SCHOOL INFORMATION

District: George Washington Carver Academy

School Name: George Washington Carver Academy

Address: 14510 Second Ave., Highland Park MI 48203

School Code: 08757

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

☐ **Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 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.

☒ **Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

☐ **Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

☐ **Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	**Your plan will start on page 4**
Turnaround Model:	**Your plan will start on page 6**
Restart Model:	**Your plan will start on page 8**
Closure Model:	**Your plan will start on page 11**

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: ☐ 1 ☐ 2

All revisions must be submitted in a different, BOLD font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

09-6-2011

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THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 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.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

   Please attach a copy of the Evaluation Tool in Appendix A of this template.
3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, 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. (Maximum 3750 characters)

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

   Please attach a copy of the Professional Development calendar into Appendix B
5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

   Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

11 Describe how the 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. (Maximum 3750 characters.)

TRANSFORMATION SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
   Ms. Sanders was hired by Transitions Management Company August 2009 with Board approval. A member from Transitions Management Company was the Chief Administrative Officer. Transitions Management company was also responsible for the finances of the District. Transitions Management Company left the Academy in November 2009, and Midwest Leasing Company was hired by the Board to take over the Human Resources Department. Ms Sanders was hired by the Board to take over as CAO and Principal for the remainder of the 2009-2010 year.

   According to Transitions Management Company she was needed because of her educational experience and background. She is a visionary. She is an instructional leader and is noted for helping another Academy that was in jeopardy of closing. She was there for 8 years and turned the school around to make AYP 7 out of 8 years she was at the helm as principal and CAO. Her past management company (MJ Management) and Board of Director (Thomas-Gist Academy) said she was ethical and displayed integrity. She is aware of the political climate affecting education, and she works collaboratively to establish social contacts to promote the educational process in her school. She has great management of learning skills. Her background in curriculum, instruction and reading endorsement adds to what is needed to assist with academic achievement. She believes in planning, is organized, and has a process to accomplish student achievement. Ms. Sanders works collaboratively with all stakeholders to achieve it. She promotes professional development, and uses data to drive the needed professional development and instruction. She believes professional development should occur long term and not once a year. She is also known for working collaboratively with all stakeholders and creating a positive environment for students, staff and parents. She communicates on an ongoing basis with all stakeholders, especially to parents using monthly calendars, internet, parent meetings, etc. She believes technology is vital to the educational program as is evident in the many technology reinforcement programs

she brought to the Academy, as well as, smart board in every classroom and elmos for every grade level.
This is also the second year of implementing the Turnaround Model. The parents, staff and Midwest Leasing Company appear to enjoy the stability of a principal and expectations required. The climate is positive as is noticed through surveys by the stu

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)
There is flexibility in planning the yearly calendar. The first year, 2010-2011 the Academy used the Turnaround Model and increased learning time by 5 minutes each day. Instead of the day beginning at 8:00 am and ending at 3:25 pm the day ended at 3:30 pm.
The Academy also implemented 3 summer programs. The first four week program, July 2011, 8:30 am-12:30 pm was for students in grades 3-8 who were identified needing improvement by using MEAP and Iowa Test of Basic Skills data. The emphasis was on ELA and Math. The second summer program was for grades 4-8. The program was a days of Science the first week of August, and it was facilitated by Dr. Darryl Baynes who also worked with NASA. He worked with students and teachers showing teachers how to use interactive science in the classroom. The third summer program was for all grades K-8 with an emphasis in ELA and Math. All students were allowed to attend from 8:30 am-2:30 pm. There is a noticeable difference according to staff of students achieving higher and being more focused. This conclusion was based on the results from the summer programs, teacher tests and observations. The staff is awaiting the MEAP results to note the carryover on a standardized test and post tests of STAR Reading and Math Diagnostic, Scantron and Iowa Test of Basic Skills.

Beginning second semester of the 2011-2012 school year, and the second year of implementing the Turnaround Model the Academy plan to increase learning time by an additional 25 minutes. The start of school will continue at 8:00 am. The close of the day will become 4:00 pm instead of 3:30 pm. The increase time will add time to all subjects.

To eliminate pulling staff out of classrooms where the highly qualified and certified teachers are most needed, the Academy will have the majority of their professional development occur after school or on Saturdays, paying the stipend to staff rather than paying substitutes.

Every month beginning in January 2012 two hour collaborative meetings will occur from 4:00 pm-6:00 pm on Mondays, and they are planned for professional development for grade level, subject area, data, curriculum, Leadership Team, School Improvement planning, evaluations and instructional strategies to increase student achievement.

The Academy is a one school district. The Board of Directors and Administrators have established a minimum of two times a year and more if needed to review Board Policies and Procedures and Administrative Guidelines with the assistance of the Charter School Institute. Policies are reviewed as needed. The Charter School Institute designee helps assure the school maintain up-to-date and current polices in light of legal administrative requirements.

The principal and the Leadership Team Chairmen have the authority and oversee the staffing and budget of the school. The goal of everyone at the Academy is student achievement. There is at least one member from the Leadership Team on the hiring committee, and the budget is discussed and reviewed at Leadership Team meetings as well as at staff meetings. The staff is pleased to have maximum input on what goes and what stays. The new and fourth financial officer contracted by the Board during Ms. Sanders third year at the Academy has the administrators and Leadership Team making decisions of how the finances should be spent for the Academy.

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)
The Leadership Team Chairmen along with their Leadership Team and administration worked collaboratively to develop competencies to measure the effectiveness of the principal and staff. The process began when the school was first identified as a PLA school during the 2010-2011 year. Beginning in November 2010 the Leadership Teams once a month discussed what competencies were needed, reviewed competencies from other districts within and outside the state to assist students with achievement. After much discussion and collaboration at their team meetings, a decision was reached at a staff meeting by consensus in May 2011 to use the following standards:

Standard 1: The teacher/administrator causes students to actively participate and be successful in the learning process.

Standard 2: The teacher/administrator uses various forms of assessment to monitor and manage student learning.

Standard 3: The teacher/administrator is prepared and knowledgeable of the content and effectively maintains students' on task behavior.

Standard 4: The teacher/administrator communicates and interacts in a professional manner with the school and community.

Standard 5: The teacher/administrator keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

Standard 6: The teacher/administrator acts as a responsible professional in addressing the overall mission of the school/district.

The competencies listed above are incorporated in the interview process of hiring new staff. This includes review of letters of recommendation, portfolio, evidence of acting with initiative and persistence, evidence of planning ahead, demonstrate ability to improve student achievement; understanding of importance of student outcomes, past practice in classrooms, i.e. differentiated instruction, classroom management, and situational scenario, use of assessment tools, and sample lesson plans. Also administration was not a part of the standards and administration has been added to reflect continuity across the board.

Attached is a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
At the end of the school 2009-2010 school year, Transitions Management Company removed a minimum of 6 teachers from employment based on teacher performance and certification. Four teachers did not return because they received positions in traditional schools. There were 29 teachers on the roster. Transitions Management Company hired four new staff June 2009. Beginning the 2009-2010 school year Ms. Sanders and a team of teachers were involved in the hiring process with Transitions Management Company for 2 staff members with vacant positions. The two staff members received a promotion to another position in another district.

Applications were sent to Transitions. Applicants completed applications and were screened for highly qualified and certified, and background checks completed before submission to administration to begin the interview process. The interview process involved a teacher representative, administration and auxiliary staff. In November 2009 due to budget constraints, unacceptable student achievement in special education and some teachers not having certification.

Midwest Leasing Company began the interviewing process with Ms. Sanders. The company chose to retain Ms. Sanders as principal. She wanted to give more time as an Instructional Leader and asked not to retain the position as CAO. The leasing company agreed and hired her as the principal. The Board agreed to hire Mr. Gordon who was the principal prior to Ms. Sanders as the CAO. Ms. Sanders joined the

Midwest interview team to hire the remainder of the staff for the remainder of the 2009-2010 year.

This past year in August 2011 members of the School Improvement Team and parent joined the Academy's Interview Team and followed this process:

The competencies listed in Appendix A are used as a guide during the interview process. Applications are sent to the school and forwarded to Midwest employment Leasing Company. The employment leasing company checks the state website to determine if the applicant is highly qualified and have proper certification.

If the applicant is highly qualified and certified the applicant is invited for an initial interview with the Academy's Interview Team. The team has a representative from the School Improvement Leadership Team of Personnel, administration, teacher, parent and pupil accounting. As soon as the the student council president is elected he/she or designed is a member of the interview team. Candidates are selected based on the competencies listed in item 3. Applicants are chosen based on the standards. If the applicant completes the interview with a clear understanding of what is expected according to the standards, the applicant is invited for a second interview.

For the second interview applicants teach a lesson, write lesson plans, implement instructional strategies while teaching the lesson, and demonstrated a variety of instructional strategies to improve student achievement. An applicant chosen after the second interview has their paperwork forwarded to Human Resources to complete the paperwork and hiring process. Human Resource complete all paperwork and hires the applicant who becomes an employee of Midwest/SEA4 Leasing Company. The Board hires the leasing company, and the leasing company hires the employees for the Academy. The many changes of management companies, leasing companies, and budget constraints over the three years have left 8 out of 20 teachers and one administrator still working at the Academy since the fall of 2009 to present day fall of 2011.

4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)
The empowerment of staff has made a tremendous difference according to staff in their feeling of ownership at the Academy. Every staff member is involved on one of the Leadership Teams modeled after MDE Strands: Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Processing.

All aspects of the school are brought to the Leadership Team Chairmen for discussion and afterwards brought to staff meetings. Decisions are made regarding budget, student achievement, assessments, school climate, etc with all stakeholder of the

Academy. The staff enjoy deciding what stays and what goes. The staff have a feeling of ownership and that's why they choose to stay at the Academy. An example of a School Improvement decision is the implementation of the Data Room. Staff chose to receive in service during the summer by Wayne RESA on how to read and interpret data. The staff expanded on the data room for the Academy to note students not mastering skills on the MEAP and Iowa as well as explaining the GLCEs at each grade level. The data room is centrally located. It assists with individual student needs especially with using the Curriculum Crafter Program for Differentiated Instruction.

