



## **Redesign Plan**

Michigan Technical Academy Elementary

Michigan Technical Academy

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# 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?**

Michigan Technical Academy Elementary is located on Detroit's northwest side between 7 Mile Road and 8 Mile Road near Southfield Freeway. It serves about 575 students in kindergarten through 4th grade and about 45 preschool students through Great Start Readiness Program funding. The school began 2013-14 with a waiting list at several grades and is effectively at planned capacity.

The Academy began its use of the building in 2002, leasing the location from the Archdiocese following the closure of Immaculate Heart of Mary School. Over the ensuing years the building has seen several grade configurations as the Academy expanded and contracted its locations and programming. Its history is outlined below.

2002-03 - 2003-04: 5th - 8th

2004-05 - 2009-10: 3rd - 5th

2010-11 - 2011-12: 2nd - 4th

2012-13 - 2013-14: K - 4th

Nearly all of the school's students are residents of Detroit and African-American, and about 93% qualify for free or reduced meals. The area surrounding the school surely saw struggle before 2008, but the bursting of the housing bubble and resulting economic collapse devastated the neighborhoods. Ten years ago the area surrounding our Mansfield campus was relatively stable and occupied, homes were generally maintained, and abandoned houses were exceptional or in the least not obvious. Today there are hundreds of abandoned structures within a short distance of the building.

The community has a high and predictable level of transience. Student turnover is approximately 35% annually in every grade. Families come and go for myriad reasons, but for the majority the cause is consistent: economic instability. Our families do not wish to leave our school. They are by and large satisfied and want stable programming and the consistent presence of our caring staff members in their children's lives. Yet for need of shelter or work or child care or transportation, or to escape instant circumstances with bare hope of something slightly better, they are compelled to change schools. Frequently. The story is the same of those who enter our school during the year, having found themselves freshly in our neighborhood or near one of our bus stops.

Despite this, we are blessed currently with a remarkable school spirit and belief in our children's potential. The school's principal (newly arrived in January 2013) and key building leaders have instilled a sense of possibility and promise. The school's parents are prepared for and fired up for change. The school's head-scratching fall from the 20th percentile to the 3rd percentile in one year has only further galvanized our stakeholders and accelerated our reform plans.

## 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.**

### Our Purpose

To help our children have a voice and participate in making a better world.

### Our Mission

The mission of Michigan Technical Academy is to develop and challenge students to be innovative thinkers through technology-rich instruction.

### Our Vision of an MTA child

#### Social Practices

- Demonstrates compassion toward others
- When hurt by someone, does not respond with anger, fists or harmful words
- Resolves conflict with words
- Is friendly and sociable with children and adults
- Apologizes and restores when wrong
- Shares
- Appreciates and practices kindness
- Likes working and thrives in teams

#### Emotional Health

- Is generally happy and contented
- Has self-confidence
- Is comfortable speaking in front of others, known or unknown
- Respects self and others
- Is disciplined and can delay gratification
- Is flexible and does not let environment or others control him/her
- Expresses him/herself appropriately
- Gives and accepts love

#### Academic Skills, Knowledge

- Has grade level appropriate technical skills and knowledge
- Can solve problems and puzzles - thinks creatively
- Worldliness: understands where s/he is, what the rest of the world looks like
- Appreciates American and Detroit history, ongoing struggles, our place in history, and the potential promise of the future
- Can create, access, evaluate, and assemble information using technology

#### Motivation

- Wants to learn, likes the extrinsic and intrinsic rewards of learning and doing well

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- Plans to go to college and be successful

### Core Values

caring, healthy, productive relationships between all stakeholders

trustworthiness and respect and forgiveness of others

adaptability and flexibility

honesty and integrity

### Aspirational

student learning: whatever it takes

dedication

diversity - of thought, of backgrounds, of characteristics

proactivity

### What We Do

We educate children and families

## **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.**

The Academy's outcomes have not improved over the past three years. In fact, MEAP assessment scores have tended to decline or remain relatively static. With that recognized, we have seen a notable reversal of our school's climate and culture. To start 2012-13 the building was expanded from grades 2-4 to grades PreK-4, and saw considerable staff and student turnover. Then, shortly before the 2012 MEAP exams, the school's Principal unexpectedly resigned, followed in the ensuing months by the newly hired Curriculum and Instruction Director and both long-serving social workers. Student, staff and family morale was remarkably and consistently low in January 2013, when the schools new principal arrived. Since then we have worked to reverse our slide and turnaround our climate and culture.

While this critical task is never complete and always requires attention, we have made great progress and find ourselves ready for our next improvement phase: developing the instructional capacity of our teaching team. Our Big Ideas relate to curriculum and instruction, and our focus over the next three years will be on ensuring great teaching of priority standards, engaging students in learning, and using classroom assessment results to drive learning.

## **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 committed to our children and families, and to serving them better through reforming our curriculum and instruction.

# 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.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		Teacher Evaluation

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		admin eval

# **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		

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.	No	This assurance does not apply. Michigan Technical Academy's staff is not represented by a collective bargaining agreement.	

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	No	This assurance does not apply. Michigan Technical Academy's staff is not represented by a collective bargaining agreement.	

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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 document

# 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.**

Stephanie Robb, Interventionist, srobb@mtacademy.us

Jeremy Gilliam, Superintendent, jgilliam@mtacademy.us

Rachael Mazzorana, RTI Coordinator, rmazzorana@mtacademy.us

Damon Pitt, Principal, dpitt@mtacademy.us

Kathryn Price, K Teacher, kprice@mtacademy.us

Tamicka Griffin, Behavioral Specialist, tgriffin@mtacademy.us

Jenay Kightlinger-Sharp, State and Federal Programs Director, jsharp@mtacademy.us

Marvin Franklin, Wayne RESA

Catherine Gray, MSU

## 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. We will have an intense focus on data driven, high quality reading instruction which is consistently delivered across classrooms and grade levels on a daily basis.
2. We will reform our mathematics instruction to ensure it is interesting, vertically and horizontally aligned, connected to our students' lives, inquiry-based, builds deep understanding and number sense, and addresses correcting previous gaps in learning.
3. We will develop a fully articulated curriculum that prioritizes Common Core and other subject-appropriate learning standards within and across grade levels and subjects, and provide intensive, job-embedded training and development of our instructional staff.

**State what data were used to identify these ideas**

Performance Series reading and math assessments, 2011-12, 2012-13

AIMSweb reading assessment, 2011-12, 2012-13

MEAP reading and math assessments, 2011, 2012

Principal observations of teachers and classroom instruction

School support team members' observations over time and reflection

School support team discussions comparing best practices against observed practices

School support team discussions concerning vertical alignment of curriculum, curriculum support, instructional philosophy, and history of professional development opportunities and offerings.

## 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.**

1A: A new principal has been hired who meets all five turnaround competencies. The principal joined the Academy staff in January 2013.

Competency 1. Identifies and focuses on early wins and big payoffs

Following hire, it was clear to the new principal that much was wrong in the building. A cursory review found nearly everything needing attention. Focusing on high needs that would result in quick wins, the principal immediately invested considerable time monitoring and evaluating instructional practice, conducting classroom observations, having structured conversations with instructional staff, reviewing the curriculum, learning procedures and practices, developing trusting relationships with staff, and interviewing parents. As a result three changes were determined to be prerequisites to school improvement and were addressed. The school needed:

- (1) a supportive and positive staff culture,
- (2) a productive and disciplined student culture and climate, and
- (3) strong parent-student-teacher relationships and to be welcoming to families as partners.

His initial, successful work was to invest in reforming the staff culture through positive encouragement, professional and personal relationship building, formal and informal staff activities, and articulating again and again a compelling vision of the school. There was a significant payoff realized: he turned around a negative, corrosive culture in a matter of months, and every instructional staff member supported his vision.

Near the close of the 2012-13 school year, a few months after the new principal was hired, every teacher requested to return to the school in the fall.

A big payoff was realized through student culture reform as well. The principal and his team developed procedures and trained staff in their implementation, who in turn trained students. Everything was broken down for students and practiced early in the current school year, and as needed throughout: this is how we walk through the hallway, this is how we exit the cafeteria, this is how we ask to use the restroom, this is how we move within the classroom, and etc. Attention was given to the inculcation of a common language and approach in interacting with children. The principal and other team members modeled desired behaviors and practices. The building of strong relationships with students was promoted as a central objective. The product of all of this work is a building that has a vastly improved climate and safe environment, building the platform for students to take risks with their thinking. This was a necessary prerequisite to instructional improvement.

Finally, there was focus on parent and family relationships. The principal:

Spoke to hundreds of parents individually in formal, scheduled meetings and informal 'parking lot' conversations.

Organized parent events and feedback sessions.

Handed out his cell phone number at every opportunity to every parent.

Articulated a vision of the school's future and invited parents to be part of it.

Opened the school to families by reforming procedures and rules.

Challenged families to do more, and to challenge him and his staff.

As a result, parents demonstrated a belief in the school's positive environment and were supportive of changes. Increase in parent participation was evidenced by marked increase in event attendance, volunteerism, and continual expressions of support.

### Competency 2: Break organizational norms

The principal broke the following unhelpful organizational norms:

1. Staff-centered, not family-centered. Policies were in place that prohibited parents from being in the building before school and immediately after school. The implicit message was that parents were not valued partners and their presence and involvement was not important. In truth, many staff and the former leader supported these policies as it made their workday easier and more controlled. The policies were quickly dispensed with in favor of open access and a welcoming attitude.
2. Lack of honest feedback and openness. The principal shook up the building and its closed culture by being frank and honest with his observations of the program and staff members.
3. Concentrated authority. The principal rejected concentrated authority in favor of shared leadership and team responsibility. He selected grade level chairs, formed committees, and distributed responsibilities among the many capable staff in the building.

### Competency 4: Act quickly in a fast cycle

Since starting in January 2013, the principal has fundamentally changed the school's staff culture and learning climate, and created strong linkages between school and home. He also made difficult decisions at the close of the 2012-13 school year, recommending for termination six teachers, all of whom desired to continue with the Academy. He demands, from building and central office staff, a quick pace of reform, publicly and frequently calling attention to the human consequences of the school's failure to act.

### Competency 5: Galvanize staff around big ideas

While this Transition Plan is new, the "big ideas" have been central discussion points since his arrival. The school and its staff are ready to implement the big ideas:

1. We will have an intense focus on data driven, high quality reading instruction which is consistently delivered across classrooms and grade levels on a daily basis.
2. We will reform our mathematics instruction to ensure it is interesting, vertically and horizontally aligned, connected to our students' lives, inquiry-based, and builds deep understanding and number sense.
3. We develop a fully articulated curriculum that prioritizes Common Core and other subject-appropriate learning standards within and across grade levels and subjects, and provide intensive, job-embedded training and development of our instructional staff.

The principal has demonstrated clearly his capacity to galvanize, motivate and inspire staff members. Much of what has been accomplished since his hire is due largely to his ability to get staff "on the bus." The School Support Team is highly confident that the principal has the requisite skill and passion, and ability to form deep relationships with persons of diverse backgrounds, to get staff behind the big ideas and focused on responsive actions.

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.

Increasing leadership capacity is a primary objective and directly aligned with one of the Academy's "big ideas." The district will achieve this objective through all of the following initiatives:

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1. Intensive Cognitive Coaching training for key building personnel, including the Principal, Curriculum and Instruction Director, five teachers who serve as grade level leaders, and an instructional coach. Cognitive Coaching training improves the capacity of instructional leaders by teaching them to:

develop trust and rapport

develop an identity as a mediator of thinking

utilize conversation structures for planning, reflecting and problem resolving

develop teachers' autonomy and sense of community

develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence

apply four support functions: coaching, evaluating, consulting, collaborating

utilize the coaching tools of pausing, paraphrasing, and posing questions

distinguish among the five forms of feedback

use data to mediate thinking

2. Ongoing, constructive collaboration between the superintendent and principal. The superintendent will work closely with the elementary principal through the following structures:

- Not less than twice weekly meetings to review progress, ensure resources are provided, discuss emerging problems and needs, and assess plan implementation.

