teacher, the teacher’s immediate supervisor and Human Resources. An IPR will be filed no later than January 15 for a one-year PGP, and May 1 for a two-year PGP. The IPR shall consider student growth as a significant factor.

In the event that the District involuntarily transfers a tenured teacher to an assignment which s/he has not held within the last five (5) years, such teacher shall not be placed on Track III, Formal during the first year of such assignment.

See the “Framework for Professional Practice” for further details regarding the PGP process and procedures.

3. Formal Observations

For a tenured teacher, annual performance evaluations shall be based on multiple observations. Formal classroom observations are not required, but must be conducted at least once every three (3) years or as required by law. If the District chooses to do formal

classroom observations of a tenured teacher more frequently, or if the teacher requests that an observation be included in their annual evaluation, then such observations shall be conducted by the teacher’s building administrator. An observation shall be at least one complete lesson, based on the lesson plans provided by the teacher.

Observations shall be scheduled at least five (5) work days in advance for a three-day window in which the observation would take place. If an observation needs to be rescheduled, the teacher shall be notified of the date of the rescheduled observation no later than one (1) day prior to the end of the week in which the observation should have taken place, so as to accommodate lesson planning.

All monitoring or observation of the work of the teacher shall be conducted openly and with the knowledge of the teacher. The parties agree that during an observation every effort will be made to maintain the normal teaching-learning process. Unless mutually agreed upon between the teacher and the building administrator, an observation shall include assessment of the teacher’s skill and ability in the observed domains of the “Framework for Professional Practice”.

A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator

shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

As a result of this post-observation conference, identified areas of concern, together suggested ways in which the teacher is to improve, and identification of assistance to be given, may be addressed in the teacher's PGP. If an administrator believes a teacher is doing "Ineffective" or "Minimally Effective" work in any domain, the reasons shall be set forth in specific terms as well as an identification of the suggested ways in which the teacher is to improve and identification of assistance to be given. See Track III.

4. Additional Anecdotal Evidence

Additional evidence of a teacher's professional practice may be gathered, such as: informal observation(s), walk-through observations, rapport and communication with parents, and voluntary service within the school community. Additional information about Domain 4 may be collected by the teacher using the Professional Log and provided to his/her supervisor. Informal observations may be conducted, with the knowledge of the teacher, by another administrator knowledgeable of the teacher's content and/or grade level. Concerns or complaints may not be used as part of the teacher's evaluation unless they have been brought to the attention of the teacher in a timely manner, and said discussion with the teacher has been properly documented by the administrator.

5. Summative Assessment – (See Section V below.)

6. Teacher Response

A teacher who disagrees with an observation or evaluation may submit a written statement which shall be attached to all copies of the observation or evaluation. If the report contains information not previously discussed with a teacher, the teacher shall have the right to add

information to his/her personnel file. Copies of the above-mentioned records may be sent to the Association at the discretion of the teacher, and it shall be the teacher's responsibility to send said copies to the Association if he/she chooses to do so.

C. Track III –

Track III is reserved for a teacher who is in need of assistance with one or more of the components or elements of the District's "Framework for Professional Practice". This process may be initiated at any time, and is designed to deal with the improvement of professional competency. No teacher shall be placed on Track III for issues unrelated to professional performance.

Track III shall apply only to a tenured teacher, or to a teacher who has completed his/her probationary period but is not eligible for tenure.

The Track III evaluation process is for a teacher who has an observed and documented area of concern in one or more domains, as identified by the teacher and/or his/her immediate supervisor. It is comprised of two paths: the Informal Process and Improvement Plan, and the Formal Process and IDP. The Informal Process may be used to address a limited number of competency issues, such as when multiple elements throughout the domains, or one domain, have been rated as "Minimally Effective" or "Ineffective". In these circumstances, either the teacher or his/her administrator may initiate the Informal Process. The

Formal Process should be used when a teacher is rated as “Minimally Effective” or “Ineffective” in more than one domain, or on his/her year-end performance rating.