Another reason they enjoy the Academy is the professional development is selected based upon their School Improvement Plan and data. The staff like having someone who comes more than one time and has a relationship with them as they continue striving for academic excellence of their students. Representatives from Curriculum Crafter, Accelerated Reader Program and Study Island are part of ongoing professional development occurring throughout the year.

The staff appear to enjoy the mentoring program. Those teachers mentoring enjoy the responsibility, and those teachers receiving mentoring appear to enjoy having someone to assist them through their teaching experience.

The Board has worked to include incentives to all teachers based on their years of employment. Those teachers who have been at the Academy longer receive more monetary incentive. Also the Academy Board this year has included Academic Update on the Board Agenda at public meetings to note the academic growth of students learning and teachers facilitating this process.

Surveys occur after each professional development workshop to note whether the workshop did what was expected and to note if more information is needed or to determine if the workshop should not continue the following year. Surveys also occur to note whether administration and the school need improvement or if the staff is pleased with the progress.

Staff has the opportunity to tutor after school and during the summer. They are encouraged to continue working towards their goal. One of their goals in their evaluation is to have a personal as well as professional goal.

The attendance of staff has been very good according to finance. The finance officer compared two year's ago with this past year's substitute coverage and noticed the cost had been reduced by almost half. The Board implemented a program to pay teachers for days not used this past year, and it has been accepted favorably.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)
The School Improvement Leadership Team is responsible for professional development and the effectiveness of teaching and student learning at the Academy. Data results from the MEAP (grades 3-8), Iowa Test of Basic Skills (grades K-2), Scantron (grades 3-8 and will include grade 2 January 2012), STAR Reading and Math Diagnostic Test, along with teacher tests are used to determine the professional development.

The School Improvement Leadership Team takes the results from pre and post tests to note what areas need improvement. Companies, strategies and resources are researched and decisions made. Curriculum Crafter is an example of a strategy used to assist with Differentiated Instruction. The Academy partners with Macomb ISD also to retain this program that is ongoing and a representative is available the entire year.

STAR Reading and Math Diagnostic Tests have a pre and post test. The staff uses the information from the tests to assist with individualized instruction and assist with student reading and math instruction. The test results tell students what they need to do to improve in skill areas. It also tells the teacher and parents how they can assist students in improvement skills. Students can move at their instructional pace in the Accelerated Reader and Accelerated Math Programs in grades K-12. The results from the STAR tests assist with instruction and mini lessons.

Data results also yield ongoing professional development from the HOPE Foundation. The Leadership Team Chairmen are trained by a representative from Hope Foundation throughout the year and team in services the staff. This company shows teachers what to look for when teaching such as student engagement, individualized instruction, and assessing whether students are learning. Teachers observe one another in this program and adjust teaching strategies as needed.

Wayne ISD has a school improvement process facilitator who works closely with the School Improvement Leadership Team to carryout the school improvement plan. This process facilitator is ongoing throughout the year. This is the second year the Academy has had a process mentor working with the Academy. Last year the process mentor was sporadic in her visitation. This year the process mentor meets with school personnel weekly.

More examples of ongoing professional development selected by the School Improvement Team are Dr. Jesse Jackson III who works with teachers and parents

to improve student achievement. He worked with teachers last year to discuss having the right attitude and tools to instruct in an at risk school as well as having professional development for parents in the summer and fall on how to help their child succeed academically and socially.

Dr. Darryl Baynes who also work with NASA has been with the Academy for the past three years to assist teachers with interactive science in the classroom. He also taught a summer workshop for a week in August 2011. Teachers, students and parents were shown the importance of science and how to incorporate it daily. He provides ongoing professional development.

The Leadership Team uses the assessment results once a year from the MEAP, pre and post test results from the IOWA, STAR Reading and Math Diagnostic, Scantron pre and post tests, Study Island results, end of the chapter, teacher tests, and alternative assessments to assist with measuring progress of student achievement. The testing and adjustments to instruction is ongoing.

The School Improvement Leadership Team meets monthly, discussion occurs at staff meetings monthly and the District School Improvement Leadership Team meets 4 times a year during each card marking to note student growth and make the necessary changes to improve student achievement.

Appendix B notes the Professional Development Plan prepared by the School Improvement Leadership Team based on results from data.

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)

The new governance structure began the fall of 2009. Ms. Sanders became the person I charge of turning around the Academy. The process involved the following:

- Changing the attitudes of staff from negative disgruntled employees to staff who felt they have ownership in the decision-making process at the Academy
- All staff are members of the Leadership Team with a Leadership Team Chairmen as the leader of Leadership Team. The Leadership Team is based on the five MDE Strands of Teaching for Learning, Leadership, Personnel and Professional Growth, School and Community Climate, and Data. The Leadership Teams meet monthly in their individual groups or at staff meetings.
- There were parents who felt there was little to no communication to having an open door policy the first and second year. Communication became ongoing through monthly newsletters, Coffee Chat with Parents at school or in their homes,

breaking news announcement when needed throughout the year, TeleParent announcement (telephone call to all families) for important days events/happenings, Teacher Connect program facilitated to call home letting parents know if work was missing or if there was an academic or behavior problem/also with good news of student progress, and Parent Connect so parents can go online to look at progress reports and report cards.

- Involving staff in the hiring process of personnel. Depending on the job, a member from the job group is on the interview team along with the regular Academy Interview Team of parent, student, administration and member from the Personnel Leadership Team.
- Before 2009 the management company, finance and the board determine how money was used for the Academy. The past two years the School Improvement Leadership Team has been very active as to how, when and what the money will be used to assist with student achievement at the Academy. The principal and School Improvement Leadership Team make the crucial decisions regarding finances.
- Board and Administrative Guide are updated twice a year with a representative from the National Charter School Institute to keep abreast of state law and the changes needed as a public school.
- The Student Code of Conduct is reviewed yearly and Administrative guidelines reflect the required changes.
- Curriculum, Instruction, and Data are reviewed monthly at staff meetings, school improvement leadership team meetings, grade level and subject area meeting.
- The Academy has as its goal to return call or meet with parents within 24 hours of a parent request. the
- There are four goals in the School Improvement Plan and the following staff are responsible for monitoring the goals: Teachers - Deborah Bryant, Evelyn Clark, and Jacqueline Love - paraprofessional/technology aide along with the Leadership Team monitor the goal to Increase Student Achievement In ELA; Teachers - JoLynne Portelli, Jan Klein and Ted Anderson along with the Leadership Team monitor the goal to Increase Student Achievement in Science; Teachers -Tiffany Taylor and James Pierson along with the Leadership Team monitor the goal to Increase Student Achievement in Math; and Teachers, Janice Ridley and Gloria Noble along with the Leadership Team monitor the goal to Increase Student Achievement in Social Studies.
- Ms. Sanders is the change agent for the Academy. She works directly with the School Improvement Leadership Team and reports to the chief administrative officer.

7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

An example includes results from the MEAP. As soon as the test results are available the school improvement team analyzes the results by disaggregating the data of female vs. males, economically disadvantaged, special education population and those who met state standards vs. those who did not meet state standards. The school improvement team requested further professional development so they attended a five day workshop in the summer of 2011 facilitated by Wayne ISD Data Coach on interpreting data and the use of data in the classroom to drive instruction. The staff had begun a data room and from the workshop was able to define specifically the skills and GLCEs of each student needing assistance who did not meet the state standards and post the results in the Data Room centrally located in the Academy. Teachers then used the data room as a guide in their classrooms using Differentiated Instruction and the Curriculum Crafter program that assists with individual instruction. The Data Room encourages more structure collaborative meetings.

The Iowa Test of Basic Skills for grades K-2, STAR Pre and Post Diagnostic Test, and Scantron Pre and Post Test also allows for analyzing data and using the data to assist with instruction in the classroom. Teachers receive the pre test results from fall testing, analyze the data, and use the data to drive instruction in the classroom. When the post test are given in the spring the data results are analyzed and discussed by the school improvement team and shared with the entire staff at staff meeting to note if classroom instruction targeting those areas suggested in the fall were mastered.

Additional data analysis include ongoing evaluation using Study Island, Accelerated Reader and second semester the Academy will use the Accelerated Math Program. These are researched based programs allowing students to move at their individual pace. Study Island (technology program in all core subjects) is correlated to state standards and Accelerated Reader and Accelerated Math are correlated to national standards. The technology reinforcement programs allow students to move at their own pace measuring growth daily. Teachers use these programs and results an ongoing basis to reinforce individualized instruction.

Teachers use Kent County ISD KC4 Curriculum that was correlated to state standards. This curriculum is aligned from one grade level to the next grade level to state standards and is reviewed yearly or as is needed with a Kent County ISD Consultant and the School Improvement Leadership Team who share the information with the entire staff during professional development and/or staff meetings. The school improvement team also aligned the curriculum according to the four card markings at each grade level to assist teachers with GLCEs that should be covered at each grade level and across subject areas according to state standards. Each year or when necessary the process of analyzing and updating curriculum changes occur based on state standards.

This year the School Improvement Leadership Team has scheduled professional development and meetings once a month for two hours after school, 4:00 pm-6:00

pm on Mondays. Two of these professional development days include data workshops to analyze, review and adjust curriculum based upon test results.

Lesson plans are developed by the instructional staff with GLCEs noted and reviewed by the principal to ensure curriculum is followed and data drive instruction according to the School Improvement Plan. Collaboration and communication regarding student achievement and program effectiveness occur in Leadership Team meetings, grade level team meetings and subject area team meetings and are discussed, data analyzed, strategies shared based on best practices and implemented and ongoing assessment used to test the effectiveness of instruction monthly.

Information from the disaggregated data is analyzed, interpreted and shared with staff, parents, students and community supporters through the Annual Report, school website, weekly teacher newsletters, staff meetings, grade level meetings, team meetings, subject area meetings and data reports. The Data Room allows for ongoing identifying of students and skills needing additional instruction. Collaboration among staff and stakeholders is ongoing.