- Participation in a disciplined, ongoing evaluation of instructional practice and classroom assessment data (common unit assessments).

3. Leadership training and support

The district is placing an experienced leadership coach in the building throughout the year, three days per week, to provide ongoing, job-embedded training and support to the school's leadership team and instructional staff in the use of Cognitive Coaching Skills and the development of PLCs. This will ensure high levels of implementation and long term sustainability. The IEE leadership coach will work with grade level teams during their common planning time to build collaborative practices and teacher leadership. The principal will also meet with PLCs once per week.

**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.**

In 2012, the Academy adopted Charlotte Danielson's Framework for Teaching as its teacher evaluation tool, having piloted the model in the prior year. The Academy's adoption of Danielson's Framework was the end result of a collaborative process through which Academy leaders, including the superintendent, personnel director, school principals, special education director, and several teachers, investigated various well-regarded evaluation systems and made a tentative choice for piloting. During the pilot year, the leadership team distributed widely the Framework and fostered discussions with staff members about the meaning of terms and endeavored to inculcate a common language and understanding. Feedback was requested and received, and at the close of the year a consensus emerged that the model had appropriately

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high standards, clear and understandable descriptions of components and performance levels, and constituted the best description of effective teaching practice available.

The Academy considers student assessment growth data as a key component of teacher effectiveness. In the 2013-14 school year and thereafter, 50% of each teacher's evaluation will be determined by student growth data, as described below.

Kindergarten and First Grade: AIMSweb reading, DRA, mathematics and ELA common unit assessments

Second Grade: DRA, middle of year (MOY) and end of year (EOY) Performance Series math and reading assessments, mathematics and ELA common unit assessments

Third and Fourth Grade: DRA, beginning of year (BOY), MOY and EOY Performance Series math and reading assessments, mathematics and ELA common unit assessments

The school is aware that the use of assessment data for evaluation purposes results in ethical dilemmas and potential data reliability issues. Much of the data from the above sources is teacher generated. For example, the teacher is an integral part of early elementary AIMSweb and DRA testing, and the classroom assessments. The teacher is conducting the assessments and recording the results, and to varying extents applying professional judgment concerning a child's performance level. We are not so concerned with unadulterated cheating -- the Academy's teachers are ethical and professional -- but rather the real impacts of inter-rater variability and the clear incentive to shade assessment in a positive direction. Professionalism and ethics aside, we are in a position, especially in early elementary, in which we are evaluating a teacher based to a significant degree on student growth 'data' created by the teacher under evaluation. It is the teacher, for example, who counts in AIMSweb the number of phonemes pronounced or letter-sounds articulated in a minute.

Being mindful of this ethical and reliability conundrum, the Academy takes a holistic view of instructional and observational data. That is, the Academy's evaluation views both leading indicators (e.g. observations of teacher preparation, instructional design, student engagement, teacher-student relationships, instructional approach and practice, etc) and trailing indicators (e.g. standardized and classroom assessment scores) as inextricably joined. We do not expect to see the former without the latter, and vice-versa. The evaluation therefore considers both equally when assessing teacher performance.

Indicator 2B: Similar to the teacher evaluation plan, the Academy used a collaborative process to review Administrator evaluation programs. The process included affected administrators, including the principals, assistant principal, superintendent, personnel director, and special education director. In the end, the evaluation group chose to use Principal Evaluation Rubrics by Kim Marshall as a base document with modifications to fit various instructional leadership positions. The group found that that the rubrics used language compatible with Danielson's Framework and focused in on key performance metrics: Diagnosis and Planning, Priority Management and Communication, Curriculum and Data, Supervision and Professional Development, Discipline and Parent Involvement, and Management and External Relations. Similar to teacher evaluations, student assessment data constitutes 50% of the evaluation program.

**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.**

**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**

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### criteria based on the teacher evaluation system.

Indicator 3A: The school will use the following strategies to identify and reward school leaders, teachers and other staff who have increased student achievement.

#### GENERAL EDUCATION, PRIMARY CLASSROOM TEACHERS, AND SPECIAL EDUCATION TEACHERS

Academy teachers who meet the criteria described below, during a school year will receive the following benefits:

1. Increased annual compensation the following year equal to 10% of the teacher's scaled salary. This bonus compensation will be paid over the 24 regular pay periods but will not be considered an increase in the base salary.
2. \$300 in conference and travel reimbursement the following year for professional development, and up to two days release time for this purpose (reimbursement amount is \$500 if PD is taken on non-school days). This is a one-time benefit payable only in the year following the achievement.

Academy teachers who meet the criteria for two consecutive years will be promoted to a new position classification, lead teacher, which will provide the teacher with the following benefits:

1. Increased annual compensation the following year equal to 20% of the teacher's scale salary. This shall be considered an increase in the base salary and, as such, permanent.
2. \$300 in conference and travel reimbursement the following year for professional development, and up to two days release time for this purpose (reimbursement amount is \$500 if PD is taken on non-school days). This shall be a permanent benefit.

Lead teachers shall have the following added obligations:

1. In cooperation with grade level chair (or special services director), acclimate, mentor, and guide new team members.
2. Participate fully in the hiring process for and assist in the selection of new team members.
3. Assist the principal and curriculum director in evaluating effectiveness of team members' implementation of instructional program and key practices, and assisting in improvement efforts.

Criteria to be met includes the following:

- I. The achievement of individual growth goals by 85% of assigned students. Assigned students include all students in a teacher's classroom and all students on a special education caseload. Individual growth goals shall be developed and agreed to by October 1 of each year, and may use the following measures as appropriate to a child.\*\*

K: AIMSweb, DRA, authentic assessment goal agreed to by principal and teacher (e.g. an advanced K student's goal might be: Student shall read a typical kindergarten passage with fluency, as measured by a achieving a "3" or a "4" on the following rubric...").

- 1: AIMSweb, DRA, authentic assessment, compiled post-unit assessment results showing mastery of Priority Standards in ELA and mathematics.
- 2: DRA, authentic assessment, compiled post-unit assessment results showing mastery of Priority Standards in ELA and mathematics.
- 3: Performance Series by Scantron, summative Smarter Balanced assessments, authentic assessment, compiled post-unit assessment results showing mastery of Priority Standards in ELA and mathematics.
- 4: Performance Series by Scantron, summative Smarter Balanced assessments, authentic assessment, compiled post-unit assessment results showing mastery of Priority Standards in ELA and mathematics.

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\*\*Assessments and measures included in an IEP may be utilized.

II. Achievement of "Highly Effective" or "Effective" in each evaluated component (minimum three) of the annual teacher evaluation.

III. Based on evaluation observations and documented walkthroughs, the teacher has "Fully Implemented" the key instructional components of the Transformation Plan, which are as follow.\*\*

Cooperative Learning. "Fully Implemented" means the teacher has successfully completed Academy-provided training, and cooperative learning is being successfully practiced daily with fidelity.

Differentiation. "Fully implemented" means the teacher successfully differentiates content, learning processes, work product/outcomes, and the learning environment based on formative and interim assessment data.

Technology. "Fully implemented" means that the teacher leads students to use regularly technology at the Modification or Redefinition stages within the classroom.

Data driven instruction. "Fully Implemented" means the teacher regularly uses summative and formative assessment data to chart progress, plan instruction including re-teaching, and develop supports in future units for students who have not mastered necessary skills and concepts.

Guided reading. "Fully Implemented" means the teacher implements smartly constructed, teacher-led reading groups meeting every school day, coupled with engaging, learning-rich, rigorous literacy centers and activities, regular reading level assessment and facilitation of book selection, running records/charting of individual student progress, effective student instruction in literacy center procedures and practices, and center programming design and assessment.

Focused Instructional Model (FIM). "Fully Implemented" means FIM is successfully implemented each day to focus instruction around key priority standards throughout the year.

\*\*These may be adjusted in writing for a special education teacher as appropriate.

### SCHOOL LEADER -- PRINCIPAL AND CURRICULUM DIRECTOR

School leaders who meet the criteria described below, during a school year will receive the following benefits:

1. Increased annual compensation the following year equal to 10% of the leader's salary. This bonus compensation will be paid over the 24 regular pay periods but will not be considered an increase in the base salary.
2. \$300 in conference and travel reimbursement the following year for professional development, and up to two days release time for this purpose (reimbursement amount is \$500 if PD is taken on non-school days). This is a one-time benefit payable only in the year following the achievement.

Criteria for above benefits: The teacher identification and reward system requires 85% of a teacher's students to reach their growth goals. The school leader's criteria is for 85% of his/her teachers to meet this objective.

School leaders who meet the criteria described below will receive the following benefits:

1. Increased annual compensation the following year equal to 10% of the leader's scale salary. This shall be considered an increase in the base salary and, as such, permanent.
2. \$300 in conference and travel reimbursement the following year for professional development, and up to two days release time for this

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purpose (reimbursement amount is \$500 if PD is taken on non-school days). This shall be a permanent benefit.

Criteria for above benefits: 75% of the building's eligible (i.e. have been with the school at least two years) teachers reach Lead Teacher status within two years of July 1, 2014.

Indicator 3B: 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.

### TEACHERS

Teachers who (1) do not meet the student assessment growth objective AND are (2) evaluated as "Ineffective" or "Minimally Effective" on one or more evaluation components, OR (3) receive ratings of "Partially Implemented" or "Not Implemented" for more than one of the key instructional components, shall be provided opportunities for improvement of professional practice as part of a written improvement plan developed and executed by the principal and/or curriculum director, personnel director, grade level chair, and teacher. The improvement plan shall describe the obligations of the school leaders, grade level teacher, district, and teacher, and include a description of any available training and coaching. Supports shall include intensive, job-embedded coaching and mentoring beginning with the two weeks prior to the start of the subsequent school year and continuing throughout the year on a "shape and fade" approach. That is, the coach will provide intensive service in the period preceding the school year and throughout the first several weeks, ensuring the classroom is properly organized, procedures are taught and learned, thoughtful instruction is well-planned and implemented, effective classroom management is practiced, transitions are smooth, rigor is evident, assessment is completed and the data informs subsequent instruction, and etcetera. Following an effective start, coaching will be scaled back as appropriate, based on teacher efficacy. The improvement plan will be developed and monitored by the principal and personnel director. Notwithstanding the above, the Academy and its personnel services company reserve the right and full and exclusive discretion to proceed directly to termination or reassign an ineffective teacher at any time.

There shall be by policy a rebuttable presumption that teachers who are subject to a development plan and who fail to meet the above criteria the following year shall be terminated. The Academy reasons that if after two years a teacher's students are not meeting the growth objectives (trailing indicators of effectiveness) AND has failed to implement EITHER an "Effective" standard of professional practice pursuant to its evaluation system, OR implemented key instructional initiatives (both leading indicators), termination is a regrettable but necessary response.

### SCHOOL LEADER

A school leader who does not meet one of the below criteria will be put on an improvement plan for the following year. There shall be a rebuttable presumption that a school leader's failure to meet one of the criteria two consecutive years will result in termination.

1. 85% of the school leader's teachers meeting their 85% goal attainment objective, or 72% of all K-4 students meeting their goal attainment (a trailing indicator).
2. 50% of the building's eligible teachers reaching Lead Teacher status within two years of July 1, 2014.

**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**

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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 Michigan Technical Academy will increase problem solving skills.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency with problem solving in Mathematics by 06/20/2014 as measured by district assessments and statewide assessments according to grade level. .

### Strategy1:

Center Based Instruction - Teachers will administer assessments based on the math skill being taught. They will then analyze the results and group students accordingly. This is an ongoing process throughout the year.