For the 2011-2012 implementation year, no teacher shall be placed on the “Track III – Formal” process solely because of a low performance rating in the Student Assessment Data portion of Domain 5.

1. Informal Process and Improvement Plan

If a teacher’s immediate supervisor determines that a concern exists with respect to a teacher’s performance, a meeting shall be scheduled with the teacher to discuss said concern, with recommendations for how the teacher may address the issue. The concern(s) shall be specific, documented, and based in the “Framework for Professional Practice”. Any recommendations for improvement shall be mutually developed by the teacher and supervisor, utilizing the “Track III Improvement Plan Form” from the “Framework for Professional Practice” to document the concern and the teacher’s progress. Copies of the Improvement Plan shall be filed with the teacher and the teacher’s immediate supervisor no more than five (5) work days following the meeting.

Unless the teacher and supervisor agree otherwise, at least two (2) formal classroom observations shall be conducted at least twenty (20) work days apart, with the first observation taking place no less than fifteen (15) work days following the development of the Improvement Plan. These observations will focus on the Improvement Plan. A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

Within forty-five (45) work days of being placed on the Informal Improvement Plan, a conference shall be scheduled between the teacher and supervisor to review the teacher’s progress in addressing the Informal Improvement Plan. If the teacher has made satisfactory progress, the teacher will be moved back to Track II.

If the teacher has failed to make satisfactory progress, resulting in the teacher being placed on the Formal Improvement Plan, the teacher shall be notified in writing five (5) work days prior to the conference. The conference shall focus on the content of the IDP. The teacher may have an Association Representative present during the conference.

A teacher may be placed on the Informal Improvement Plan within forty-five (45) calendar days of the end of the school year. However, if such a teacher does not make sufficient progress before the close of the school year, the Informal Improvement Plan may continue with the next school year.

2. Formal Process and IDP

In addition to other reasons outlined above, a teacher shall be placed on the “Track III – Formal” evaluation process because of, but not limited to:

- a. The teacher received an overall performance rating of “Ineffective” or “Minimally Effective” on his/her most recent year-end performance evaluation.
- b. The teacher failed to demonstrate satisfactory progress while on the “Track III – Informal” process.
- c. The teacher has demonstrated substantial competency issue(s).
- d. The teacher chooses this process to resolve one or more issues of concern.

Tenured teachers on the “Track III – Formal” evaluation process (Plan of Assistance) do not have transfer rights to move from their buildings during the period of time that they are on an IDP (Plan of Assistance) except by mutual agreement of the Association and the District.

A teacher rated as “Ineffective” on his/her Annual Performance Evaluation may request an evaluation review by the Superintendent within twenty (20) days of receipt of the rating. A teacher rated as Ineffective must have no less than ninety (90) student days to make adequate progress towards their IDP goals. Any teacher on Track III may be removed from the “Track III – Formal” process earlier if he/she demonstrates satisfactory progress in meeting the goals of his/her IDP.

The teacher and supervisor will mutually develop an IDP for a tenured teacher on a “Track-III – Formal” plan within ten (10) work days after the identification of the areas needing improvement. Copies of all IDPs shall be filed with the teacher, the teacher’s immediate supervisor, and Human Resources no more than five (5) work days following the conference. See the “Framework for Professional Practice” for further details regarding the IDP process and procedures.

The teacher on Track III, Formal may request the presence of an Association Representative during IDP review meetings or at a post-classroom observation conference. However, it is the teacher’s responsibility to arrange for an Association Representative. The Human Resources Department will also be represented at such meetings. The unavailability of a particular Association Representative or Human Resources shall not delay post observation conferences.