8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)
The school improvement plan provides a clear and focused mission regarding student achievement and high expectations of students. This is discussed further in subject area meetings, grade level meetings, curriculum meetings and staff meetings. Monthly newsletters are sent home to communicate with parents about curriculum expectations. At the beginning of the year at Parent Orientation and Parent Meetings, the curriculum and expectations are reviewed and discussed. Programs during school and after school address the need for students to achieve academically and socially. Students are recognized in the monthly newsletter for academic achievements and on the school website.

One of the intervention strategies from the school improvement leadership team yield more defined skills, GCLEs and students needing assistance as noted in the Data Room from test results analyzed from the MEAP 2010 and Iowa Test. The Data Room has encouraged more collaboration among staff and the need to adjust instruction to meet the individual needs of students. This is also noted as you see teachers with data walls replicating the data room in their classrooms.

The school year began with teachers working diligently to address needs of students as noted by data and readjust instruction, strategies and alternative assessments on an ongoing basis. A full day of training occurred on curriculum and its use prior to the start of school. Curriculum is also addressed in monthly staff meetings, subject area meetings, grade level meetings, and school improvement leadership team meetings.

The Kent County ISD Consultant collaborated with staff and the Curriculum Director/principal to provide curriculum aligned to the GLCEs/Benchmarks. The Kent County Collaborative Core Curriculum (KC4) is a teacher-created, standard-based mastery curriculum developed to make the standards and benchmarks of the Michigan Curriculum Framework (MCF) and the national content standards meaningful to and usable for the classroom teacher.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)
The School Improvement Leadership Team researched time spent educating students and shared the results with the staff. It was noted from research that those students engaged with more instruction time throughout the year appear to perform better in school and not lose as much over the summer months.

Therefore In January 2012 the Academy is looking forward to increasing instruction time with an additional 30 minutes a day. The student's school day will change from 8:00 am-3:30 pm to 8:00 am-4:00 pm. More emphasis will be placed on reading and writing. It is a known fact, if you want students to increase their word vocabulary, reading skills, and writing skills, more time and practice must be built into the schedule to practice.

The most important aspect of extending the school day is to ensure that the extra time is spent in academic endeavors which engage students. To increase student achievement, George Washington Carver Academy will extend the school day by thirty minutes. By implementing this change, each core subject will be extended by 5 minutes per day. The additional time will enable the teaching staff to aim toward the goal of increasing performance in each core academic area. The school schedule will be adjusted from the current 8:00 am-3:30 pm to 8:00 am-4:00 pm. This will allow for increased learning time and community engagement.

The Academy is excited to implement year round school for grades K-2. The program will operate with 10 weeks in school and 2 weeks off incorporating the state mandated days school is not in session as well. Research states children lose a lot of what is learned over the summer months. We are no longer working in the agriculture age and have fast forward to the technology age. We will build a foundation at the early ages of skills needed to better prepare them for the global society. As the years progress and if the budget allows the Academy would like to extend to a full year school for all students. All subjects will be taught according to the Common Core Standards and GLCEs. This will give each student a head start on their academic career and increase student achievement.

Additionally, enrichment programs that are technology based e.g., Accelerated Reader, Accelerated Math, Kidspiration/Inspiration, and Study Island will continue on the daily schedule to ensure academic improvement for all students. During enrichment time, teachers per grade level will collaborate on knowledge and mastery of specific instructional practices. Teachers will have the opportunity to share strategies and best practices to increase their repertoire of educational approaches. The goal of this collaboration stow-fold: 1) to build a teaching staff that is flexible, confident, analytical and able to facilitate a classroom environment where all students can learn 2) to identify students who are at risk with certain subjects such as Mathematics or Reading by using student achievement data to support instructional decision making.

To assist with student engagement, the school improvement leadership team has been working with the Hope Foundation for two years. The first year was used to identify and define the goal of the school and define what all staff should have in common. The Academy recognize the joint goal is to increase student achievement with an emphasis on monitoring more closely the School Improvement Plan. Also this year Wayne ISD has a school improvement facilitator to help the school improvement leadership team chairmen monitor more closely the School Improvement Plan. Some common procedures include having Daily Assignment for the first 10 minutes of the day; standing at the door at the beginning of the day to welcome students; following the Student Code of Conduct; heading of paper, walking students to their activities; etc.

This year the Hope Foundation Consultant is working with the Leadership Team Chairmen to identify what student engagement is and how it looks like in a classroom. The chairmen and Hope Foundation Consultant have been visiting classrooms and analyzing instruction based on student engagement. The Leadership Team Chairmen in services the staff on what they have learned at staff meetings.

The full year program for grades K-2 will be monitored by the School Improvement Leadership Team on a monthly basis or as needed if more time is needed at the beginning of this newly initiated program. The School Improvement Leadership Team will have on the agenda at their regularly scheduled monthly meetings a review, update and data analysis of the year round program. The Leadership Team Chairmen will chair the meetings. Minutes will be taken by the School Improvement Leadership Team secretary. Agendas and minutes will be kept on file in the principal's office.

Through ongoing evaluation those individuals who choose not to collaborate and work together will no longer be employed at the Academy.

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

It is our belief that children and young people will only maximize their potential when their social and emotional needs are met. George Washington Carver Academy provides many programs and services to ensure that students succeed in school. The Academy has a Parent Advisory Council and information is shared and discussed with them at Parent Meetings. Parent workshops as well as a range of activities designed to build the capacity of parents are scheduled throughout the year to provide additional support to parents with their children's academic, social and emotional needs.

The support staff assists teachers with suggestions for classroom management, strategies for modification of curriculum and observations of students. The Intervention Specialist works directly with children and their parents to resolve problems in adjustment and learning and collaborates with school staff to provide services directed at improving academic achievement. The social worker evaluates the effectiveness of academic and behavior management programs, participates in IEPs, and works to strengthen relationships between teachers, parents, and service providers in the community. The Resource Program staff (Resource Room teachers, Speech and language, Psychologist) work with the staff, students and families to provide IEPs, full inclusion instruction with the general education teacher and resource staff. The support staff collaborates with teachers, parents, and administrators to note effective solutions to learning and behavior problems. Staff use the adopted RTI (Response to Intervention) Program to clearly define a process for identifying students who need additional assistance. The support staff also works with the community to provide resources such as hearing and vision screening and dental services.

Professional development occurs for parents to assist them with helping their child with academic achievement and parenting skills. Workshops for parents such as using technology, Accelerated Reader and your child, having a parent room for parents to read with their child at least twice a week and take the nationally computerized Accelerated Reader Test, having speakers such as Dr. Jesse Jackson III have workshops for parents on standardized testing and their child as well as the importance of parent participation in school for student achievement occurred as a summer workshop and fall. There was a Writing workshop for parents and students during summer 2011. The past two years parents have been able to attend workshop at the Academy for seasonal employment with various community agencies. This year the Academy is working with Michigan Works to provide volunteer time at the Academy to assist children providing parents meet the requirements of working with children.

Parents are vital members as stakeholders at the Academy as noted by their presence on the School Improvement Team and having two parents to assist with

organizing parent meetings and the Parent Room. The Parent Advisory Council meets four times a year to discuss, review and evaluate the effectiveness of programs at the Academy.

The Academy also has various partnerships with local businesses in the metro Detroit area such as the Detroit Pistons, Highland Park Apartment Association, Clarity Enterprise, YMCA, Michigan State University, Lawrence Technology, Youthville, Highland Park Collaboration, DEVCO Business Association, Pizza Hut Reading Program, ABC Transportation, Police Department, Fire Department, and the Mayor's Office. These local businesses provide free services such as food, clothing, tickets, and haircuts to the parents and their children.

TURNAROUND SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Directions: The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)

2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)

3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)

4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)

5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)

6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)

7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)

9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)

10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter

school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)

14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)

16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)

17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

RESTART SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS.

IV. CLOSURE MODEL COMPONENTS

Directions: The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement discussing how the requirement will be implemented in your school. Each description should also identify who is responsible for implementation and when implementation will take place.

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

CLOSURE SCHOOL MODELS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS.

APPENDIX A
COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

APPENIDIX A

COPY OF LEADER AND TEACHER EVALUATION TOOL

OR COPY OF ADOPTED COMPETENCIES

GEORGE WASHINGTON CARVER ACADEMY

GUIDELINES FOR PERFORMANCE-BASED TEACHER AND ADMINISTRATOR EVALUATION

Statutory Authority for Performance-Based Evaluation

George Washington Carver Academy chose to implement a performance-based teacher evaluation program. The form chosen was adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984.

We are piloting this program and will have ongoing evaluation. Missouri used the following statue for this document.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. -The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)

Executive Summary

This manual contains the philosophy and procedures of the Department of Elementary and Secondary Education's Performance-Based Teacher Evaluation Model. This evaluation model has been constructed after considering recent research (Danielson, 1996; Glattorn, 1997; Peterson, 1995; & Manatt, 1994; MoSTEP Standards, 1999) and best practice. The model represents the work of a state advisory committee to link Performance-Based Teacher Evaluation with the Missouri Show-Me Standards (1994) state assessments, individual professional development, teacher education standards, and ultimately, student success.

The committee considered the direct testimony of experts, discussing concepts and formulating ideas to develop an evaluation model that respects the roles and responsibilities of both teacher and administrator. It was important to develop a model that could be used to effectively evaluate teacher performance while encouraging professional growth. Developmental and reflective practice needs have been integrated into the model. The new evaluation system is characterized by

- Both evaluative and professional development processes
- Self-directed professional development for teachers
- Clear criteria and standards, supporting the Show-Me Standards, student performance and assessment
- Clear procedures for the evaluation of performance
- An emphasis on training for both teachers and administrators; and
- A collaborative process which is necessary for the development of a learning community.

These characteristics create a linked system, which permits reliable and valid judgments to

be made regarding teacher performance.

Philosophy

A performance-based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. Performance-based teacher evaluation is intended to assist administrators and teachers in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based teacher evaluation system supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

Guiding Principles

This model does not establish procedural rights for the evaluation process. Each district must establish procedural rights based on local school district policy and school law. Beyond procedural rights, the following guiding principles are offered to districts as they begin developing
their own performance-based evaluation instrument.