Research Cited: According to Cohen, 1994; Johnson & Johnson, 1989; and Slavin, 1995; students have a significantly greater achievement in cooperative learning groups than in traditional whole group instruction. Students critical thinking is stimulated and students clarify ideas through discussion and debate.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
...	Technology	09/16/2013	06/20/2014	\$0 - No Funding Required	All instructional staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on how to use iPads as well as intergrating iPads into the daily classroom curriculum.	Professional Learning	09/16/2013	06/20/2014	\$0 - General Fund	All staff

### Strategy2:

Writing to learn - Writing to learn helps to improve students' thinking, deepen their comprehension of content, and is an effective way for teachers to assess individual students understanding of concepts, vocabulary and algorithms.

Research Cited: Research suggests (Graham & Hebert, 2010) that asking students to write regularly about the mathematical concepts has a significant and positive influence on student understanding. According to Douglas Reeves (2002) writing is "the skill most directly related to improve scores in reading, social studies, science and mathematics." Moreover, Reeves reminds us that writing brings engagement, interest and fun to the classroom.

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Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on how to use iPads as well as intergrating iPads into the daily classroom curriculum.	Professional Learning	09/16/2013	06/20/2014	\$0 - No Funding Required	All staff

### Goal 2:

All students at Michigan Technical Academy will increase their reading comprehension skills.

### Measurable Objective 1:

75% of All Students will demonstrate a proficiency in comprehension skills in Reading by 06/20/2014 as measured by district and statewide assessments. .

### Strategy1:

Write to learn - Writing to learn helps to improve students' thinking, deepen their comprehension of content, and is an effective way for teachers to assess individual students understanding of concepts, vocabulary and is another form of formative assessment for teachers. Research Cited: Research suggests (Graham & Hebert, 2010) that asking students to write regularly about the mathematical concepts has a significant and positive influence on student understanding. According to Douglas Reeves (2002) writing is "the skill most directly related to improve scores in reading, social studies, science and mathematics." Moreover, Reeves reminds us that writing brings engagement, interest and fun to the classroom.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on research based writing strategies.	Professional Learning	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

### Narrative:

Michigan Technical Academy elementary has developed a comprehensive plan to improve school leadership and teacher effectiveness in pursuit of all three of its Big Ideas:

1. We will have an intense focus on data driven, high quality reading instruction which is consistently delivered across classrooms and grade levels on a daily basis.
2. We will reform our mathematics instruction to ensure it is interesting, vertically and horizontally aligned, connected to our students' lives, inquiry-based, and builds deep understanding and number sense.
3. We develop a fully articulated curriculum that prioritizes Common Core and other subject-appropriate learning standards within and across grade levels and subjects, and provide intensive, job-embedded training and development of our instructional staff.

The plan provides for 8 days of professional development, a Leadership Coach, a Literacy Coach and a Numeracy Coach working with MTA for a total of 360 days. The Literacy Coach will focus professional learning on guided reading and the "big 5" in reading instruction: alphabetic principle, phonemic awareness, comprehension, fluency with text, and vocabulary, with the expectation of full implementation by all teachers within the 90 minute reading block. The Numeracy coach will focus on the Focused Instruction Model (FIM, described within this Plan), differentiation, and teaching grade level content while building deficient skills.

Additionally, key staff at MTA will receive training in Cognitive Coaching to ensure sustainability of the new learning. The plan provides continuous professional learning opportunities which are high quality and job embedded. The proposed plan provides for multiple days of professional development during which teachers receive direct instruction on topics which will improve their instructional knowledge and skills in reading instruction specifically in fluency and comprehension and mathematical computation and practices. Further, the training will be followed by instructional coaching. The coaching ensures fidelity of implementation of the new learning. Coaches work in classrooms directly with individual teachers to provide specific feedback and support based on the individual needs of the teacher. This provides a differentiated approach to professional development for each teacher. These elements represent high quality professional development. The professional development is job-embedded. Coaches work with teachers to analyze not only what was taught but also what was learned. Coaches help teachers analyze individual student data to better understand the success of their instruction and to plan for upcoming lessons. The professional development is embedded with the instructional program and focuses on improving teaching in reading and math, and instructional leadership capacity.

MTA will monitor the impact of the professional learning and instructional practices on an ongoing basis. Performance Series data will be collected and analyzed three times a year. Teachers will progress monitor student understanding of math content on a bi-weekly basis. In addition, teacher reflections and evaluations will be collected and analyzed regularly. Fidelity of implementation will be closely monitored.

All MTA students and staff have iPads, introduced in September 2013. iPads will be used by students throughout the program and in support of the Big Ideas. For example, MTA students tend not to have adequate reading resources at home. iPads can be loaded with leveled reading materials that suit student interest. Many MTA students struggle with reading comprehension. iPads can be used for comprehension checks through various applications, including several that require the student to record their oral retelling of a book or a passage from same. Other applications require students to record themselves reading, permitting the teacher access to the recording for later analysis. Math applications provide visual reinforcement of math concepts along with traditional practice programs.

A school's provision of technology accomplishes little, as the historical record of the past few decades in education evidences. Technology makes a substantive difference only when it is paired with ongoing, job-embedded instructional support and professional development. Toward that end, the Academy will provide a full-time instructional technology coach who is an experienced, certified teacher, to provide one-on-one, small group, and full staff training and coaching to instructional staff.

The Academy uses the SAMR model to frame its efforts with respect to technology adoption in an education setting. The SAMR model sees adoption as a progression beginning with low-level substitution (using technology to perform the same task), then augmentation (technology used for some functional benefit involving common tasks), modification (technology begins to enhance and transform instruction and the classroom), and redefinition (technology is used for learning activities that were previously not possible). The professional coaching and training is intended to support teachers and classrooms as they work through the several stages toward the use of technology for higher order activities.

**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.**

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Michigan Technical Academy will implement a hiring strategy that recruits diverse staff that possesses the necessary skills to meet our student needs. After it has been determined a staffing need exists, the district will aggressively recruit teachers who exhibit the ability to establish relationships with students and parents; that hold the capacity to instruct our varying students' overall achievement levels; and our truly vested in making a difference/having an impact in our students' educational outcomes.

This will be accomplished through an intensive interview process that begins with an interview with the principal. From there, the applicants will meet with representatives from the grade level team. Following this stage, the principal and grade level team will observe the candidate in a classroom setting and teaching a lesson. The candidate, principal and grade level team will then evaluate the lesson together, identifying strengths and weaknesses and opportunities for growth. The process will be collaborative and consensus-driven.

The Academy has not had high rates of turnover due to teacher resignation in the past few years. Unfortunately, the lack of accountability and aversion to the labor of teacher recruitment permitted the retention of mediocre performers, who under the former system were treated and rewarded the same as higher performing teachers. June 2013 saw the separation of these low performing teachers from the Academy.

Future retention will be driven by (1) the continued implementation of competitive, scaled teacher salaries and benefits that rewards length of service (ongoing), (2) high level school leadership that motivates, challenges, and fosters a sense of team (new to this school), (3) the building of professional capacity through intensive, ongoing, job-embedded professional development as described in this plan (new), and (4) honoring and rewarding our best performers, including through the reward incentives outlined in section 3 (new). In sum, we will recruit and reward talented teachers who are committed to serving our community and who accept real accountability, build their skills and sense of self-efficacy, build and maintain a team-oriented, invested culture, and reward those whose practice and outcomes are exemplary.

As discussed in Section 3, teachers and leaders who fail to meet the outlined expectations, which require either achievement of satisfactory student outcomes (trailing indicators) or clear, evaluated evidence of high-quality teaching practice (leading indicators), will not be retained.

## 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 Michigan Technical Academy will increase problem solving skills.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency with problem solving in Mathematics by 06/20/2014 as measured by district assessments and statewide assessments according to grade level. .

**Strategy1:**

Center Based Instruction - Teachers will administer assessments based on the math skill being taught. They will then analyze the results and group students accordingly. This is an ongoing process throughout the year.

Research Cited: According to Cohen, 1994; Johnson & Johnson, 1989; and Slavin, 1995; students have a significantly greater achievement in cooperative learning groups than in traditional whole group instruction. Students critical thinking is stimulated and students clarify ideas through discussion and debate.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on how to use iPads as well as intergrating iPads into the daily classroom curriculum.	Professional Learning	09/16/2013	06/20/2014	\$0 - General Fund	All staff

Activity - Use Flash Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in pairs to memorize and use appropriate terminology to master math concepts.	Academic Support Program	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
...	Technology	09/16/2013	06/20/2014	\$0 - No Funding Required	All instructional staff

Activity - Jigsaw	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign each team a math concept. Each group will complete their own part and then present their findings to the members of the class. As a class all pieces will come together to create one common understanding.	Academic Support Program	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

### Strategy2:

Writing to learn - Writing to learn helps to improve students' thinking, deepen their comprehension of content, and is an effective way for teachers to assess individual students understanding of concepts, vocabulary and algorithms.

Research Cited: Research suggests (Graham & Hebert, 2010) that asking students to write regularly about the mathematical concepts has a significant and positive influence on student understanding. According to Douglas Reeves (2002) writing is "the skill most directly related to improve scores in reading, social studies, science and mathematics." Moreover, Reeves reminds us that writing brings engagement, interest and fun to the classroom.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom technology to share written responses and participate in project based learning activities.	Technology	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

Activity - Think-Pair- Share	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will ask an open ended question, students will take 1-3 minutes to think about their response and write it in their math journal, share with their partner and discuss whole group.	Academic Support Program	09/16/2013	06/20/2014	\$0 - No Funding Required	All instructional staff

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on how to use iPads as well as intergrating iPads into the daily classroom curriculum.	Professional Learning	09/16/2013	06/20/2014	\$0 - No Funding Required	All staff

### Goal 2:

All students at Michigan Technical Academy will be proficient in utilizing technology.

### Measurable Objective 1:

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70% of All Students will demonstrate a proficiency by increasing 1 level in overall exam score in research/information fluency, critical thinking, problem solving and decision making. in Career & Technical by 06/19/2014 as measured by the Learning.com 21st Century Skills Assessment.

### Strategy1:

Full Technology Integration - Technology Specialist will work along side the teacher to provide daily lessons enriched with technology resources such as project based learning ideas and classroom apps.

Research Cited: Using Technology to Personalize Learning and Assess Students in Real Time, Darrell M. West Brookings Institution 2011

Activity - 1:1 Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The iPads will be utilized in all classrooms and by all students. Common core standards will be partnered with technology resources, activities and apps to provide hands-on, real world learning opportunities for our students.	Direct Instruction	07/01/2013	06/30/2014	\$220000 - Title I Part A	All Instructional staff, Rashida Stephens, Damon Pitt

### Narrative:

The Support Team engaged in collaborative, critical discussions about the Academy's elementary instructional program. The team reviewed recent and historical MEAP results disaggregated by:

- grade level and subject,
- sex,
- cohort,
- teacher
- special education status, and
- prior year performance level.

It is noted that nearly all of the Academy's students are economically disadvantaged and African-American, so no subgroup analysis was necessary. The team looked at both achievement and performance level change. Performance Series and AIMSweb reading data was analyzed and considered. The data analysis resulted in the following findings:

Performance in tested subjects:

- was low in recent years,
- was with few exceptions declining or holding relatively steady,
- was not considerably different between teachers, and any notable differences were not consistent across years or were attributed to random variation,
- did not vary by gender, and
- was not seen to be associated with time spent as an Academy student, meaning that few statistically significant performance differences were found between newly arrived students and those who were students at the Academy for two or more or three or more years.