A teacher assigned to “Track III – Formal” will receive both a mid-year progress report and a final end-of-year evaluation. At least three (3) formal classroom observations shall be conducted. These observations shall be scheduled at least twenty (20) student days apart, unless mutually agreed upon in writing by the teacher and the supervisor. A post-observation conference shall be held within five (5) work days of the observation. The teacher shall bring a completed Post-Observation Reflection Form to this conference, and the administrator shall bring the completed Classroom Observation Form. The teacher and the administrator shall each retain copies of both forms.

The teacher and supervisor shall meet monthly, or more frequently, at a mutually agreed-upon time, to discuss the teacher’s progress and to mutually revise the IDP, as needed.

Written summaries of these IDP review meetings will be provided to the teacher within five (5) work days of each meeting. Both parties shall sign the summary to acknowledge its receipt. The teacher may attach a written statement or rebuttal within five (5) work days of receipt of the summary.

The final year-end (summative) evaluation report shall be submitted to Human Resources no later than May 1. The original IDP, any revisions of the IDP, and the monthly reports shall be attached to the final summative evaluation report.

IV. Self-Assessment

In conjunction with, or following the completion of, a teacher’s annual performance evaluation, the teacher shall complete a self-assessment of their professional skills and practice, utilizing the Self-Assessment Worksheet in the “Framework for Professional Practice”. This self-assessment must be completed by the end of September each year, but may be completed prior to the conclusion of the previous school year. A tenured teacher may use the self-assessment to assist in formulating his/her professional growth goals for the ensuing school year. The self-assessment worksheet shall be retained by the teacher for reference during the school year.

A non-tenured teacher in his/her first year of teaching shall not be required to do a self-assessment until at least the conclusion of his/her first year of teaching. After his/her first year, a non-tenured teacher shall share the self-assessment with his/her immediate supervisor as they mutually develop new goals for the teacher's Individualized Development Plan (IDP) for the ensuing school year. For a teacher on "Track III – Formal" process, there is no self-assessment until the issue(s) is(are) resolved.

If a teacher is placed on Track III, the Plan is to be developed by the Administrator in consultation with the teacher. Subsequent observations and evaluations must address the teachers' progress toward the goals of the Plan of Assistance.

Prior to a recommendation being made to the Board that a teacher's services be terminated for unacceptable teaching performance, the following procedure must have been implemented:

1. The Administration shall provide a Plan of Assistance which includes the following:
 - a. Full description of each deficiency;
 - b. Specific steps for remedying each deficiency;
 - c. Adequate assistance for achieving improvement;
 - d. Clear timelines for assistance and improvement;
 - e. Upon expiration of timelines, an evaluation to determined success of Plan of Assistance.
2. If improvements required have been substantially achieved, no further action will be taken.

See the "Framework for Professional Practice" for further details regarding the Self-Assessment process and procedures.

V. Summative Evaluation

A. Written Assessment

A written performance evaluation for all teachers shall be completed in accordance with the following timelines:

Tenure Status	Frequency	Deadline
Track I (Probationary)	Semi-annual (requires IDP)	No later than the end of five (5) months from start date for mid-year, and no later than May 1 for end-of-year (or no later than 150 work days following start date).
Track II (Tenured)	Annual	May 1 (end-of-year)
Track III (Informal)	Not more than 45 days from start of informal improvement plan	
Track III (Formal) Assumes full-year process	Semi-annual (requires IDP)	December 10 (mid-year) and May 1 (end-of-year)

B. Student Achievement Data

A teacher will select at least two (2) assessments applicable to the teacher's assignment, from a District-approved list of assessments (see 2011-2012 KPS Student Assessment Chart) – to be used as evidence of student growth in the Student Growth Profile portion of Domain 5. The assessments are grouped into the following categories:

Category 1 – national, state, or local assessments.

Category 2 – other objective criteria – may be teacher developed, or another assessment.

At least one of the assessments must be selected from Category 1. These selections must be mutually agreed upon by the teacher and his/her administrator, concurrent with the development of the teacher's IDP or PGP, by October 1. For 2011-2012 PLAS schools, the MEAP must be one of the Category 1 selections.