- The responsibility for staff evaluation and professional growth resides at the local school district level. This manual should be used as a starting point in the development of a district's evaluation system. The system should be developed collaboratively by teachers and administrators.
- The Performance-Based Teacher Evaluation model should have processes that address teacher evaluation and professional development. The teacher evaluation phase serves organizational decision-making purposes while the professional development phase supports the teacher in improving performance on an ongoing basis.
- Adequate time and opportunity should be provided for teachers to grow professionally by participating in activities such as mentoring, peer coaching, working on professional teams, etc.
- Criteria should address both student and teacher behaviors. The central focus in developing an evaluation system is to promote student success.
- The process of teacher evaluation and professional growth should allow for teacher reflection, teacher collaboration, and staff contribution to the learning community.
- A strong mentoring program, with proper funding and training, is essential for providing the necessary support and feedback for first- and second-year teachers.
- Reliable evaluators are essential to the evaluation process. Evaluators should be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and providing leadership for teacher professional development.
- The system should provide for a connection between the evaluation criteria, student performance, school building goals, and district comprehensive school improvement plans.
- Sufficient orientation should be provided to acquaint teachers with the district's evaluation and professional growth process and the specific criteria to be

documented. Both district-wide and building-level meetings should be held to properly acquaint teachers with the evaluation model.

- A post-observation conference should be conducted within a reasonable period of time following a classroom observation. Data observed by the administrator/ supervisor as well as other data that is provided by the teacher should be shared at conference time. The conference should include a discussion of the alignment between the classroom activities and the Missouri Show-Me Standards or curriculum guides
- All teachers should have a Professional Development Plan (PDP) or a Professional Improvement Plan (PIP). The Professional Development Plan will vary based on the classification of the teacher. Non-tenured teachers in their first two years of teaching should develop a Professional Development Portfolio that documents all evaluation criteria. Professional Development Plans for all teachers may provide enrichment opportunities beyond the portfolio. Tenured teachers will develop Professional Development Plans that allow for growth/enrichment related to specific criteria, building goals and the comprehensive school improvement plan.
- As teachers develop their PDPs they should pay close attention to the requirements for PCI, PCII and CPC certification.
- The local Professional Development Committee should serve as a resource to provide teachers professional opportunities related to their individual Professional Development Plans.
- Professional Improvement Plans should be developed to assist teachers not meeting district expectations.
- The administrator/supervisor is responsible for the management of the teacher evaluation and professional development phases of the PBTE. However, the process of data collection is a collaborative venture. The teacher and administrator/supervisor collect and discuss the data during conferences.
- The use of multiple trained evaluators may be appropriate and beneficial in the district.

Teacher Evaluation and Professional Development

Performance-Based Teacher Evaluation consists of a teacher evaluation phase and a professional development phase. Teacher evaluations serve organizational decision-making purposes. Decisions about tenure are based on such evaluations. Teacher evaluation of beginning teachers serves as a means of ensuring that they have or are developing essential teaching skills. Teacher evaluations also serve to reassure school boards that the quality of the teaching force is maintained. All teachers should receive frequent "drop-in" observations each year.

The professional development phase provides feedback or information that encourages teachers' professional growth. Restructuring initiatives and higher standards for student success will continue to press teachers to try new approaches in the classroom. The school districts' implementation of the Missouri Show-Me Standards may mean that many teachers will have to redesign the way they teach. If teachers and schools are to improve the quality of instructional programs, then an evaluation system designed to encourage teacher growth is essential. The following definitions are provided:

Professional Development – a system designed to help teachers improve on an ongoing basis.

Teacher Evaluation – a system of feedback for teachers that is designed to measure their teaching competence. Professional development may differ among teachers. Teachers with more years in the district may be given more choice and individual responsibility in developing their PDPS within the parameters of the building and district goals. First, second and third year teachers will develop plans based on their developmental level and interaction with the administrator/supervisor.

Performance-Based Teacher Evaluation/Teacher Evaluation Phase (Annual Cycle)

- Teacher collected data
- Data requested by Adm./Supervisor
- Planned/Unplanned data
- Frequent "drop-in" observations

Administrator/Supervisor Collected Data

- Classroom observations
- Pre- and post-observation conferences
- Data collection
- Evaluation report
- Contract decision made

Professional Development Phase (Annually)

- Mentors for 1st-year teachers and recommended for 2nd-year teachers
- Professional development portfolio
- Adm/Supervisor directed collaborative
- PDP for all year teachers and teachers new to the district
- PDPs address criteria, building goals and comprehensive school improvement plans

Professional Development Phase (Annually)

- Teacher chooses PDP option with Administrator/Supervisor approval unless receiving formal evaluation
- May work with colleague
- PDP's address criteria, building goals and comprehensive school improvement plan

Improved Student Performance / Improving Teachers / Attaining School Improvement Goals Teacher's Choice Professional Development/ Teacher Evaluation Cycles

The professional development phase involves teachers working with one another in confidential and collegial professional relationships. Professional interaction allows teachers the opportunity to reflect on practices that relate to student success. During the professional development phase, teachers are able to engage in supportive dialogue and growth outside of the evaluation phase.

A mentor is to be provided for first-year teachers. A mentor should also be provided for teachers in their second year. The mentor should assist the teacher in developing her/his evaluation portfolio and should observe and be observed by the 1st/2nd/3rd-year teacher. Time for planning and interacting should be provided for both the mentor and 1st/2nd-year teacher. Districts should provide adequate training for mentors in order for this phase to be effective. The mentor should observe the 1st/2nd/3rd-year teacher teaching a lesson and provide for reflective feedback prior to the 1st/2nd/3rd-year teacher being observed by the administrator/supervisor.

Evaluation Phase Data Collection

The evaluation phase involves data collection that documents teaching competence (see criteria with descriptors, page 17). Performance data collection is a collaborative process involving both the teacher and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as classroom observations, conferences, videotapes or could obtain unplanned data. The teacher is responsible to develop a portfolio that documents performance on each of the criteria. Additional artifact data may be requested by the administrator/supervisor. The data collected is reviewed and recorded on the Comprehensive Data Collection Form (see Appendix B).

Observed data are those witnessed by the administrator/supervisor, non-observed data are those shared with the administrator/supervisor, and unplanned data are unsolicited data received by the administrator/supervisor. These data may be classified as observed, non-observed, or artifacts (documents created by the teacher related to practice or examples of student work).

The administrator/supervisor will review all data and determine significance in documenting specific criteria. If the data are deemed significant, the administrator/supervisor will document the data on the Comprehensive Data Collection Form and place the form in the teacher's working file. All data included in the teacher's working file should be discussed with the teacher and initialed by both parties prior to being placed in the file.

Observations

During each of the first three years of the evaluation cycle, teachers will have a minimum of one scheduled and two unscheduled observations. During the remaining years, a minimum of one scheduled and one unscheduled observation will be conducted annually. Previous to the scheduled observation, a pre-observation conference should be scheduled. Each observation should be followed by a collaborative conference between the teacher and the administrator/supervisor. Appendix A provides a variety of forms that may be used by the administrator/supervisor for such conferences. Review of the teacher's professional portfolio may also be included in the post-observation conference. All data reviewed should be recorded on the Comprehensive Data Collection Form (Appendix B) and initialed by the teacher and administrator/supervisor. In addition to the normal classroom observations, frequent "drop-in" observations by the administrator/supervisor are recommended.

The Professional Improvement Plan (PIP) should be in response to an observed deficiency or in response to an artifact document or other information that indicates concern regarding a specific criterion. The PIP should be discussed and presented to the teacher within a set period of time as

established by district policy. The mentor may also assist the teacher in the remediation of deficiencies as listed in a PIP, but the mentor's involvement shall not become part of the formal evaluation process.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

Evaluation Report

The Evaluation Report consists of administrative review and assessment of all aspects of teaching performance. The Evaluation Report will be used to formally summarize the administrator's/supervisor's assessment of the teacher's performance, based on the data collected. The report will require the administrator/supervisor to recommend the teacher for renewal of employment. The teacher and administrator/supervisor will conference, discuss, and sign the Evaluation Report by the appropriate date.

Option A

Mentor Teacher

This option allows the teacher to reflect on what he/she is doing with the 1st/2nd/3rd-year teacher and associate this with his/her own practice. The teacher receives mentor training as prescribed in the Professional Development Plan of the district. The teacher uses a self-reflection log to document the activities and/or work done with the 1st/2nd/3rd-year teacher in accordance with duties as outlined by the Leadership Team. The teacher assists the 1st/2nd/3rd-year teacher with the development of his/her portfolio by making suggestions and offering advice. The time and dates of observations completed by the teacher for the 1st/2nd/3rd-year teacher and the time and dates of conferences held with the 1st/2nd/3rd-year teacher are documented. The teacher uses the documentation to write a reflection of the experiences and how it has affected the teacher's own practices. This plan should specifically relate to criteria and school improvement goals.

Option B

Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs. The Action Research should be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams.

Each teacher involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator or business partner. This plan should specifically relate to criteria and school improvement goals.

Option C

Professional Review Process

This option allows the teacher to use individual reflection to grow professionally. The teacher should be videotaped during three or more teaching sessions, focusing on one or more criteria. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, business partner, or representative from an educational agency or university staff development program could also observe the teacher. The teacher should document, by written reflection, the observation and the conference held with the outside observer.

The teacher's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on her/his professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

Option D
Individualized Professional Activity
This option allows the teacher to work individually on specific areas approved by the administrator/supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria and school improvement goals.

System Review
The Leadership Team should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fai8r, and efficient system that is comprehensive and performance-based.