In addition to the data analysis, the team engaged in honest discussions about the instructional program. Each of the members of the team had a deep understanding our historical and current practices within and across grade levels and was in a position to offer critical constructive feedback. Conclusions were as follow:

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1. The Academy's reading program was incoherent, inconsistent, and vertically unaligned. Practices and approaches varied by teacher but especially by grade level, with some adhering to a basal reader program while others followed a guided reading philosophy with the basal reader as a supplement. Teachers were relatively free to choose their approach with little curricular oversight. While never especially strong, it was noted that performance had declined following the adoption and purchase of a basal reader series. The team conjectured that too little training in its proper use in an at-risk classroom, in which most students are behind grade level expectations, may have contributed, as it had the unanticipated effect of diminishing research-supported practices such as guided reading, literacy centers, and small group instruction.
2. The Academy's math programming was uninspired. Effective differentiation was not practiced despite pervasive low achievement. Quality curricular support and instructional coaching were not provided. Math instruction was dominated by teacher board work followed by individual student worksheet/workbook work. Deep understanding and number sense was not inculcated. Students did not 'play' with numbers. Math was taught as procedural without sufficient attention to meaning and application.
3. The elementary program did not have a common instructional philosophy and approach. The variation found in the reading program was evident in other subjects as well. While granting teachers room to apply judgment and make instructional decisions was considered to be positive, the team recognized the limited experience level of its teachers. While there is variation, most teachers are in their first few years of teaching and early in their development. The delegation of considerable authority for most was unwarranted and counterproductive.
4. What veteran teachers the building had were still in their first 5-10 years of teaching, and for most their experience was limited to the Academy, which regrettably had not invested effectively in their development. A school with a more systematic approach to development would have found itself with a core of highly prepared, expert teachers.

The data analysis and program review discussions resulted in the three Big Ideas.

1. We will have an intense focus on data driven, high quality reading instruction which is consistently delivered across classrooms and grade levels on a daily basis.
2. We will reform our mathematics instruction to ensure it is interesting, vertically and horizontally aligned, connected to our students' lives, inquiry-based, and builds deep understanding and number sense.
3. We will develop a fully articulated curriculum that prioritizes Common Core and other subject-appropriate learning standards within and across grade levels and subjects, and provide intensive, job-embedded training and development of our instructional staff.

### Improvement Plans

Michigan Technical Academy recognized prior to the priority school designation that its curriculum and instructional program required reformation. The school and its staff were not satisfied with being at the 20th percentile the prior year, and had been planning and working before the priority schools notification. The Academy began a process of rewriting its curriculum in May 2013. Prior to the current year the Academy used the Kent County Collaborative Core Curriculum ("KC4") as its base curriculum. The Academy made the decision to change not because of that curriculum's deficiencies, but rather due to its recognition that Academy-specific resources were not described in the curriculum, and the elementary staff did not have a sense of ownership.

The Academy believes that the underlying causes of its students' low performance are adequately described by its findings and Big Ideas, but in sum are inadequate curriculum and instructional program control and direction, insufficient training and development of staff, and, not surprisingly given the foregoing causes, inadequate instructional practice.

### Curriculum

The Academy is writing its core curriculum using the Rigorous Curriculum Design model by Larry Ainsworth. As of October 2013, the Academy's staff has prioritized the Common Core learning standards into priority and supplemental classes, ensuring vertical and horizontal alignment, "unpacked" the standards into component parts, and organized the standards into units mapped throughout the year. Throughout

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the year, our team is writing pre- and post-unit assessments and planning lessons based on collaborative data analysis. Instruction is developed with Bloom's levels, 21st century skills, and differentiation at the forefront. The Academy will have this completed by the close of the 2013-14 school year.

May 2013-May 2014

Work: Prioritize Common Core Standards; "unpack" standards; and develop and implement units of instruction using the unpacked standards, pre- and post-unit assessments, and instructional activities aligned to unit standards.

Resources: July 2013: Five full days training from Leadership and Learning Center (\$25,000); August 2013: supplemental training of staff not present at July training; Ongoing: staff support and coaching (internal staff), time to complete work.

Responsible staff: Teachers, principal, curriculum and instruction director, special services director.

In year two, several Academy teachers and leaders will work in the summer to complete Phase II, which consists of the development of more detailed curricular components informed by the first year of Common Core priority standards implementation. One teacher at each grade level will be selected to work full-time throughout the summer, meeting with his or her grade level team weekly to gather critical feedback and ideas, review progress, and document training and professional development needs. During the 2014-15 school year, the grade level teams will focus on fidelity of implementation and engage in ongoing professional dialogue, documented throughout the year for use in year three.

June 2014-September 2015

Work: Development of detailed daily lesson plans in line with unit standards and prior year assessment results; refinement of unit pre- and post-assessments; development of cross curricular projects; integration of computer technology; and specific differentiation plans within each lesson.

Resources: One lead teacher at each grade level (five teachers total) working full time (\$51,000); stipends for weekly work of grade level teams (\$100/day, seven days, four staff per grade level: \$14,000); consultative services (\$5,000).

Responsible staff: Five lead teachers, principal, curriculum and instruction director, special services director.

September 2015 - May 2016

Work: Implementation of lessons, assessments and differentiation plans; documentation of results and effectiveness, and changes implemented during the year.

Resources: Collaboration time.

Responsible staff: Teachers, principal, curriculum and instruction director, special services director.

The school will use the summer prior to year three to complete Phase III, which is primarily review and reform - a process that will occur annually thereafter., again using the same staffing strategy as the prior year: one teacher at each elementary grade level working throughout the summer, aided by grade level team members weekly or as needed.

June 2014-September 2015

Work: Critical review and reform of the full curricular program

Resources: One lead teacher at each grade level (five teachers total) working full time (\$51,000); stipends for weekly work of grade level teams (\$100/day, seven days, four staff per grade level: \$14,000).

Responsible staff: Five lead teachers, principal, curriculum and instruction director.

### Instructional Program

The elementary instructional program will be centered around the following research based practices.

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**Cooperative Learning.** Instructional staff will be trained in cooperative learning by Kagan-certified trainers from the Institute for Excellence in Education (IEE). Training will be delivered through professional development days and backed up by continual, job-embedded professional coaching during the school day. Cooperative Learning has the potential to improve classroom climate, student engagement, and student learning, and enhance the development of 21st century skills.

**Differentiation.** The team accepts Diane Ravitch's definition: differentiation is a form of instruction that seeks to "maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction." Our students are nearly singular in economic condition and race/ethnicity, but are as diverse as any group in terms of prior knowledge, developmental level, learning style, and interests. In order for our students to learn at a high level, we must plan and deliver effective, differentiated instruction that respects this diversity and provides opportunities for all students to succeed. This is something we have long known but struggled to do well enough. In order for our teachers to deliver differentiated content, they must have a fully articulated curriculum and ongoing, job-embedded coaching and support, which are foundations of our reform.

**Technology.** Each elementary student has an assigned iPad. iPads will be used to further student engagement and interest, and to differentiate instruction and assessment.

**Data driven instruction.** Classroom assessment will be used not simply to record progress, but to ensure that all students achieve the high curriculum learning standards. Formative assessments will be used continually to group and regroup students, focus instruction to each child, and provide the basis for teacher one on one and small group instruction. Summative assessments - particularly post-unit assessments - will be used by grade level teams to chart progress, plan subsequent instruction including re-teaching, request intervention services, and develop supports in future units for students who have not mastered necessary skills and concepts.

**Guided reading.** The team believes that nothing is as effective in reading instruction than smartly constructed, teacher-led reading groups meeting every school day, coupled with engaging, learning-rich literacy centers and activities. The team will ensure the full development of classroom libraries with diverse, leveled texts, effective and efficient reading level assessment, job-embedded training and facilitation of book selection and small group instruction, running records/charting of individual student progress, effective student instruction in literacy center procedures and practices, and center programming design and assessment, among other important components.

Basal reading programs can be an effective corollary and have some value, but the team believes their use at the Academy results in excessive whole-group instruction and teaching to the middle. This is especially concerning when the classroom's "middle" is at least one grade level behind.

**Focused Instructional Model (FIM).** Especially in science and mathematics instruction, the school will use FIM to focus instruction around key priority standards throughout the year. FIM can be divided into three main concepts:

1. **Warm-up.** At the start of instruction on Monday through Thursday students are given two challenging problems to work on. These tie to two priority standards. Each day the problems and standards are different. The problems are especially challenging because they are aligned with learning outcomes for the year. That is, they assess skills and the application of knowledge the students have not yet learned. The problems and standards are then repeated weekly throughout the school year, with students gradually learning more and more about the concepts and gathering the knowledge and skill to solve them. Along the way, the students are rewarded for applying their learning and making an effort to reason through and solve the problems.

2. **Progress monitoring.** Every other Friday, students are tested on the standards. Students chart their progress on a graph throughout the year. Early in the year and prior to learning the content, students are not generally able to solve any of the problems. Throughout the year

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and as their knowledge increases, their proficiency improves and is visually evident.

3. Intervention/Celebration: The visual displays are also helpful to the teacher, who can determine quickly a student in the group that struggles with a skill that has been covered well, and provide appropriate supports.

The Focused Instructional Model works well for math and science but also in other domains. The model provides repeated practice, emphasizes and develops reasoning, challenges students of all learning levels, leverages interest in problems as puzzles, emphasizes learning as a long-term process, provides daily opportunities for reflection on prior learning and priority standards, and reinforces the "big picture" learning outcomes.

**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 Michigan Technical Academy will increase problem solving skills.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency with problem solving in Mathematics by 06/20/2014 as measured by district assessments and statewide assessments according to grade level. .

### Strategy1:

Writing to learn - Writing to learn helps to improve students' thinking, deepen their comprehension of content, and is an effective way for teachers to assess individual students understanding of concepts, vocabulary and algorithms.

Research Cited: Research suggests (Graham & Hebert, 2010) that asking students to write regularly about the mathematical concepts has a significant and positive influence on student understanding. According to Douglas Reeves (2002) writing is "the skill most directly related to improve scores in reading, social studies, science and mathematics." Moreover, Reeves reminds us that writing brings engagement, interest and fun to the classroom.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on how to use iPads as well as intergrating iPads into the daily classroom curriculum.	Professional Learning	09/16/2013	06/20/2014	\$0 - No Funding Required	All staff

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom technology to share written responses and participate in project based learning activities.	Technology	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

Activity - Think-Pair- Share	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will ask an open ended question, students will take 1-3 minutes to think about their response and write it in their math journal, share with their partner and discuss whole group.	Academic Support Program	09/16/2013	06/20/2014	\$0 - No Funding Required	All instructional staff

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given math journals as a tool to clarify and develop their own thinking about math concepts. This is also an opportunity for students to pair up, share responses and generate new thinking with classmates. Teachers can informally assess their students understanding.	Academic Support Program	09/16/2013	06/20/2014	\$0 - General Fund	All instructional staff

### Narrative:

MTA elementary school will create systems to ensure appropriate, high quality formative, interim, and summative assessments are implemented and the data utilized to inform instruction, differentiate content, and measure progress.

Formative assessments are an integral component of good teaching. They provide teachers with immediate feedback concerning student learning and achievement of expected outcomes, allowing teachers to adjust instruction, focus on particular learning gaps, and provide corrective guidance. Formative assessment provides the reflective, clinical teacher the information needed to ensure student growth and learning. MTA elementary will improve the use of formative assessment through professional development and job-embedded coaching. Coaches will assist teachers in using learning targets to reach larger curricular goals. Teachers will use strategies to assess targets in an ongoing basis, minute-by-minute, day-by-day. Teachers will make alterations to lessons to re-group and re-teach students who have not mastered the target and to move students along who have reached mastery. By embedding this practice in daily teacher practice teachers will always know which students are at mastery and which students are in need of further teaching. Teachers will implement this practice throughout the year so as to have a continuous teaching-learning-assessing cycle.

Interim assessments will be delivered at the beginning and end of each curricular unit. Pre-assessment is conducted to ensure instruction is appropriately planned, differentiate unit content, measure pre-requisite skills, and serve as a baseline for evaluative purposes. Post-unit assessment is conducted to measure student progress against unit priority standards and learning outcomes, determine students who require more intensive support, ascertain whether re-teaching of certain standards is necessary in the curricular "buffer" or in subsequent units, and other instructional purposes. Interim assessment data is recorded, collected, and analyzed on an ongoing basis in grade and/or subject area teams and school leaders, and reported to the school board. Patterns and trends over time will be identified to further improve instruction and learning.