For the purpose of evaluating "student growth", one or more of the following criteria may be used, depending on the assessment instrument selected:

- 1) An increase in achievement for a student – or an identified grouping of students – between any two points in time, on a particular measure (mostly applicable to Category 1 assessments).
- 2) An increase in the number or percentage of students attaining a certain benchmark on a particular measure (mostly applicable to Category 1 assessments).
- 3) An increase in the aggregated average score for a group of students on a particular measure (applicable to assessments from either category).

A teacher's ratings in individual components of the five domains, including ratings based on student achievement from the Student Growth Profile of Domain 5, will be tabulated in a matrix (see the 2011-2012 KPS Teacher Evaluation Matrix) for determination of the teacher's overall performance rating. The final performance rating will be based on the weighted average of the domains (as established in Section I of this Article) and the following rating intervals:

<u>Weighted Average</u>	<u>Performance Rating</u>
0.0 to 0.70	Ineffective
0.71 to 1.65	Minimally Effective
1.66 to 2.60	Effective
2.61 to 3.0	Highly Effective

During 2011-2012, Domain 5 shall be assigned a weight of twenty-five percent (25%). Thereafter, Domain 5 shall be weighted as required by law, and the other domains shall be adjusted accordingly, by mutual consent.

VI. Personnel Committee Review

In the event a recommendation is to be made to the Board of Education that a probationary teacher be terminated or denied tenure, prior to such recommendation being forwarded to the Board, the District shall provide such teacher a hearing before the Personnel Committee of the Board of Education.

In the event the Personnel Committee agrees that such termination of services or denial of tenure is without just cause, such recommendation for termination of services or denial of tenure shall not be acted upon by the Board of Education.

In the event a probationary teacher, or a tenured teacher being recommended for termination, is not continued in employment, the District will advise the teacher of the reasons therefore in writing.

VII. Freedom of Information Act

The teacher will promptly be advised by the District's Human Resources Department that the teacher's evaluation(s) have been requested. The only part of the evaluation to be voluntarily

promulgated pursuant to the Freedom of Information Act will be that portion which complies with the law and the request.

VIII. Implementation/Revision Provisions

For the 2011-2012 school year, all teachers and administrators shall receive a copy of the Charlotte Danielson Enhancing Professional Practice and training in the District's "Framework for Professional Practice and Teacher Evaluation Process". In addition, each worksite will be provided multiple copies of Danielson's Teacher Evaluation to Enhance Professional Practice and Robert Marzano's The Art and Science of Teaching. New teacher orientation will include an introduction to teacher evaluation.

It is expected that whenever possible, The Framework will be referenced when professional conversations take place; during grade level/department meetings, building professional development, staff meetings, and other professional conversations.

Concerns or correspondence regarding the evaluation system will be heard through the Contract Review Committee as a standing agenda item for the 2011-2012 school year. Concerns that cannot be resolved through the Contract Review Committee will be referred to an Evaluation Committee that will meet in December and again in April. The committee will be comprised of two (2) KEA members along with the KEA President and Uniserv Director. The District will be represented by an equal number of members, including the Assistant Superintendent of Human Resources and three (3) additional representatives.

APPENDIX E

Student Assessment Chart

KPS
Kalamazoo Public Schools

Every child, every opportunity, every time!

Kalamazoo Public Schools

2011-2012 Student Assessment Chart (SAC)

A teacher will select at least two (2) assessments from the SAC to include within the student achievement data portion of Domain 5 Student Growth Profile. At least one of the assessments must be selected from Category 1. These selections must be mutually agreed upon by the teacher and his/her administrator, concurrent with the development of the teacher's IDP or PGP October 1. For the 2011-2012 PLAS schools, the MEAP or MME shall be one of the Category 1 assessments.

Category 1: State, national or local assessments. Recommended growth expectation is 1 year.