Data Collection Forms
During the Teacher Evaluation Phase the administrator/supervisor and teacher cooperatively gather data in order to document the teacher "highly effective or effective" on all 20 criteria. The use of the data collection forms may vary based on the classification of the teacher. The administrator/supervisor may request certain forms to be completed by the teacher in order to complete the data collection. The pre- and post-conference data collection forms found in Appendix A (Lesson Plan Review, Professional Observation Record, Supplemental Professional Observation Report, and Lesson Reflection Sheet), may be used by the administrator/ supervisor as necessary to secure adequate documentation on teachers. The Comprehensive

Data Collection Form, found in Appendix B, is used to record the review of the criteria documentation and the level of performance. This review is an annual cycle for non-tenured teachers and occurs on a five-year cycle for tenured teachers. The Professional Observation Record, found in Appendix A, is used for all teachers during classroom observation by the administrator/supervisor.

Professional Plans

All teachers should have an annual Professional Development Plan approved by the administrator/ supervisor. There are two types of professional plans: the Professional Development Plan and the Professional Improvement Plan.

Professional Development Plan for First, Second and Third -Year Teachers
All first, second and third-year teachers are required to have a Professional Development Portfolio. The portfolio will document "teacher performance" on all twenty criteria. Some documentation will be provided by the administrator/supervisor as a result of formal observations. The mentor should assist the teacher in selecting entries for the portfolio.
4 Plus Years Teachers
Teachers in years with 4 plus years will develop a Professional Development Plan with administrator/supervisor approval. Although a criterion portfolio is still required, the administrator/ supervisor may allow some teachers to develop an enrichment plan while others continue with the developmental aspect of the portfolio

Teachers may also find that they can profit from a multi-year professional growth plan. This may involve collaboration with colleagues or may be more individualized depending on the option chosen. Offerings from the district's Leadership Team, as well as training opportunities from other sources, may be incorporated into the Professional Development Plans of teachers. The plan is submitted to the administrator/supervisor early in the school year prior to the date set by the district. Some teachers may choose to submit applications prior to the end of a school for the next school year. This would allow local district professional development offerings, graduate work, summer seminars, or travel to be used in developing a plan.

Professional Improvement Plan
The Professional Improvement Plan (PIP) is used to assist teachers in correcting a documented deficiency of one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.
The administrator/supervisor should notify the teacher of the deficiency evidenced by an event or document leading to the decision within a set amount of time as determined by the district.
While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which significant disagreement arises, the decision of the administrator/supervisor is final. Upon completion of the PIP, the administrator/supervisor may allow the teacher to return to their selected PDP.

Evaluation Report
The Evaluation Reports, found in Appendix D, provide a means of synthesizing all the information obtained during the data collection phase. Each list provides specific criteria for each standard. Each criterion is rated according to the performance level demonstrated and documented on the Comprehensive Data Collection Form.

A rating of "progressing minimally effective" or "ineffective" should be preceded by efforts to improve that performance through the use of a Professional Improvement Plan. A rating of "minimally effective" or "ineffective" means the teacher is not meeting that criterion at an

acceptable level. An appropriate plan for improvement should be continued or a decision regarding employment should be determined.

Standards and Criteria for Performance-Based Teacher Evaluation
Standard 1: The teacher causes students to actively participate and be successful in the learning process.
Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.
Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
Standard 4: The teacher communicates and interacts in a professional manner with the school community.
Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.
Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
Criterion 4: The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.
Criterion 5: The teacher uses various ongoing assessment to monitor the effectiveness of instruction.
Criterion 6: The teacher provides continuous feedback to students and family.
Criterion 7: The teacher assists students in the development of self-assessment skills.
Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.
Criterion 10: The teacher demonstrates appropriate preparation for instruction.
Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
Criterion 12: The teacher creates a positive learning environment.
Criterion 13: The teacher effectively manages student behaviors.
Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.
Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.
Criterion 17: The teacher engages in professional growth.

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.
Criterion 19: The teacher assists in maintaining a safe and orderly environment.
Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.
Criteria

Teacher Evaluation Criteria with Descriptors
Note: The descriptors provided are simply examples of student and teacher behaviors that may be used to document criteria. The descriptors provided are not intended to be an all inclusive list. The observation and/or documentation of each criterion will vary based on the context.
* Items represent descriptors that may be more pertinent to special services teachers.
Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
The students will:
1. Develop questions and ideas to initiate and refine research.
2. Conduct research to answer questions and evaluate information and ideas.
3. Use technological tools and other resources to locate, select, and organize information.
4. Comprehend and evaluate written, visual, and oral presentations and works.
5. Discover and evaluate patterns and relationships in information, ideas, and structures.
6. Organize data, information, and ideas into useful forms (including charts, graphs, and outlines) for analysis and presentation.
7. Identify, analyze and compare the institutions, traditions, and art forms of the past and present societies.
8. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
The students will:
1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
2. Review and revise communications to improve accuracy and clarity of information.
3. Exchange information, questions, and ideas while recognizing the perspectives of others.
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences.
5. Perform or produce works in the fine and practical arts.
6. Apply communication techniques to the job search and the workplace.
7. Use technological tools to exchange information and ideas.
Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
Standard 1: The teacher causes the students to actively participate and be successful in the learning process.

The students will:
1. Identify problems and define their scope and elements.

2. Develop and apply strategies based on ways others have prevented or solved problems.
3. Develop and apply strategies based on one's own experience in preventing and solving problems.
4. Evaluate the processes used in recognizing and solving problems.
5. Reason inductively from a set of specific facts and deductively from general premises.
6. Evaluate the extent to which a strategy addresses the problem.
7. Assess costs, benefits, and other consequences of proposed solutions.

Criterion 4: The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.
The students will:
1. Explain reasoning and identify information used to support decisions.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. Analyze the duties and responsibilities of individuals in society.
4. Recognize and practice honesty and integrity in academic work and in the workplace.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.
6. Identify tasks that require a coordinated effort and work with others to complete those tasks.
7. Identify and apply practices that preserve and enhance the safety and health of self and others.
8. Explore, prepare for, and seek educational and job opportunities
Criterion 5: The teacher uses various ongoing assessment to monitor the effectiveness of instruction.
The teacher:
1. Applies a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self assessments,
authentic assessments, and standardized tests) to enhance and monitor his or her knowledge of learning, to evaluate student progress and performances and to modify instructional approaches and learning strategies.
2. Collects information through observation of classroom interaction, and questions and analyzes student work.
3. Designs and uses assessments that support the transfer of learning to real life.
4. Makes appropriate modifications in assessments in accordance with students' IEPs.*
5. Employs district adopted assessment techniques.*
6. Other...

Criteria and Descriptors
Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.
Criterion 6: The teacher provides continuous feedback to students and family.
The teacher :
1. Maintains useful records of student work and performance and shares the information with the student.
2. Provides feedback to students regarding the quality of performance.

3. Contacts parents promptly regarding concerns related to the student's academic or behavioral performance.
4. Makes regular contacts with parents regarding students' IEP progress.*
5. Provides parents with information regarding program background and purpose.*
6. Other...

Criterion 7: The teacher assists students in the development of self-assessment skills.
The teacher:
1. Uses assessment strategies to involve learners in self-assessment activities, assist them in becoming aware of their learning behaviors, strengths, needs and progress, and encourages them to set personal goals for learning.
2. Develops scoring guides for students to use in assessing the quality of their work.
3. Other...

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides or IEPs.
The teacher:
1. Uses assessments which correlate to the method of instruction and the district curriculum guide/IEPs.
2. Assigns meaningful activities or homework that are timed to assist the student in understanding.
3. Assigns homework that supports the students' understanding of content.
4. Uses assessments which correlate to the methods of instruction.
5. Other...

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.
The teacher:
1. Uses assessment data to adjust instructional strategies appropriately for desired learner outcomes.
2. Uses assessment techniques that allow for a variety of multiple intelligences to be used by students.
3. Uses student portfolios to assess students' work in a developmental manner.
4. Uses a variety of communication tools to report student progress.
5. Provides scoring guides, as appropriate, to students prior to assessing work.
6. Makes modifications of assessment procedures, as appropriate.
7. Other...

Criteria and Descriptors

Criterion 10: The teacher demonstrates appropriate preparation for instruction.
The teacher:
1. Prepares lessons which reflect a strong understanding of the content.
2. Implements lessons which link students' prior knowledge with new ideas and/or provides effective anticipatory set.
3. Designs lessons in clear and logical formats.
4. Selects and creates learning experiences that are appropriate for curriculum goals/IEPs, relevant to learner and based upon principles of effective instruction.
5. Evaluates plans relative to long and short-term goals and adjusts them to meet students' individual needs/IEP and to enhance learning.

6. Provides effective anticipatory set to prepare the students for the learning experience.
7. Clearly states the expected learning objectives to the students.
8. Utilizes district and/or community resources to implement instruction.
9. Provides resource teachers with advance knowledge of lessons, tests, dates of project deadlines, and scoring guides.
10. Conferences with classroom teacher prior to lessons to make appropriate modifications for special service students.*
11. Prepares lessons which are aligned with IEP objectives.*
12. Other...

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of the learner.
The teacher:
1. Identifies students' prior experiences, learning styles, strengths and needs when designing and implementing a lesson plan.
2. Demonstrates the ability to access specialized services to meet students' needs.
3. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and then meets student needs. (e.g. lecturing, modeling, questioning, experimental learning, role playing, Socratic seminar, and project based learning).
4. Provides opportunity for guided and independent practice.
5. Provides effective closure of the lesson.
6. Creates lessons and activities that recognize individual needs of diverse learners and variation in learning styles and performance.
7. Implements IEP goals for identified students.*
8. Modifies students' participation in learning activities based on ability and need.*
9. Identifies students with possible special needs and refers them to appropriate resource.
10. Other...

Criteria and Descriptors

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

Criterion 12: The teacher creates a positive learning environment.
The teacher:
1. Creates a positive learning environment where students feel comfortable and willing to engage in learning.
2. Arranges and maintains a safe and functional classroom or workspace.
3. Interacts with students in a professional and courteous manner.
4. Connects learning to students' prior experiences with family, culture and community.
5. Creates an environment which promotes mutual respect.
6. Provides for well-structured learning activities that encourage students to pay attention and participate.
7. Manages time, space, transitions, and activities effectively.
8. Contributes to maintaining the positive classroom environment (class within a class environment).*
9. Other...