Grade level teams will meet weekly to review assessment data. Team meetings will include the principal, curriculum and instruction director, and an instructional coach. Dufour's 4 questions (What do we expect students to learn? How will we know if they are learning? What will we do when students are already proficient? How do we respond when students don't learn?) will be the focus of team meetings. Working collaboratively with each team coaches will use strategies to lead discussions using data from formative assessments, interim assessments

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and daily student work. Teachers will discuss the data and make plans for the next steps in student learning. As a result teachers may wish to have coaches model or co-teach strategies, plan and or observe lessons and coaching conversations will follow to allow the teacher to reflect and move on to next steps. Teachers will share strategies that are effective and will seek guidance when needed.

Summative assessments consist of end of quarter and semester assessments, AIMSweb (three times annually, plus progress monitoring as appropriate), DRA, MEAP, and Performance Series (three times annually). The school has considerable summative data to evaluate programming, student groups, and individual students. Where improvement is needed is in ensuring students approach each assessment in the same manner and do their best work. The school's Performance Series data, for example, shows wide variance in student results from assessment to assessment, to an extent that the data is not useful. The School Support Team believes this problem of consistency of motivation and attitude is a resolvable problem with a school-wide emphasis on doing one's best and praising children for working their hardest. The school team will explore ways to interest students in the assessments and for students, parents and educators to see their scores as relevant measures of student learning.

## 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.**

The Academy will redesign the instructional schedule to provide more time for core subject instruction. An internal study of the school's instructional time revealed that in most classrooms, ELA received 60 minutes of instructional time and math only 45 minutes. Interruptions, insufficient motivation (in some classrooms), transitions, restroom breaks, and other issues were found to have a substantial impact on core classroom instruction. The study also found that social studies and science at times were neglected.

The School Support Team will institute an instructional time schedule that includes concentrated blocks of instruction, which in the view of the SST will contribute to improved instruction and increased achievement. The schedule provides:

90 minutes of ELA (from a prior level of 60 minutes, this represents about 80 added hours of instruction)

90 minutes of mathematics (~100 additional hours. In addition, students will receive 60 minutes of added math instruction in lieu of a 'special' once weekly, providing ~170 hours of added math instructional time)

30 minutes of block enrichment (reading and/or math, depending on need)

(K-2nd) 45 minutes of science or social studies (rotated every other day) or (3rd-4th) 30 minutes per subject daily

60 minutes of daily "special" subjects, or enrichment activities (in the prior year the Academy did not have special subjects instruction, instead employing teachers to work with children to build or reinforce core academic skills. In practice, this was ineffective and did not benefit students. Specials including physical education, art, and music will be provided four days each week for an hour, which totals more than 140 hours of enrichment instruction).

The school's plan is to ensure that this time allocation is adhered to, and, perhaps more importantly, that the time is well used. Time alone will not make a difference. In keeping with two of our Big Ideas, we need to improve our instructional practice, or how teachers and students use time.

Professional learning opportunities have been embedded into the schedule in multiple ways, the foremost of which is the institution of common planning time for grade levels. Due to scheduling and budgetary constraints, MTA elementary teachers did not have common time in the past two school years. Beginning in the 2013-14 school year, each grade level's 60 minute planning time will be consistent. While not

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all of this time will be spent in team activities, this schedule change will provide more than 170 hours time for collaboration and development.

Teachers will learn how to best utilize the common planning time allocated in the schedule to function as a professional learning community and use this time for professional growth. Grade level chairs will receive intensive training in Cognitive Coaching through the Institute for Excellence in Education, building the leadership and facilitation skills needed in team leaders. Finally, coaches will work directly with teachers to provide professional learning opportunities which are embedded into their daily practice. The implementation of coaching will ensure that teachers are implementing the new learning and that they are analyzing their students' data to ensure high student achievement.

**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.**

MTA elementary will engage parents in the reform process, incorporating outreach and feedback and enlisting the help of parents, grandparents and caregivers through all of the following.

### Committees and Clubs

- Brothers on the Move
- Mom's Club
- Grandparents Club
- Homework/Tutoring Committee
- Health and Fitness Club

### Parents as Partners Education Sessions

- How to help your child with homework. Parents are provided with techniques and strategies on how to motivate their child to do their homework.
- How to conquer a reading rebel. Parents are given tips on ways to engage a child who does not want to read.
- How to talk so your child will listen and how to listen so your child will talk.
- Getting ahead instead of getting by. This session included job and community resources.
- Introduction to the iPad. Our school implements a 1:1 iPad program. Parents are provided with tips and tricks on how to use the iPad and help their child at home.

### Parent Resource Room

The elementary school has a parent resource room. The resource room is a place where parents can come and take advantage of the school's computer and network resources, work on projects, and interface with school staff. There is a lending library where they can check out books to take home. We also donate old children's books for parents to take in order to build their own library. MTA elementary will make our progress visible to parents in this room.

### Grade level data walls

School data walls are decided on per grade level. In grade level teams, teachers discuss what data to display and how to display it (pictures, graphs, outside their classroom). Data includes scores from AIMSweb, DRA, Scantron, and MEAP. Student data walls are updated regularly and a snapshot of student progress. They are intended to encourage action and responsibility without embarrassing students. We celebrate and recognize students based on meeting target scores and personal goals.

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At Michigan Technical Academy the team understands the importance of parent volunteers. We have an open door policy in which parents are invited into the school to assist with lunchroom duty, traffic control, helping with math and reading centers, prepping with center materials, and other important activities.

Our team encourages parent and student involvement by holding math and reading nights throughout the year. During this time, families are invited to come and experience fun and hands-on "make and take" crafts and activities. We hold raffles for education supplies and materials for students to win, provide snacks, and have pictures taken of the families for them to take home.

### Community Engagement

MTA elementary will engage the community through improving or creating these partnerships.

- Library on Wheels. Once a month the bookmobile visits our school. Students are provided with the opportunity to sign up for library cards and check out two books. This gives the students who are unable to go to a library a chance to experience the routine for checking out books and promotes responsibility for returning them on time.
- Community Service Field Trips. Third and fourth grade students take community field trips to organizations such as Gleaners Foods, Focus Hope, St. Christine's Food Kitchen etc.
- Trunk or Treat. Our school organizes a Halloween event that gives the Detroit community a safe alternative to trick or treating. During this event students trick or treat from the trunk of cars, attend spooky and haunted classrooms, have a costume contest, face painting and a dance party.
- Project Healthy Living. This resource fair is open to the Detroit community and provides families with an opportunity to talk to many vendors and gather valuable information about health, nutrition, healthy living, and mentoring.
- Powered to Dream. Michigan Technical Academy partners with Microsoft to facilitate a one week technology camp in which students participated in collaborative groups to learn technology skills.
- The Wise Decision. Sterling Wise, a personal trainer, comes in twice a week to train members of the community.
- University of Detroit Jesuit student volunteers. These male students come to Michigan Technical Academy once a week on Wednesday and volunteer in classrooms.
- Reading Buddies. Kaufman, Payton & Chapa attorneys and staff members come to our school and read with our students once a week. They have a field trip for the students and parents to celebrate their achievements.

## **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.**

Michigan Technical Academy operates with a shared leadership philosophy and, as a small, two building 'district,' the district office, principal, and teachers work closely and cohesively. In keeping with this approach, the district provides the building with considerable operational flexibility to determine staffing levels, calendars, instructional scheduling, staff retention and promotion, and budget priorities. The priority school improvement team and principal will determine the school's Title I budget, subject to federal regulations.

It is noted that the Academy's staff members are not presently represented through a collective bargaining agreement. The absence of a negotiated agreement does not mean that the Academy's instructional staff have no voice. On the contrary, our staff are active, involved, and part of the decision making process in the school.

**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.**

The school and district will ensure that school receives ongoing, intensive technical assistance from several supportive partners, including all of the following who have contributed or have agreed to do so.

Academy superintendent, who serves as the central office liaison  
Central Michigan University, Academy authorizer  
Wayne RESA, through appointed technical assistance consultant,  
Michigan State University, through assigned consultant,  
Michigan Department of Education, public school academies unit,  
Institute for Excellence in Education, Mt. Pleasant, Michigan

The Institute for Excellence in Education will provide ongoing technical assistance and intensive instructional coaching throughout the school year. Three experienced IEE instructional and data coaches will work within the school beginning in late October. IEE's services will be supplemented by the building's Curriculum and Instruction Director, a newly created position, and an additional part-time instructional coach. All will work in classrooms providing development, modeling and coaching for the Academy's instructional staff.

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The district also provides support through the Academy's superintendent, who is an integral partner in the schools' leadership team. The superintendent works with the principal to identify problems and solutions, make available human and financial resources, provide counsel, and encourage the continued development and documentation of systems within the school building. The district is committed to the building's success and has made clear the availability of any and all supports necessary to ensure instructional and curricular reform.

# Principal Evaluation Rubrics

by Kim Marshall\* – February 19, 2008

## Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Minimally Effective
- 1 – Ineffective

2. The rubrics are designed to give principals an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for school visits. To knowledgeably fill out the rubrics, a principal's supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit.

3. The *Effective* level describes solid, expected professional performance; no principal should be ashamed of scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Minimally Effective* indicates that performance has real deficiencies – nobody should be content with scores at this level – and performance at the *Ineffective* level is clearly unacceptable and needs to be changed immediately.

4. When scoring, take each of the ten criteria and ripple up and down the four levels (for example, reading the descriptions for item a. at Highly Effective, Effective, Minimally Effective and Ineffective), find the level that best describes performance, and swipe the whole line with a highlighter. This creates a vivid graphic display of overall performance, areas for commendation, and areas that need work (see sample on page 9).

5. Evaluation conferences are greatly enhanced if the supervisor and principal fill out the rubrics in advance (using the highlighter approach), then meet and compare scores one page at a time. The supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the fairest score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about a principal's complex world. Similarly, principals should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly they are directly linked to a principal's leadership. The role of results in evaluation will be for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help principals improve. The kindest thing a supervisor can do for an underperforming principal is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the principals in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs for the district (see page 10 for a sample).

\*These rubrics are indebted to the Principal Leadership Competencies developed by New Leaders for New Schools in 2004 (Kim Marshall was a lead author of that document), and to the work of Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo.

# A – Diagnosis and Planning

The principal:

## 4– Highly Effective

- a. Recruits a strong leadership team and develops its skills and commitment to a high level.
- b. Involves stakeholders in a comprehensive diagnosis of the school’s strengths and weaknesses.
- c. Presents colleagues with the gap between current student data and a clear vision for future success.
- d. Crafts a succinct, inspiring, results-oriented mission statement that becomes known by all.
- e. Gets strong staff commitment on a bold, ambitious 4-5-year student achievement target.
- f. Wins staff ownership for a robust, research-based theory of action for improving achievement.
- g. Collaboratively crafts a lean, comprehensive, results-oriented School Improvement plan with annual goals.
- h. Fosters a sense of urgency and responsibility among all stakeholders for achieving School Improvement goals.
- i. Masterfully wins over resistant staff members who feared change and/or harbored low expectations.
- j. Regularly tracks progress, gives and takes feedback, and continuously improves performance.

## 3 - Effective

- a. Recruits and develops a leadership team with a balance of skills.
- b. Carefully assesses the school’s strengths and areas for development.
- c. Compares students’ current achievement with on-track-to-college expectations.
- d. Writes a memorable, succinct, results-oriented mission statement and shares it widely.
- e. Builds staff support for a long-range student achievement target.
- f. Reaches out to the research and develops a robust theory of action for improving achievement.
- g. Gets input and writes a comprehensive, measurable School Improvement plan for the current year.
- h. Builds ownership and support among stakeholders for achieving School Improvement goals.
- i. Skillfully manages resistance, low expectations, and fear of change.
- j. Periodically measures progress, listens to feedback, and tweaks the strategic plan.