Elementary (Grades K-5/6)	Secondary (Grades 6/7-8/9)	Secondary (Grades 9/10/12)
MEAP (3/4) – Reading, Math 4 – Writing 5 – Reading, Math, Science	MEAP 6 – Reading, Math, Social Studies 7 – Reading, Math, Writing	MEAP - (9) – Social Studies
ELPA – (K-5)	ELPA – (6 – 8)	MME – (11th)
NAEP	NAEP	ELPA - (9-12)
ITBS/Logramos/Gates – Spring	METS (8)	NAEP
COGAT – Fall (2)	Explore (Spring 7th)	PLAN (Spring 9th)
Benchmark Assessments Fall (K-6)	Scantron Performance Fall/Winter/ Spring (6th-8th)	Scantron Performance (9) Fall/Spring/Winter Reading, Mathematics
DIBELS NEXT (K-5) Fall/Spring – All students Winter-4/5 Intensive & Strategic	Common Assessments	Common Assessments
Scantron Performance – Fall/Winter/Spring (3-5) Reading, Mathematics		
Common Assessments		

Category 2: Other criterion-referenced assessments - may be teacher developed, or another assessment. Examples are:

Performance Based Assessments
 Growth Portfolios
 Student Performance/Project Based
 Art Exhibition/Band Performances
 IEP Goals

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GUIDE FOR APPLICATION OF THE STUDENT ASSESSMENT CHART (SAC)

POSITION	LINKS	DATA OF EVALUATIONS		
Special Education Teacher				
Elementary	•Link special education teachers/student in eSchool	•PEEP – Performance Assessment •K-2 nd DIBELS, ITBS •3 rd -5 th – DIBELS, ITBS, MEAP Reading and Math		
Middle	•Link special education teachers/students in eSchool	•Scantron Performance Test •MEAP		
High	•10 th -12 th Link special education teachers/students in eSchool •Freshman Academy (9 th) – link to teams/students	•9 th -12 th Scantron Performance Test •9 th -Social Studies MEAP •11 th -MM		
Ancillary				
Speech, Psychologists Social workers, TC's, Homebound Librarians Information Literacy Specialist Placement Specialist (KAMSC) Director of Student Research (KAMSC)	•Link to building special education data at the district level	•Brigance Inventory of Early Development (Speech Only) •PEEP – Performance Assessment •K-2 nd – DIBELS, ITBS •3 rd -5 th – DIBELS, ITBS, MEAP Reading and Math •9 th -12 th – Scantron Performance Test •9 th – Social Studies MEAP •11 th - MME		
Bilingual Itinerant Teachers			•Link to all bilingual students served in each building	
Nurse, OT's, PT's			•Nurse, OT's/PT's-Exempt	
Academically Talented (AT)			•Link to all AT students	•Performance Assessment •MEAP Reading and Math
Electives and/or Specials				
Elementary	•Link to all students on class roster	•2 nd – DIBELS,, ITBS •3 rd -5 th – DIBELS, ITBS, MEAP Reading and Math		
Middle	•Link to all students on class roster	•Scantron Performance test •MEAP		
High	•Link to all students on class roster	•9 th -12 th – Scantron Performance Test •9 th – Social Studies MEAP •11 th – MME		
Prekindergarten Early Childhood Education Program (PEEP)	•Link to all students on class roster	•Phonological Awareness Literacy Screening (PALS)		
Early Childhood	•Link to all students on class roster	•Brigance Inventory of Early Development		
Special Education (ECSE)	•Link to all students on class roster	•The Carolina Curriculum Assessment		
Title I Teachers/Coaches (Buildings)	•Link to all students in content area in the building	•PEEP – Performance Assessment, 2 nd DIBELS, ITBS •K-2 nd – DIBELS, ITBS •3 rd – 5 th – DIBELS, ITBS, MEAP Reading and Math		
Title I Teachers/Coaches (District)	•Link to all students in content area in the district	•PEEP – Performance Assessment, 2 nd DIBELS, ITBS •K-2 nd – DIBELS, ITBS •3 rd – 5 th – DIBELS, ITBS, MEAP Reading and Math		
Counselors	•Link to building, department, or grade level data	•Scantron Performance Test MEAP, MME, Explore		