Criterion 13: The teacher effectively manages student behaviors to promote learning.
The teacher:

1. Encourages student responsibility in the classroom.
2. Avoids using emotionally charged language in dealing with behavioral disruptions.
3. Makes effective use of preventive strategies (proximity, eye contact, non-verbal cues, position and movement).
4. Manages discipline infractions in accordance with school policy.
5. Applies classroom discipline appropriately.
6. Intervenes during inappropriate behavior.
7. Recognizes and reinforces appropriate student behavior.
8. Communicates expectations and parameters for student classroom behavior.
9. Reinforces the classroom teacher's rules (class within a class environment).*
10. Other...

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

The teacher:

1. Models effective verbal/non-verbal communication skills.
2. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in response to students' communications.
3. Uses a variety of media communication tools (e.g. video, multimedia, laser disk, internet).

Criteria and Descriptors

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

4. Writes documents in a professional manner.
5. Provides clear and concise oral and written directions.
6. Uses effective active listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
7. Reviews IEP's with all stakeholders to convey all special needs of each student with an IEP.*
8. Talks, listens and is responsive to students.
9. Seeks appropriate assistance as needed to support students with intellectual, emotional, or physical problems.
10. Provides information regarding individual students; IEP to classroom teacher as appropriate.*
11. Other...

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

The teacher:

1. Offers appropriate encouragement to all students.
2. Expresses views and ideas to others in a professional manner.
3. Handles confidential information and difficult situations ethically and with discretion.
4. Seeks opportunities to develop cooperative partnerships with the parents/guardians of students in support of student learning and well being.
5. Conveys expectations to parents/guardians of shared responsibilities in the learning process.
6. Identifies and uses the appropriate school personnel and community resources to help

students reach their full potential.
7. Supports parent/staff activities.
8. Is responsive to parents desiring a conference during regular school hours.
9. Provides pertinent information during parent/teacher conferences.
10. Collaborates with special education teachers regarding students with IEPs.
11. Collaborates with classroom teacher regarding the IEP needs of special services students.*
12. Other...

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district and state.
The teacher:
1. Uses varied building, district, state, or national resources available for professional development.

Criteria and Descriptors
Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
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2. Participates in school and district in service activities as appropriate.
3. Maintains appropriate knowledge of current state and federal laws regarding special services students.*
4. Participates in activities that encourage collective inquiry regarding teaching and learning.
5. Other...

Criterion 17: The teacher engages in professional growth.
The teacher:
1. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on his/her influence on students' growth and learning, and on the complex interactions between them.
2. Increases knowledge base related to professional responsibilities.
3. Increases knowledge of learning theory.
4. Applies new understanding of learning theory to the classroom.
5. Works cooperatively to develop and implement a professional development/growth plan.
6. Disseminates information obtained from professional development opportunities with faculty/staff as appropriate.
7. Documents continuing education units required for state certification.
8. Other...

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.
The teacher:
1. Stays informed regarding policies and regulations applicable to his/her position.
2. Follows the identified channels for resolving concerns/problems.
3. Complies with school policy on attendance and punctuality.
4. Completes duties promptly and accurately when given adequate notice.
5. Complies with school policy and guidelines on copyright.

6. Complies with school policy and guidelines regarding student confidentiality.
7. Maintains IEP records according to district policy.*
8. Other...

Criterion 19: The teacher assists in maintaining a safe and orderly environment within the school setting.

The teacher:

1. Performs school supervisory tasks.

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criteria and Descriptors

2. Exercises responsibility for student management on school property and at school activities during school days.
3. Regularly communicates safety issues for individual students to classroom teachers and administrators.*

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

The teacher:

1. Participates in professional activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan and committee work.
3. Participates in all phases of the evaluation process to effect ongoing professional growth.
4. Other...

Criteria and Descriptors

Glossary

Action Research – A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.

Administrator/Supervisor– The personnel authorized to implement the evaluation process.

Artifact Data – Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from another related source.

Comprehensive Data Collection Form – The form used to document all planned and unplanned data during the teacher evaluation cycle.

Criteria – The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.

CSIP- Comprehensive School Improvement Plan.

Descriptors – Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.

Drop-In Observation – An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection
is not necessary but may occur as the administrator/supervisor deems appropriate.
Evaluation Review – The form used to summarize the administrator's/supervisor's rating of performance for each
criterion at the end of the teacher evaluation process.
Mentor – The experienced teacher who is assigned and given time to guide and support a first- or second-year
teacher in the district.
Peer Coach – A teacher who collaborates with another teacher for mutual support and instructional improvement.
Planned Data – Data regarding a teacher, related to a specific criteria and collected by the administrator/supervisor.
Portfolio– A teacher's collection of data reflecting performance, development, and involvement in professional
activities that reflect criteria, building goals, and the Comprehensive School Improvement Plan.
Professional Development Phase - A system designed to help teachers improve on an ongoing basis.
Post-Observation Conference – A collaborative conference between the administrator/supervisor and the teacher
about data collected during an observation and other data submitted by the teacher.
Pre-Observation Conference- The interaction between administrator/supervisor and teacher during which the
lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. In some cases, a
form will be completed by the teacher prior to the conference.
Professional Development Plan – A plan developed by a teacher to formalize and document professional growth.
The choice for each teacher will depend upon his/her development level.
Professional Improvement Plan – A plan that assists teachers in attaining a satisfactory level of performance on a criterion.
Scheduled Observation –Aplanned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation phase.
System Review – The process for periodic review of the evaluation system.
Teacher- All classroom teachers including special services teachers. This does not include counselors/librarians and administrators.
Teacher Evaluation Phase – The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.
Unscheduled Observation – An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation phase.
Unplanned Data – Unsolicited data regarding a teacher, related to a specific criterion and collected by the administrator/supervisor.

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References

Appendix A

Lesson Plan Review

Professional Observation Record

Supplemental Professional Observation Record

Lesson Reflection Sheet

Lesson Plan Review

The Lesson Plan Review is to be completed by the teacher and given to the administrator/ supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria.

Teacher_____School_____

Grade/Subject_____Date_____/_____/_____

1. Briefly describe the lesson and students.
2. What objectives and activities will be used that are a part of the district's curriculum guide? What do you
expect the students to be able to know or do at the end of this lesson? How does this relate to what the
students should be able to know and do at the end of this unit?
3. Why are these goals suitable for the students?
4. How does the lesson plan provide for students to engage in work? What will the students do?
5. What difficulties do students typically experience in this area, and how do you plan to address those
difficulties and enable students to persist in the work?

* If more space is needed, please add additional pages.

6. What instructional materials or other resources will you use?
7. How do you plan to assess student achievement? What procedure will you use? What products will the
students produce? (Attach tests or performance tasks and include scoring guides.)
8. Is there anything about the learning environment that you think might affect your students during the observation?

9. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during the observed lesson?
10. Are there any special circumstances of which the observer should be aware?
* If more space is needed, please add additional pages.

Lesson Plan Review
The Professional Observation Record is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During classroom observation, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the supervisor should record specific student behaviors and comments as well as specific teacher behaviors and comments. These notes can be taken separately and then transferred to the Professional Observation Record or recorded directly on the Professional Observation Record form.
Teacher _____ School _____
Grade/Subject_____
Administrator/Supervisor _____ Date _____ /_____ /_____
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.
* If more space is needed, please add additional pages.
oScheduled Observation oUnscheduled Observation oArtifact Data oNon-Observed Data

Professional Observation Record
Standard 1: The teacher causes students to actively participate and be successful in the learning process.
5. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and families.
7. The teacher assists students in the development of self-assessment skills.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.
* If more space is needed, please add additional pages.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

Professional Observation Record
10. The teacher effectively demonstrates a readiness to teach.

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.
14. The teacher communicates appropriately with students, parents, community, and staff.
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
* If more space is needed, please add additional pages.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
Standard 4: The teacher communicates and interacts in a professional manner with the school community.

Professional Observation Record
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.
17. The teacher engages in professional growth.
18. The teacher adheres to all the policies, procedures and regulations of the building, and district.
19. The teacher assists in maintaining a safe and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.
Teacher's comments: Administrator's/Supervisor's comments:
Teacher's signature Administrator's/Supervisor's signature
Signature indicates the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behavior that will improve student performance.
Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.
Date / / Date / /

Professional Observation Record
Supplemental Professional Observation Record
(Short Form)
Teacher_____
School/Grade/Subject_____
Administrator/Supervisor _____ Date _____/_____/_____
Criterion:
Data:
Criterion:
Data:
Teacher's comments: Administrator's/Supervisor's comments:

Teacher's signature Administrator's/Supervisor's signature
Signature indicates the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.
oScheduled Observation oUnscheduled Observation oArtifact Data
oNon-Observed Data oDrop-In Observation
The Supplemental Professional Observation Record is used when documenting only one or two criteria.
Date / / Date / /

Lesson Reflection Sheet
The Reflection Sheet could be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/ supervisor to discuss and document standards/criteria.
Teacher _____ School_____
Grade/Subject _____ Date_____/_____/_____
1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?
2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district's curriculum guide?
3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?
4. Did I adjust my goals or my work as I taught the lesson? Why? How?
5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?
6. If there was one thing from this lesson that I could share with a colleague, what would it be?
* If more space is needed, please add additional pages.

Appendix B
Comprehensive Data Collection Form
The Comprehensive Data Collection Form is used by both the administrator/supervisor and teacher to summarize the documentation of each criterion over the course of the evaluation cycle. It should be maintained in the administrator's/supervisor's office and reviewed periodically to determine the teacher's progress. This document will provide an overview of the teacher's performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and shared with the teacher prior to entering it into the file.
Teacher _____ Beginning Date _____/_____/_____
School _____ Ending Date _____/_____/_____
Grade Level/Subject_____
Administrator/Supervisor_____

Data Collection:
CO-Classroom Observation IC-Individual Conference P-Portfolio
RS-Reflection Sheet LR-Lesson Review AR-Artifact O-Other
Criterion 1:The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.

Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
COo ICo Po RS o LRo ARo Other o _____
Standard 1: The teacher causes students to actively participate and be successful in the learning process.
COo ICo Po RS o LRo ARo Other o _____
* If more space is needed, please add additional pages.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
Data/Comments: Date_____/_____/_____
Teacher's Initials_____ Administrator's/Supervisor's Initials_____
Criterion 4: The teacher causes student to acquire the knowledge and skills to make decisions and act as responsible members of society.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 5: The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
Data/Comments: Date_____/_____/_____
Teacher's Initials_____ Administrator's/Supervisor's Initials_____
Criterion 6: The teacher provides continuous feedback to students and family.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.
* If more space is needed, please add additional pages.

CO-Classroom Observation IC-Individual Conference P-Portfolio Comprehensive Data Collection Form
RS-Reflection Sheet LR-Lesson Review AR-Artifact
O-Other
Criterion 7: The teacher assists students in the development of self-assessment skills.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 17: The teacher engages in professional growth.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behavior that will improve student performance.
* If more space is needed, please add additional pages.
Comprehensive Data Collection Form CO-Classroom Observation IC-Individual Conference P-Portfolio
RS-Reflection Sheet LR-Lesson Review AR-Artifact
O-Other
Criterion 18: The teacher adheres to all the policies, procedures, and regulations of the building and district.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 19: The teacher assists in maintaining a safe and orderly environment.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
* If more space is needed, please add additional pages.
Comprehensive Data Collection Form

Appendix C
Self-Evaluation Form

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics of students and developmental needs.
Data/Comments: Date_____/_____/_____
Teacher's Initials_____ Administrator's/Supervisor's Initials_____
Criterion 10: The teacher effectively demonstrates appropriate preparation for instruction.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
* If more space is needed, please add additional pages.

Comprehensive Data Collection Form CO-Classroom Observation IC-Individual Conference P-Portfolio
RS-Reflection Sheet LR-Lesson Review AR-Artifact
O-Other
Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 12: The teacher creates a positive learning environment.
Data/Comments: Date_____/_____/_____
Teacher's initials_____ Administrator's/Supervisor's initials_____
Criterion 13: The teacher effectively manages student behaviors.
Data/Comments: Date_____/_____/_____
Teacher's Initials_____ Administrator's/Supervisor's Initials_____
Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.
Data/Comments: Date_____/_____/_____
Teacher's Initials_____ Administrator's/Supervisor's Initials_____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____
COo ICo Po RS o LRo ARo Other o _____

Standard 4: The teacher communicates and interacts in a professional manner with the school community.
* If more space is needed, please add additional pages.
CO-Classroom Observation IC-Individual Conference P-Portfolio Comprehensive Data Collection Form
RS-Reflection Sheet LR-Lesson Review AR-Artifact
O-Other
COo ICo Po RS o LRo ARo Other o _____

Professional Improvement Plan
Self-Evaluation Form
The Self-Evaluation Form is used by the teacher prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing
for the PDP.
Teacher _____ Date ___/___/___ Professional Development Plan Option _____

1. What has been the most positive aspect of your instructional practice over the last few years?
2. What area of instruction gives you the most difficulty?
3. Which one of the goals, as enumerated in the Show-Me Standards or district curriculum guide, do you feel your students were successful in reaching this past year? What evidence can you use to show this success?
4. Which goal would you target as an area for your students to improve?
5. If you had last year to do over, what would you change?

* If more space is needed, please add additional pages.

6. What are some of your activities or ideas that you would share with others?
7. What would you like to learn more about, whether it be from another teacher, a special training program, or other resources?
8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes?
9. What are your strengths as a teacher?
10. What areas of your teaching would you like to improve?

Self-Evaluation Form
* If more space is needed, please add additional pages.

Professional Development Plan
NOTE: As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware
of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the
Professional Development Plan.
Teacher _____ School _____
Grade/Subject _____
Administrator/Supervisor _____ Date _____ /_____ /_____
Criteria: (Note: Teachers in 1st and 2nd year will address all 20 criteria in a professional portfolio.)
Refer to attached list.
Related Building/CSIP Goal(s):
Objectives (applicable descriptors):
o Enrichment o 1st/2nd-year teacher
* If more space is needed, please add additional pages.
Strategies for achieving objective(s):
(Teacher and administrator/supervisor responsibilities)
Teacher will:
Administrator/supervisor will:

Assessment methods and timelines:
Teacher's comments: Administrator's/Supervisor's comments:
Plan developed:
Teacher's signature Administrator's/Supervisor's signature
Plan completed _____ Plan revised _____ Plan continued_____
Date plan reviewed
Teacher's signature Administrator's/Supervisor's signature
Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.
Date / / Date / /
Date / / Date / /

Professional Development Plan
* If more space is needed, please add additional pages.

Standards/Criteria

Standard 1: The teacher causes students to actively participate and be successful in learning process.

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and families.
7. The teacher assists students in the development of self-assessment skills.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

10. The teacher demonstrates appropriate preparation for instruction.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

14. The teacher communicates appropriately with students, parents, community, and staff.
15. The teacher engages in appropriate interpersonal relationships with students, parents,

community, and staff.

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.
17. The teacher engages in professional growth.

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.
18. The teacher adheres to all the policies, procedures and regulations of the building and district.
19. The teacher assists in maintaining a safe, and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Professional Improvement Plan
The Professional Improvement Plan is used to assist teachers minimally ineffective or ineffective in one or more criteria. The administrator/
supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.
Teacher _____ Date_____/_____/_____ School _____
Criterion:
Performance Indicators:
Activities/Steps to be Taken /Resources/Persons Needed/Data to be Collected/Timelines/ Deadlines Initial Appr.

Teacher's signature Administrator's/Supervisor's signature
Plan completed _____ Plan revised _____ Plan continued_____
Date plan reviewed
Teacher's signature Administrator's/Supervisor's signature
Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.
Date / / Date / /
Date / / Date / /

Appendix D
Option 1: Evaluation Report
(3 point rating scale)
Option 2: Evaluation Report
(4 point rating scale with scoring guide)

Two Types of Evaluation Reports are included in this Appendix. Each form offers unique benefits and concerns. It is strongly recommended that each district review both versions carefully and determine which version offers the best fit for the district. Districts may also wish to modify, blend, or create new forms. Final review by legal counsel is suggested.
Option 1: Evaluation Report
(Three point rating scale)

The Evaluation Report is used to summarize the administrator's/supervisor's rating of performance
for each criterion at the end of the teacher evaluation process. If the teacher is rated "Minimally Ineffective" or "Ineffective," a PIP and/or
supportive documentation should be attached as appropriate.

Teacher _____ Administrator/Supervisor _____

Grade/Subject_____

School _____ Date _____/_____/_____

The Teacher:

Criteria

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and family.
7. The teacher assists students in the development of self-assessment skills.

Highly Effective, Effective, Minimally Effective, Ineffective

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.
10. The teacher demonstrates appropriate preparation for instruction.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.
14. The teacher communicates appropriately with students, parents, community, and staff.
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
16. The teacher successfully engages in professional development activities consistent with the goals of the building, district, and state.
17. The teacher engages in professional growth.
18. The teacher adheres to all the policies, procedures, and regulations of the building, and district.
19. The teacher assists in maintaining a safe and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Highly Effective, Effective, Minimally Effective, Ineffective

Administrator's/Supervisor's Summary (commendable items may be included):
Recommendation for employment:
Renewal of employment Yes o No o
Teacher's comments:
*_____ _____ Date____/____/____
Signature of Teacher Signature of Administrator/Supervisor
* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that
I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation
within (district determines number) working days and that my comments will be attached to the evaluation form
in my personnel file.
1 copy — Teacher 1 copy - Administrator/Supervisor 1 copy — Personnel File

Evaluation Report
Option 2: Evaluation Report (4 point rating scale with scoring guide)
Criteria Exceeds Meets Progressing Does not Meet
The teacher causes students to actively
participate and engage in
activities/learning that integrate the skills of
gathering, analyzing, and applying information
and ideas in authentic settings/context. The
teacher acts as a facilitator in managing activities/
learning to ensure students participate and
are successful in the learning process.
Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.
The teacher causes students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.

The teacher is inconsistent in causing students to engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.

The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process.

Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
Highly Effective, Effective, Minimally Effective, Ineffective

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of communicating effectively within and beyond the classroom in authentic settings/context.
The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.
The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context.
The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.
The teacher is inconsistent in causing students to engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.
The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning communicate effectively within and beyond the classroom in an authentic setting/context.
The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process.
Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
Highly Effective, Effective, Minimally Effective, Ineffective

3. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of recognizing and solving problems in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.
The teacher causes students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.
The teacher is inconsistent in causing students to engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are

successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.
The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
Highly Effective, Effective, Minimally Effective, Ineffective

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of making decisions and acting as a responsible member of society in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.
The teacher causes students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.
The teacher is inconsistent in causing students to engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.
The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context.
The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
Highly Effective, Effective, Minimally Effective, Ineffective

5. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
Teacher _____ Administrator/Supervisor _____
Grade/Subject_____
School _____ Date _____/_____/_____

The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments that are authentic to the goals, objectives and content of the instruction. The teacher maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning

of all students.
The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments.
The teacher maintains and uses data from his/her assessment activities to modify instruction.
The teacher has an awareness of informal and formal (traditional and performance-based) assessments. The teacher shows some evidence of data collection, primarily for assignment of a grade but not for modification of instruction.
The teacher shows little or no evidence of the use of informal and formal (traditional and performance- based) assessments. Data collection is minimal and insufficient for a grade or modification of instruction.
Highly Effective, Effective, Minimally Effective, Ineffective

6. The teacher provides continuous feedback to students and family.
The teacher provides frequent information to student and family, as appropriate, about the instructional program. Students participate in preparing materials for their families. The teacher frequently communicates with student and family on both negative and positive aspects of student progress, using instructional and behavioral artifacts, and is proactive in responding to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.
The teacher participates in school's activities for student and family communication but offers little additional information.
The teacher adheres to the school's required procedures for student and family communication. Responses to family concerns are minimal. The teacher's attempts to engage families in the instructional program are inconsistent. The teacher provides little information about the instructional program to students and/or families. The teacher provides minimal response to parents' concerns about students. The teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
Highly Effective, Effective, Minimally Effective, Ineffective

7. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.
The teacher consistently incorporates opportunities and expectations for students to engage in self-reflection, selfassessment and metacognition as a means of evaluating and refining their own learning.
Instructional artifacts (scoring guides, checklists, examples of student products, etc…) demonstrate clear/understandable and high expectations for all student performance or product. Instructional artifacts assist the student in setting and progressing toward goals.
The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement.