## 2 – Minimally Effective

- a. Enlists one or two like-minded colleagues to provide advice and support.
- b. Makes a quick assessment of the school’s strengths and weaknesses.
- c. Lectures staff on how much better students need to do to be successful in life.
- d. Distributes a wordy, vague, uninspiring, impossible-to-remember mission statement.
- e. Expresses confidence that student achievement will improve each year through hard work.
- f. Accepts teachers’ current notions of how student achievement is improved.
- g. Writes a cumbersome, non-accountable School Improvement plan.
- h. Presents the School Improvement plan to stakeholders and asks them to support it.
- i. Works on persuading resistant staff members to get on board with the plan.
- j. Occasionally focuses on key data points and prods colleagues to improve.

## 1 - Ineffective

- a. Is a Lone Ranger working with little or no support from colleagues.
- b. Is unable to gather much information on the school’s strong and weak points.
- c. Bemoans students’ low achievement and shows fatalism about bringing about significant change.
- d. Does not share a mission statement.
- e. Takes one year at a time, urging teachers to improve their students’ achievement.
- f. Says that hard work improves achievement – but secretly doubts that progress can be made.
- g. Recycles the previous year’s cumbersome, non-accountable School Improvement plan.
- h. Gets the necessary signatures for the School Improvement plan, but there is little ownership or support.
- i. Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
- j. Is too caught up in daily crises to focus on emerging data.

# B – Priority Management and Communication

The principal:

## 4 - Highly Effective

- a. Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.
- b. Skillfully and eloquently communicates goals to all constituencies using a variety of channels.
- c. Frequently solicits and uses feedback and help from staff, students, parents, and external partners.
- d. Has a foolproof system for capturing key information, remembering, prioritizing, and following up.
- e. Ensures that all staff knows exactly what is expected for management procedures and discipline.
- f. Has highly competent people in all key roles and delegates maximum responsibility to them.
- g. Ensures that all key teams (e.g., leadership, grade-level, etc.) are scheduled to meet on a regular basis.
- h. Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.
- i. Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.
- j. Remains healthy and sane by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.

## 3 - Effective

- a. Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.
- b. Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.
- c. Regularly reaches out to staff, students, parents, and external partners for feedback and help.
- d. Writes down important information, remembers, prioritizes, and almost always follows up.
- e. Makes sure staff know what is expected for management procedures and discipline.
- f. Delegates appropriate tasks to competent staff members and checks on progress.
- g. Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.
- h. Is effective at preventing and/or deflecting many time-wasting crises and activities.
- i. Deals efficiently with e-mail, paperwork, and administrative chores.
- j. Mostly balances work demands with family, friends, fun, health, exercise, sleep, and vacations.

## 2 - Minimally Effective

- a. Comes to work with a list of what needs to be accomplished that day but is often distracted from them.
- b. Has a limited communication repertoire and some key stakeholders are not aware of school goals.
- c. Occasionally asks staff, students, parents, or external partners for feedback.
- d. Writes things down but is swamped by events and sometimes doesn't follow up.
- e. Often has to inform teachers of policies on management procedures and discipline.
- f. Hesitates to delegate some tasks because key staffers are not that competent or trustworthy.
- g. Needs to call key team meetings each month because they are not in people's calendars.
- h. Tries to prevent them, but crises and time-wasters sometimes eat up large chunks of time.
- i. Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.
- j. Finds that family, health, and vacations are suffering because of work demands.

## 1 - Ineffective

- a. Has a list in his or her head of what needs to be accomplished each day, but often loses track.
- b. Is not an effective communicator, and others are often left guessing about policies and direction.
- c. Never reaches out to others for feedback or help.
- d. Trusts his or her memory to retain important information, but often forgets and drops the ball.
- e. Is constantly reminding staff to what they should be doing in management and discipline.
- f. Must do almost everything him- or herself because staff people are not competent and can't be trusted.
- g. Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
- h. Finds that large portions of each day are consumed by crises and time-wasting activities.
- i. Is way behind on e-mail, paperwork, and administrative chores and they eat up large parts of the day.
- j. Neglects family, rarely exercises, doesn't sleep enough, and is in poor health.

# C – Curriculum and Data

The principal:

## 4 - Highly Effective

- a. Provides clear, manageable, standards-aligned grade-level goals with exemplars of Effective work.
- b. Ensures that all teams use previous-year summative data and fresh diagnostic data to plan instruction.
- c. Gets each grade-level/subject team invested in reaching measurable, results-oriented annual goals.
- d. Ensures that all teachers have top-notch curriculum materials – and training on how to use them.
- e. Ensures that high-quality, aligned, common interim assessments are given by all teacher teams.
- f. Orchestrates high-quality, low-stakes data/action planning meetings after each round of assessments.
- g. Gets data meetings engaged in a no-blame search for root causes and constant hypothesis-testing.
- h. Gets teams invested in following up assessments with reteaching, enhancements, and remediation.
- i. Uses data in all key strategic areas to monitor and drive continuous improvement toward goals.
- j. Fosters morale and a sense of efficacy by getting colleagues to celebrate measurable student gains.

## 3 - Effective

- a. Tells teachers exactly what students should know and be able to do by the end of each grade level.
- b. Provides teacher teams with previous-year test data and asks them to assess students' current levels.
- c. Works with grade-level and subject-area teams to set measurable student goals for the current year.
- d. Gets the best possible literacy and math curriculum materials into teachers' hands.
- e. Orchestrates common interim assessments to monitor student learning at least four times a year.
- f. Schedules time for teacher teams to score and analyze assessments and formulate action plans.
- g. Ensures that data meetings go beyond *what* students got wrong and delve into *why* – the root causes.
- h. After assessments, coordinates and supports improvements in teaching and effective remediation.
- i. Gathers data on grades, attendance, behavior, and other variables to inform improvement efforts.
- j. Celebrates student, classroom, and school-wide successes and gives credit where credit is due.

## 2 - Minimally Effective

- a. Refers teachers to district or national scope-and-sequence documents for curriculum direction.
- b. Refers teachers to previous-year test data as a baseline for current-year instruction.
- c. Urges grade-level/subject teams to set measurable student learning goals for the current year.
- d. Works to procure good curriculum materials in literacy and math.
- e. Suggests that teacher teams give common interim assessments to check on student learning.
- f. Gives teachers common planning time to look at interim assessment results.
- g. Urges teacher teams to focus on the areas in which students had the most difficulty.
- h. Pushes teacher teams to use interim assessment data to help struggling students.
- i. Monitors attendance and discipline data to inform decisions.
- j. Congratulates staff on “small wins” and other successes.

## 1 - Ineffective

- a. Leaves teachers without clear direction on student learning outcomes for each grade level.
- b. Does not provide historical test data to teachers.
- c. Urges teachers to improve student achievement, but without measurable outcome goals.
- d. Urges teachers to make the best possible use of current curriculum materials.
- e. Allows teachers to use their own classroom assessments to check on student learning.
- f. Suggests that teachers use their classroom assessment results to modify and improve instruction.
- g. Tells teachers to implement “data-driven instruction” to improve test scores.
- h. Urges teachers to use test data to improve the performance of “bubble” (almost-Effective) students.
- i. Keeps an eye on attendance and suspension rates.
- j. Takes credit for improvements in school performance.

# D – Supervision and Professional Development

The principal:

## 4 - Highly Effective

- a. In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.
- b. Ensures that the whole staff is current on professional literature, constantly exploring best practices.
- c. Orchestrates aligned, high-quality professional learning: coaching, workshops, school visits, etc.
- d. Empowers teams to be engines of improvement, using data to drive constant refinements of teaching.
- e. Gives teams the training, facilitation support, and resources they need to make their meetings work.
- f. Ensures that teachers backwards-design high-quality, aligned units and discusses them with teams.
- g. Visits 3-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.
- h. Courageously engages in difficult conversations with ineffective teachers, helping them improve.
- i. Counsels out or dismisses all ineffective teachers, scrupulously following requirements.
- j. Recruits, hires, and supports highly effective teachers who share the school's vision.
- k. Is an integral part of the mentoring program, guiding mentor/mentee relationships, ensuring mentee receives resources.

## 3 - Effective

- a. Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.
- b. Reads and shares research and fosters an on-going, schoolwide discussion of best practices.
- c. Organizes aligned, on-going coaching and training that builds skills and a common language.
- d. Orchestrates regular teacher team meetings as the prime locus for professional learning.
- e. Provides teacher teams with facilitators so meetings are focused and substantive.
- f. Has teacher teams cooperatively plan aligned curriculum units, reviews them, and gives feedback.
- g. Makes unannounced visits to classrooms every day and gives helpful feedback to teachers.
- h. Provides redirection and support to teachers who are not effective in classrooms.
- i. Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.
- j. Recruits and hires effective teachers who share the school's mission.
- k. Organized mentor/mentee contacts, sets up observation times, collects and reviews logs and information periodically.

## 2 - Minimally Effective

- a. Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.
- b. Occasionally passed along interesting articles and ideas to colleagues.
- c. Strives to make professional development workshops relevant and interactive.
- d. Gives teacher teams common planning time to work together and share ideas.
- e. Has teacher teams appoint a team leader to run meetings and file reports.
- f. Reviews teachers' lesson plans with an eye to quality instruction and alignment with standards.
- g. Tries to get into classrooms but is often distracted by other events; rarely gives teachers feedback.
- h. Criticizes ineffective teachers but does not give them much help improving their performance.
- i. Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.
- j. Hires teachers who seem to fit his or her philosophy of teaching.
- k. Gives mentors information regarding their mentees, collects logs and information at the end of the year.

## 1 - Ineffective

- a. Rarely convenes staff members and uses those meetings for one-way lectures on policies.
- b. Rarely reads professional literature or discusses best practices.
- c. Organizes occasional professional development workshops at which teachers are passive listeners.
- d. Urges teachers to share ideas, but does not give them common planning time to meet regularly.
- e. Leaves teacher teams to fend for themselves in terms of leadership and direction.
- f. Has teachers hand in lesson plans for inspection.
- g. Only observes teachers in annual or bi-annual formal observation visits.
- h. Shies away from giving honest feedback and redirection to teachers who are not performing well.
- i. Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
- j. Makes last-minute appointments to teaching vacancies based on candidates who are available.
- k. Lack of mentoring program information with mentors/mentees shared. Sporadic meetings and information collected.

# E – Discipline and Parent Involvement

The principal:

## 4 - Highly Effective

- a. Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
- b. Deals effectively with anything that interferes with learning, and actively prevents recurrences.
- c. Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.
- d. Ensures that staff are masters of positive discipline and sensitive handling of student issues.
- e. Leads a proactive effort to get counseling, mentoring, and other supports for all high-risk students.
- f. Makes families feel welcome and respected, responds to concerns, and maximizes their contributions.
- g. Ensures that parents know weekly learning goals and involves them in helping their children learn.
- h. Makes sure that parents get frequent, user-friendly progress reports with ideas for improvement.
- i. Maximizes productive parent-teacher communication, especially on children's academic progress.
- j. Provides effective safety-net programs for all students with inadequate home support.

## 3 - Effective

- a. Sets expectations for student behavior and establishes schoolwide routines and consequences.
- b. Deals effectively with disruptions to learning and looks for underlying causes.
- c. Praises students who behave well and achieve at high levels, and works to build school spirit.
- d. Uses a variety of approaches to build staff skills in discipline and handling student issues.
- e. Identifies struggling students and organizes support services to meet their needs.
- f. Makes parents feel welcome, listens to their concerns, and ask them to contribute to school goals.
- g. Informs parents of monthly curriculum goals and ways they can support their children's learning.
- h. Has teachers send home regular reports on students' progress and areas for improvement.
- i. Works to improve parent-teacher communication and the quality of report card conferences.
- j. Provides safety-net programs for most students whose parents do not provide adequate support.