2013-14 KPS District Evaluation Matrix - PLAS Schools

School:

Date:

Teacher

Domain/Component	Goal	Source	Self-Reflection	Evaluator Comments	Component Score	Domain Average	Domain Weight		
Domain One - Planning and Preparation									
1A	Demonstrating Knowledge of Content	---			---	#DIV/0!	20.0%		
1B	Demonstrating Knowledge of Students	---			---				
1C	Setting Instructional Outcomes	---			---				
1D	Demonstrating Knowledge of Resources	---			---				
1E	Designing Coherent Instruction	---			---				
1F	Designing Student Assessments	---			---				
1G	Utilizing Technology	---			---				
Domain Two - The Classroom Environment									
2A	Creating an Environment of Respect and Rapport	---			---	#DIV/0!	20.0%		
2B	Establishing a Culture for Learning	---			---				
2C	Managing Classroom Procedures	---			---				
2D	Managing Student Behavior	---			---				
2E	Organizing Physical Space	---			---				
2F	Incorporating Technology into the Environment	---			---				
Domain Three - Instruction									
3A	Communicating with Students	---			---	#DIV/0!	20.0%		
3B	Using Questioning and Discussion Techniques	---			---				
3C	Engaging Students in Learning	---			---				
3D	Using Assessments in Instruction	---			---				
3E	Demonstrating Flexibility and Responsiveness	---			---				
3F	Providing Instruction in and through Technology	---			---				
Domain Four - Professional Responsibilities									
4A	Reflecting on Teaching	---			---	#DIV/0!	15.0%		
4B	Maintaining Accurate Records	---			---				
4C	Communicating with Families	---			---				
4D	Participating in a Professional Community	---			---				
4E	Growing and Developing Professionally	---			---				
4F	Showing Professionalism	---			---				
Domain Five - Student Growth									
5A	System to determine student strengths and weaknesses	---			1	1.2000	10.0%		
5B	Established baseline for learning	---			---				
5C	Pre- and post-assessments	---			2				
5D	Recorded student progress used for pacing instruction	---			---				
5E	Desired results for student learning clearly defined	---			1				
5F	Assessment and in-class questioning techniques address various learning styles and higher ordering thinking level	---			0				
5G	Teacher analyzes, interprets and reflects on student growth	---			2				
5H	Student Growth Profile	Goal	Source	Proficiency Target	Growth Target	Rating (0-3)			
SSP1	Category 1 Measures	Individual	PerfSeries - GLE Reading	fg rh d	15	1	1.6667	15.0%	
SSP2	Category 1 Measures	Schoolwide	MEAP			2			
SSP3	Category 2 Measures	Team/Dept.	Growth Portfolio			2			
SSP4	Additional Measures					---			
SSP5	Additional Measures					---			
SSP6	Additional Measures					---			
						Overall Rating	#DIV/0!	Domain 5 Rating	1.4800
Effectiveness Rating - Based on Overall Rating		Ineffective (0)	Min. Effective (1)	Effective (2)	Highly Effective (3)				
		0.0 - 0.70	0.71 - 1.65	1.66 - 2.60	2.61 - 3.00	#DIV/0!	Minimally Effective		

* Fields for which a score is not selected are not included in calculations

** Use Pull-down menus for Growth Profile Source selection

_____ Teacher Signature

The teacher's signature on this form indicates that the teacher has seen this document. It does not necessarily indicate that the teacher agrees with the assessment. The teacher understands that he/she has the right to respond in writing to the statements and judgments and the comments will be attached to the form in the teacher's file in the Human Resources Department.

_____ Principal Signature