## 2 - Minimally Effective

- a. Urges staff to demand good student behavior, but allows different standards in different classrooms.
- b. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.
- c. Reinforces good behavior and academic achievement and provides cheerleading for the school.
- d. Organizes workshops and suggests articles and books on classroom management.
- e. Tries to get crisis counseling for highly disruptive and troubled students.
- f. Reaches out to parents, asks for their help, and tries to understand when they are critical.
- g. Sends home information on the school's curriculum and general ideas on ways to help at home.
- h. Makes sure that report cards are filled out correctly and given to all parents.
- i. Schedules time for parents to speak to teachers about report cards.
- j. Provides ad hoc, occasional support for students who are not adequately supported at home.

## 1 - Ineffective

- a. Often tolerates discipline violations and enforces the rules inconsistently.
- b. Tries to deal with disruptive students but is swamped by the number of problems.
- c. Rarely praises students and fails to build school pride.
- d. Urges teachers to get better at classroom management.
- e. Works to expel or transfer out highly disruptive and troubled students.
- f. Makes little effort to reach out to families and is defensive when parents express concerns.
- g. Sends home an annual list of grade-level learning expectations.
- h. Monitors the quality of report cards.
- i. Allows report cards to be sent home with little opportunity for parent/teacher communication.
- j. Is unable to provide assistance for students with inadequate home support.

# F – Management and External Relations

The principal:

## 4 - Highly Effective

- a. Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.
- b. Creates an equitable schedule that maximizes learning, teacher collegiality, and smooth transitions.
- c. Orchestrates smooth, friendly student entry, dismissal, meal times, transitions, and recesses each day.
- d. Supervises staff to ensure effective, creative use of space and a clean, safe, and inviting campus.
- e. Is transparent about how and why decisions were made, involving stakeholders whenever possible.
- f. Deftly handles bureaucratic, contractual, and legal issues so staff can focus on student learning.
- g. Skillfully manages the budget and finances to maximize student achievement and staff growth.
- h. Fulfills all compliance and reporting requirements and creates new opportunities to support learning.
- i. Builds warm relationships with key district staff and gets them excited about the school's mission.
- j. Taps all possible human and financial resources to support the school's mission and strategic plan.

## 3 - Effective

- a. Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.
- b. Creates a schedule that supports student learning, smooth transitions, and team meeting time.
- c. Ensures safe and orderly student entry, dismissal, meals, class transitions, and recesses each day.
- d. Supervises staff to ensure that the campus is clean, attractive, and safe.
- e. Ensures that staff members know how and why key decisions are being made.
- f. Manages bureaucratic, contractual, and legal issues so they rarely distract from teaching and learning.
- g. Manages the school's budget and finances to support the strategic plan.
- h. Fulfills compliance and reporting responsibilities to the district and beyond.
- i. Schmoozes with district and external staffers so they will be helpful with paperwork and process.
- j. Is resourceful in bringing additional human and financial resources into the school.

## 2 - Minimally Effective

- a. Explores macro strategies that might improve achievement.
- b. Creates a schedule that ensures smooth transitions during each week.
- c. Tries to supervise student entry, dismissal, transitions, and meal times.
- d. Works with custodial staff to keep the campus is clean and safe, but there are occasional lapses.
- e. Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.
- f. Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.
- g. Manages budget and finances with few errors, but misses opportunities to support the strategic plan.
- h. Meets minimum compliance and reporting responsibilities with occasional lapses.
- i. Is correct and professional with district and external staff but does not enlist their active support.
- j. Occasionally raises additional funds or finds volunteers to help out.

## 1 - Ineffective

- a. Sticks with the status quo for fear of alienating teachers.
- b. Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
- c. Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
- d. Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
- e. Makes decisions with little or no consultation, causing frequent resentment and morale problems.
- f. Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt learning.
- g. Makes errors in managing the budget and finances and misses opportunities to further the mission.
- h. Has difficulty keeping the school in compliance and district and other external requirements.
- i. Is sometimes in conflict with district and external staff and does not get their full cooperation.
- j. Is resigned to working with the standard school budget, which doesn't seem adequate.

# Evaluation Summary Page

Principal's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

## RATINGS ON INDIVIDUAL RUBRICS:

### A. Diagnosis and Planning:

Highly Effective      Effective      Minimally Effective      Ineffective

### B. Priority Management and Communication:

Highly Effective      Effective      Minimally Effective      Ineffective

### C. Curriculum and Data:

Highly Effective      Effective      Minimally Effective      Ineffective

#### Student Growth (25% of evaluation)

Highly Effective      Effective      Minimally Effective      Ineffective

### D. Supervision and Professional Development:

Highly Effective      Effective      Minimally Effective      Ineffective

### E. Discipline and Parent Involvement:

Highly Effective      Effective      Minimally Effective      Ineffective

### F. Management and External Relations:

Highly Effective      Effective      Minimally Effective      Ineffective

## OVERALL RATING:

**Highly Effective      Effective      Minimally Effective      Ineffective**

## OVERALL COMMENTS BY SUPERVISOR:

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

# Sample page using highlighter approach to scoring

The principal:

## 4 - Highly Effective

- k. Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
- l. Deals effectively with anything that interferes with learning, and actively prevents recurrences.
- m. Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.
- n. Ensures that staff are masters of positive discipline and sensitive handling of student issues.
- o. Leads a proactive effort to get counseling, mentoring, and other supports for all high-risk students.
- p. Makes families feel welcome and respected, responds to concerns, and maximizes their contributions.
- q. Ensures that parents know weekly learning goals and involves them in helping their children learn.
- r. Makes sure that parents get frequent, user-friendly progress reports with ideas for improvement.
- s. Maximizes productive parent-teacher communication especially on children's academic progress

## 3 - Effective

- k. Sets expectations for student behavior and establishes schoolwide routines and consequences.
- l. Deals effectively with disruptions to learning and looks for underlying causes.
- m. Praises students who behave well and achieve at high levels, and works to build school spirit.
- n. Uses a variety of approaches to build staff skills in discipline and handling student issues.
- o. Identifies struggling students and organizes support services to meet their needs.
- p. Makes parents feel welcome, listens to their concerns, and ask them to contribute to school goals.
- q. Informs parents of monthly curriculum goals and ways they can support their children's learning.
- r. Has teachers send home regular reports on students' progress and areas for improvement.
- s. Works to improve parent-teacher communication and the quality of report card conferences.
- t. Provides safety-net programs for most students whose parents do not provide adequate support.

## 2 - Minimally Effective

- k. Urges staff to demand good student behavior, but allows different standards in different classrooms.
- l. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.
- m. Reinforces good behavior and academic achievement and provides cheerleading for the school.
- n. Organizes workshops and suggests articles and books on classroom management.
- o. Tries to get crisis counseling for highly disruptive and troubled students.
- p. Reaches out to parents, asks for their help, and tries to understand when they are critical.
- q. Sends home information on the school's curriculum and general ideas on ways to help at home
- s. Schedules time for parents to speak to teachers about report cards.
- t. Provides ad hoc, occasional support for students who are not adequately supported at home.

## 1 - Ineffective

- k. Often tolerates discipline violations and enforces the rules inconsistently.
- l. Tries to deal with disruptive students but is swamped by the number of problems.
- m. Rarely praises students and fails to build school pride.
- n. Urges teachers to get better at classroom management.
- o. Works to expel or transfer out highly disruptive and troubled students.
- p. Makes little effort to reach out to families and is defensive when parents express concerns.
- q. Sends home an annual list of grade-level learning expectations.

Comments:

### Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	<i>A. Diagnosis and Planning</i>	<i>B. Priority Management and Communication</i>	<i>C. Curriculum and Data</i>	<i>D. Supervision and Professional Development</i>	<i>E. Discipline and Parent Involvement</i>	<i>F. Management and External Relations</i>	
Blenda Johnson	3	3	3	1	3	3	16
Henry Rodriguez	3	4	3	3	3	3	19
Henrietta Moreton	3	3	3	2	3	3	17
Priscilla Robb	4	4	4	4	4	4	24
Carlton Robinson	3	3	3	2	3	4	18
Kim Stavus	3	3	3	1	3	4	17
Brazil Moore	3	3	3	2	3	3	17
Marvin Marcus	4	4	4	4	4	4	24
Sartina Useem	3	3	3	2	3	3	17
David Boggs	3	3	3	1	3	3	16
Nancy Marshall	2	3	2	1	2	1	11
<b>Totals</b>	<b>34</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>34</b>	<b>35</b>	

**Administrator Evaluation  
Student Achievement Data  
50% of Evaluation**

**Growth: Increase in student learning irrespective and without judgment of the students' academic level.**

1. Looking at the data, tell me how your students grew this year.

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2. What are particular bright spots or areas of strength?

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3. Where do we see weaker performance?

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4. How did your top 30% students fare? Your weakest 30%? Students in the middle?

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5. Based on the evidence, what is your level of satisfaction with your students' growth?

Well satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

**Achievement: The students' academic level.**

1. Looking at the data, tell me about your students' levels of achievement.

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2. What are particular bright spots or areas of strength?

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3. Where do we see weaker performance?

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4. How did your top 30% students fare? Your weakest 30%? Students in the middle?

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5. Based on the evidence, what is your level of satisfaction with your students' achievement level?

Well satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

Outcome

➤ There was not a consensus determination concerning the above. The superintendent and administrator have concluded the preponderance of data show the administrator was (*circle point value*):

Ineffective                      Minimally effective                      Effective                      Highly effective

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

The following concerns and comments should be noted:

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- There was not a consensus determination and the involvement of a third party was necessary. The third party concluded the preponderance of data show the administrator was

Ineffective                      Minimally effective                      Effective                      Highly effective

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Third party name: \_\_\_\_\_

The following concerns and comments should be noted:

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\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

If necessary:

\_\_\_\_\_  
Third-Party

\_\_\_\_\_  
Date

## A Framework for Teaching Components of Professional Practice

<p style="text-align: center;"><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of content and the structure of the discipline</i></li> <li>▪ <i>knowledge of prerequisite relationships</i></li> <li>▪ <i>knowledge of content-related pedagogy</i></li> </ul> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of child and adolescent development</i></li> <li>▪ <i>knowledge of the learning process</i></li> <li>▪ <i>knowledge of students' skills, knowledge and language proficiency</i></li> <li>▪ <i>knowledge of students' interests and cultural heritage</i></li> <li>▪ <i>knowledge of students' special needs</i></li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>▪ <i>value, sequence and alignment</i></li> <li>▪ <i>clarity</i></li> <li>▪ <i>balance</i></li> <li>▪ <i>suitability for diverse learners</i></li> </ul> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>▪ <i>resources for classroom use</i></li> <li>▪ <i>resources to extend content knowledge and pedagogy</i></li> <li>▪ <i>resources for students</i></li> </ul> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>▪ <i>learning activities</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>instructional groups</i></li> <li>▪ <i>lesson and unit structure</i></li> </ul> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> <li>▪ <i>congruence with instructional outcomes</i></li> <li>▪ <i>criteria and standards</i></li> <li>▪ <i>design of formative assessments</i></li> <li>▪ <i>use for planning</i></li> </ul>	<p style="text-align: center;"><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>▪ <i>teacher interaction with students</i></li> <li>▪ <i>student interactions with one another</i></li> </ul> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>▪ <i>importance of the content</i></li> <li>▪ <i>expectations for learning and achievement</i></li> <li>▪ <i>student pride in work</i></li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>▪ <i>management of instructional groups</i></li> <li>▪ <i>management of transitions</i></li> <li>▪ <i>management of materials and supplies</i></li> <li>▪ <i>performance of non-instructional duties</i></li> <li>▪ <i>supervision of volunteers and paraprofessionals</i></li> </ul> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <li>▪ <i>expectations</i></li> <li>▪ <i>monitoring of student behavior</i></li> <li>▪ <i>responses to student misbehavior</i></li> </ul> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <li>▪ <i>safety and accessibility</i></li> <li>▪ <i>arrangement of furniture and use of physical resources</i></li> </ul>
<p style="text-align: center;"><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>▪ <i>accuracy</i></li> <li>▪ <i>use in future teaching</i></li> </ul> <p>4b. Maintaining accurate records (DATA)</p> <ul style="list-style-type: none"> <li>▪ <i>student completion of assignments</i></li> <li>▪ <i>student progress in learning</i></li> <li>▪ <i>non-instructional records</i></li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li>▪ <i>information about the instructional program</i></li> <li>▪ <i>information about individual students</i></li> <li>▪ <i>engagement of families in the instructional program</i></li> </ul> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> <li>▪ <i>relationships with colleagues</i></li> <li>▪ <i>involvement in a culture of professional inquiry</i></li> <li>▪ <i>service to school</i></li> <li>▪ <i>participation in school and district projects</i></li> </ul> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>▪ <i>enhancement of content knowledge and pedagogical skill</i></li> <li>▪ <i>receptivity to feedback from colleagues</i></li> <li>▪ <i>service to profession</i></li> </ul> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> <li>▪ <i>integrity and ethical conduct</i></li> <li>▪ <i>service to students</i></li> <li>▪ <i>advocacy</i></li> <li>▪ <i>decision making</i></li> <li>▪ <i>compliance with school and district regulations</i></li> </ul>	<p style="text-align: center;"><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li>▪ <i>expectations for learning</i></li> <li>▪ <i>directions and procedures</i></li> <li>▪ <i>explanations of content</i></li> <li>▪ <i>use of oral and written language</i></li> </ul> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>▪ <i>quality of questions</i></li> <li>▪ <i>discussion techniques</i></li> <li>▪ <i>student participation</i></li> </ul> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> <li>▪ <i>activities and assignments</i></li> <li>▪ <i>grouping of students</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>structure and pacing</i></li> </ul> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <li>▪ <i>assessment criteria</i></li> <li>▪ <i>monitoring of student learning</i></li> <li>▪ <i>feedback to students</i></li> <li>▪ <i>student self-assessment and monitoring of progress</i></li> </ul> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>▪ <i>lesson adjustment</i></li> <li>▪ <i>response to students</i></li> <li>▪ <i>persistence</i></li> </ul>

## **Domain 1: Planning and Preparation**

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

## **Domain 2: The Classroom Environment**

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students are also sensitive to the subtle messages they receive from teachers as to their capabilities.

The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is cooperative and nondisruptive; and the physical environment conducive to learning

## **Domain 3: Instruction**

Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking, and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

## **Domain 4: Professional Responsibilities**

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

# Michigan Technical Academy

## *Individualized Development Plan for Teachers*

### **2013-2014**

Teacher's Name: \_\_\_\_\_

Position/Assignment: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

*Goals (preferably 2-4):*

*Assessment method for goals: (How will you determine if the goals are being met?)*

*Recommended PD topics:*

*Recommended readings:*

*How will the administrator assist in achieving goals set by teacher?:*

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

## TEACHING PROFILE

Name of teacher:

Conference date:

Name of observer:

Grade level:

Observer's position:

Subject:

School:

### Questions for discussion:

1. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? *For example, attendance at courses and workshops, reading professional literature*  
(Associated with components 1a and 4e)
2. How do you become familiar with what your students know and are able to do?  
*For example, diagnostic assessments, information from previous year's teachers*  
(Associated with components 1b, 1f, 3b, 4b)
3. How do you become familiar with your students' individual interests and cultural backgrounds?  
*For example, interest inventories, dialogues with parents, attendance at a student's athletic event*  
(associated with components 1b, 4c )
4. Describe how you establish and implement important classroom routines and procedures.  
*For example, distribution and collection of materials, transitions between activities*  
(associated with component 2c)
5. Describe how you establish and maintain standards of student conduct.  
*For example, determining and posting classroom expectations, conducting classroom meetings*  
(associated with components 2a, 2b, 2d)

6. Describe how you establish and maintain an atmosphere of trust, openness and mutual respect.  
*For example, model respectful language, recognize students who demonstrate respect*  
(associated with component 2a)
  
7. What resources (people, materials and programs) are available to you in planning instruction? *For example, museums, local experts, videos and print material, web sites*  
(associated with components 1d, 1e)
  
8. What resources (people, materials and programs) are available to your students if they need assistance? *For example, big brother/sister programs, clothing donations, counseling resources*  
(associated with component 1d)
  
9. Describe how you use your physical setting to maximize learning.  
*For example, chairs in a circle for discussion, desks pushed into "tables" for science activities, visually-impaired students at the front*  
(associated with component 2e)
  
10. How do you coordinate learning activities with other colleagues?  
*For example, same grade level, same content, special education or language acquisition teachers*  
(associated with components 1e, 4d)

# Michigan Technical Academy

## Walk Through - Domains 2 and 3 - Danielson Framework

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_

<b>Domain 2</b> 2a Creating and Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space	<b>Domain 3</b> 3a Communicating Clearly and Accurately 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Providing Feedback to Students 3e Demonstrating Flexibility and Responsiveness	<b>Positives</b>	<b>Questions</b>

Additional Comments:

Observer Signature: \_\_\_\_\_

# Michigan Technical Academy

## *Timeline and Procedures for Teacher Observations*

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Pre-Conference Form	Pre-Conference	Observation	Reflection Form	Post Observation Conference	Summary Meeting
2 days prior to Pre-Conference	Confirm Observation date and time	Administrator completes observer notes	Returned the day after the Observation	Held within 2 days of Observation	Held within 5 days of Post Observation Conference
Date:	Date:	Date:	Date:	Date:	Date:
Observer notes:					

**Procedures:**

1. Dates for classroom pre-conference, observation, post-conference, and summary meeting will be arranged.
2. Teacher returns completed Planning Form two days before the Pre-Conference.
3. Pre-observation conference conducted by administrator and teacher within (2) days of observation.
4. Classroom observation enables data to be collected for Domains 2 & 3.
5. Complete and return Reflection Form the day after the classroom observation.
6. A post-observation conference will occur within (48) forty-eight hours of the lesson observation; to debrief the lesson, allow for clarifying questions, and enable the collection of additional evidence. Both teacher and administrator bring highlighted Rubric for Feedback Form.
7. A Feedback Form with the district evaluation will be completed providing summaries, suggestions, and feedback.
8. A Summary Meeting will occur within (5) five days of the observation conference.



5a. During the lesson, how will you monitor student progress?

5b. How and when will you know whether the students have learned what you intend?

6. Is there anything else, either about your students or your classroom, which you would like an observer to know?

7. Which components of teaching would like the observer to specifically observe during the lesson?

## Post-Observation Conference – Reflection Form Classroom Teacher

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn?
  
2. To what extent were your goals and objectives appropriate for your students?
  
3. Please comment on your classroom procedures, student conduct, and your use of physical space. To what extent did they contribute to student learning?
  
4. Did you depart from your plan? If so, how, and why?
  
5. Please comment on different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson?

5a - Activities

5b- Grouping of students

5c- Materials and resources

## Evaluation Report Classroom Teacher

Name of Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_

Timelines and Procedures document has been attached.

*Note: This form may be used to report evidence in components of professional practice that extend beyond the classroom.*

With the educator, examine all the evidence generated by the lesson.

Look jointly at the Level of Performance by component for each domain. Together, review the Summary Statement and develop suggestions for future practice.

Please indicate the components of professional practice that are being evaluated within this report.

Domain 1: Planning and Preparation		Domain 2: Classroom Environment	
1a. Demonstrating knowledge of content and pedagogy		2a. Creating an environment of respect and rapport	
1b. Demonstrating knowledge of students		2b. Establishing a culture for learning	
1c. Setting instructional outcomes		2c. Managing classroom procedures	
1d. Demonstrating knowledge of resources		2d. Managing student behavior	
1e. Designing coherent instruction		2e. Organizing physical space	
1f. Designing student assessments			
Domain 4: Professional Responsibilities		Domain 3: Instruction	
4a. Reflecting on teaching		3a. Communicating with students	
4b. Maintaining accurate records		3b. Using questioning and discussion techniques	
4c. Communicating with families		3c. Engaging students in learning	
4d. Participating in a professional community		3d. Using assessment in instruction	
4e. Growing and developing professionally		3e. Demonstrating flexibility and responsiveness	
4f. Demonstrating professionalism			

Student Growth and Assessment Data based upon \_\_\_\_\_.

Pre	Post	% Growth

Brief Summary (Provide context for report)

**Evidence of Teaching:**

Use the element level rubric language from the *Framework* to indicate **the** domain(s) and component(s) of professional practice that are being evaluated followed by evidence of practice.

**Areas of Strength**

**Areas for Growth**

Circle the appropriate descriptor:

**Highly Effective      Effective      Minimally Effective      Ineffective**

40% of this Evaluation is based upon Student Growth and Assessment Data

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>
90% or more of students met targeted student growth expectations from fall to spring  Teacher is 'Distinguished' and/or 'Proficient' in observable Domains 2 and 3  Teacher is 'Distinguished' and/or 'Proficient' in non-observable Domains 1 and 4	75%-89% of students met targeted student growth expectations from fall to spring  Teacher is 'Proficient' in observable Domains 2 and 3  Teacher is 'Proficient' in non-observable Domains 1 and 4	50-88% of students met targeted student growth expectations from fall to spring  Teacher is 'Proficient' and/or 'Basic' in observable Domains 2 and 3  Teacher is 'Proficient' and/or 'Basic' in non-observable Domains 1 and 4	Less than 50% of students met targeted student growth expectations from fall to spring  Teacher is 'Basic' and/or 'Not Proficient' in observable Domains 2 and 3  Teacher is 'Basic' and/or 'Not Proficient' in non-observable Domains 1 and 4

Please note the following:

The process of evaluation indicates the evaluator's perception of the teacher's performance and verifies the perception with written comments. If performance is marked "Below Average", the evaluation shall cite observations or give evidence leading to conclusions and other specific recommendations for improvement in any area considered "Below Average."

The evaluator's signature indicates the person responsible for conducting the evaluation.

The teacher's signature indicates that he/she has read the evaluation, but not necessarily that the teacher agrees with the content of the evaluation. The teacher has the option to attach a letter of dissent, if so desired, within (10) ten days of the evaluation.

**We have conducted a conversation on the above items.**

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher Evaluation  
Student Achievement Data  
50% of Evaluation**

**Growth: Increase in student learning irrespective and without judgment of the students' academic level.**

1. Looking at the data, tell me how your students grew this year.

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2. What are particular bright spots or areas of strength?

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3. Where do we see weaker performance?

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4. How did your best students fare? Your weakest? Students in the middle?

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5. Based on the evidence, what is your level of satisfaction with your students' growth?

Well satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

**Achievement: The students' academic level.**

1. Looking at the data, tell me about your students' levels of achievement.

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2. What are particular bright spots or areas of strength?

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3. Where do we see weaker performance?

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4. How did your best students fare? Your weakest? Students in the middle?

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5. Based on the evidence, what is your level of satisfaction with your students' achievement level?

Well satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

Outcome

➤ There was not a consensus determination concerning the above. The supervisor and teacher have concluded the preponderance of data show the teacher was (*circle point value*):

Ineffective                      Minimally effective                      Effective                      Highly effective

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

The following concerns and comments should be noted:

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- There was not a consensus determination and the involvement of a third party was necessary. The third party concluded the preponderance of data show the teacher was

Ineffective                      Minimally effective                      Effective                      Highly effective

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Third party name: \_\_\_\_\_

The following concerns and comments should be noted:

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\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

If necessary:

\_\_\_\_\_  
Third-Party

\_\_\_\_\_  
Date