Instructional artifacts (scoring guides, checklists, examples of student products, etc…) demonstrate clear/understandable and high expectations for student performance or product.
The teacher demonstrates inconsistent evidence for student self-assessment and reflection. Instructional artifacts are limited and inconsistent in demonstrating clear expectations for student performance or product.
The teacher shows little or no evidence for student self-assessment and reflection. Instructional artifacts show little or no evidence of defining expectations for student performance or product.
Highly Effective, Effective, Minimally Effective, Ineffective

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
The teacher selects the assessments based on how efficient and effective the technique measures the district's curriculum guide proficiencies. The teacher customizes instruction based on analysis of individual student needs. Connection of instructional strategies to assessment is clearly evident and well planned. The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned. The types of assessments used may not be the best match with the district's curriculum guide. The teacher selects instructional strategies based on scope and sequence. Connection of instructional strategies to assessment is limited.
The types of assessments used often do not match with the district's curriculum guide. The teacher selects next content pieces based on textbook or informal sequence. Connection of instructional strategies to assessments is not evident.
Highly Effective, Effective, Minimally Effective, Ineffective

9. The teacher assists students in the development of self-assessment skills.
Highly Effective, Effective, Minimally Effective, Ineffective
Evaluation Report
The teacher collects a variety of student data prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with frequent and specific feedback provided to students. The assessment plan provides a sufficient body of evidence about a student's growth that is valid, credible information from which generalizations about student growth can be made.
The teacher collects data on student learning prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with appropriate feedback provided to the students.
The assessment plan provides a sufficient body of evidence about students that is valid, credible information.
The teacher collects summative data and some informal data prior to instruction.
The teacher uses limited types of assessments.
The assessment plan provides a body of evidence that is not sufficient for all the decisions being made.
The teacher collects summative data or data that is too limited to make effective judgments. The teacher uses only post tests. The assessment plan provides a substantially limited body of evidence that is not sufficient for all the decisions being made.

Highly Effective, Effective, Minimally Effective, Ineffective

10. The teacher demonstrates appropriate preparation for instruction.
The teacher understands not only the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society, but also demonstrates understanding of the most important elements/issues/strands of the discipline necessary for students to develop a deep understanding of the subject matter. The teacher chooses the most appropriate and robust examples, analogies, and experiences as opportunities for students to make meaning of the subject matter. Objectives of the lesson are clear and developed in an innovative, sequential, and logical fashion. The teacher utilizes district and community resources.
The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students and builds upon students' prior knowledge. Objectives of the lesson are clear and developed in a logical fashion. The teacher utilizes district resources.
The teacher demonstrates a basic knowledge of the discipline(s). The teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.
Instructional and/or assessment artifacts tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that often set too high or low an expectation for the developmental level of the students. Objectives of the lesson are stated but limited in connection to instruction. The teacher demonstrates limited awareness of district resources.
The teacher demonstrates little or no evidence of a basic knowledge of the discipline(s). The teacher demonstrates flaws or gaps in disciplinary understanding.
Instructional and/or assessment artifacts are limited and tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that set too high or low an expectation for the developmental level of the students. Objectives of the lesson are seldom stated and greatly limited in connection to instruction. The teacher is not aware of district resources.
Highly Effective, Effective, Minimally Effective, Ineffective

11. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.
The teacher selects, uses, and evaluates a variety of instructional strategies, based on careful analysis of curriculum objectives, student needs and experiences. The teacher makes use of a rich mixture of basic and advanced content and skills to promote students' development in these areas.
Reflections on instructional artifacts demonstrate the teacher's ability to match instructional strategies with content/or skills to be taught.
Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.

The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teacher's ability to match specific strategies with the content and/or skills to be taught.
Instructional groups are varied, as appropriate to different instructional goals.
The teacher uses a limited set of instructional strategies to create lessons mostly at the recall/recognition level. The teacher reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.
The teacher shows little or no evidence of using even a limited set of instructional strategies and strategies used are at the recall/recognition level. The teacher shows no evidence of the ability to engage students in active learning; rather, instructional artifacts indicate a teacher-centered, whole-class approach to instruction. Instructional groups are seldom used.
Highly Effective, Effective, Minimally Effective, Ineffective

12. The teacher creates a positive learning environment.
The teacher shows evidence that standards of conduct are clear to all students and appear to have been developed with student participation. The teacher demonstrates genuine caring and respect for individual students. Students demonstrate genuine caring for one another as individuals and students. Students take obvious pride in their work and initiate improvement of work.
The teacher shows evidence that standards of conduct are clear to all students.
Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.
The teacher shows evidence that standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher student interactions are generally appropriate but may reflect occasional inconsistencies.
Students do not demonstrate negative behaviors toward one another. Students minimally accept the responsibility to do good work.
The teacher shows no evidence to indicate that standards of conduct appear to have been established, or students are confused as to what the standards are. The teacher's interactions with at least some students are negative, demeaning, or sarcastic. Conflict, sarcasm, or put-downs characterize student interactions. Students demonstrate little or no pride in their work.
Highly Effective, Effective, Minimally Effective, Ineffective

13. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
The teacher's monitoring of students is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. The teacher follows appropriate discipline code and serves as a "significant adult" role model for students.
The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The

teacher takes appropriate actions as needed, consistent with district and building rules and policies.
The teacher is generally aware of student behavior but may miss the activities of some students. The teacher's attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. The teacher usually takes appropriate actions as needed, consistent with district and building rules and policies.
Student behavior is not monitored, and the teacher is unaware of what students are doing. The teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. The teacher does not take or inconsistently takes required disciplinary action with students.
Highly Effective, Effective, Minimally Effective, Ineffective

14. The teacher communicates appropriately with students, parents, community and staff.
The teacher is professionally appropriate and proactive when communicating with students, parents, community, and staff. The teacher frequently and successfully communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models, supports, and expects students to use effective verbal, nonverbal, and media communication tools and techniques as integral tools of learning. The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.
The teacher is occasionally professionally inappropriate when communicating with students, parents, community, and staff.
The teacher adheres to the school's procedures for communicating with students, parents, community, and staff, and the teacher demonstrates effective verbal and written communication skills and presentation techniques. Use of media communication is limited.
The teacher is professionally inappropriate when communicating with students, parents, community, and staff. The teacher shows little evidence of communicating with students, parents, community, and staff in order to support instructional school issues. The teacher shows little evidence of effective verbal and written communication skills.
Highly Effective, Effective, Minimally Effective, Ineffective

15. The teacher effectively manages student behaviors.
The teacher is professionally appropriate and proactive when interacting with students, parents, community, and staff. The teacher frequently and successfully interacts with students, parents, community, and staff in order to support instructional school issues and responds to concerns with great sensitivity and understands differences.
The teacher is professionally appropriate when interacting with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.
The teacher is occasionally professionally inappropriate when interacting with students, parents, community, and staff. The teacher adheres to the school's procedures for interacting with students, parents, community, and staff but often is unavailable to respond to

concerns.
The teacher is professionally inappropriate when
interacting with students, parents, community, and staff. The teacher shows little evidence of interacting with students, parents, community, and staff in order to support instructional school issues.
Highly Effective, Effective, Minimally Effective, Ineffective

16.The teacher engages in development activities consistent with the goals and objectives of the building, district, and state.
The teacher seeks out multiple opportunities for professional development and assists the district in providing professional development that enhance content knowledge and pedagogical skills. Professional development is focused and aligned to district and building goals and objectives.
The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills.
Professional development is aligned to district and building goals and objectives.
The teacher participates in professional development activities to a limited extent when they are convenient. Professional development is often not congruent with district and building goals and objectives.
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher does not attend professional development events offered by the district and provides no evidence of skill development outside of the school setting.
Highly Effective, Effective, Minimally Effective, Ineffective

17. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
Highly Effective, Effective, Minimally Effective, Ineffective

Evaluation Report
The teacher has a Professional Development Plan that defines and documents an innovative teaching behavior and makes strong connections between the new behavior and student achievement. The PDP is linked to building and district goals and specific criteria. The teacher initiates important activities to contribute to the profession, such as frequently sharing new ideas and serving as a mentor to others interested in new teaching behaviors.
The teacher has a Professional Development Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PDP is clearly linked to building and district goals and specific criteria.
The teacher participates actively in sharing knowledge with others.
The teacher has a Professional Development Plan that provides limited documentation of new behaviors of professional practice and the impact of such practice on student learning. The teacher finds limited ways to share knowledge with others.
The teacher does not have a Professional Development Plan that documents new behaviors of professional practice and the impact of such practice on student learning. The teacher makes no effort to share knowledge with others.
Highly Effective, Effective, Minimally Effective, Ineffective

18. The teacher adheres to all the policies, procedures and regulations of the

building and district.
The teacher serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction of Board of Education policy, building and district procedures and regulations. The teacher is proactive in completing assigned duties. The teacher uses appropriate resources to solve professional conflicts. The teacher produces forms, reports, and plans that can be used as employees.
The teacher demonstrates knowledge of Board of Education Policies, building and district procedures and regulations. The teacher is consistent in completing assigned duties in a prompt and accurate fashion. The teacher uses identified appropriate resources to solve professional conflict. The teacher completes forms, reports, and plans that meet district expectations.
The teacher accesses appropriate resources to gain direction of Board of Education policies, building and district procedures and regulations. The teacher is inconsistent in completing assigned duties in a prompt and accurate fashion. The teacher is aware of appropriate resources to access to solve professional conflicts. The teacher completes forms, to meet district policy.
The teacher provides little evidence of awareness of Board of Education policies, building and district procedures and regulations. The teacher fails to complete assigned duties in a prompt and accurate manner. The teacher has little or no knowledge of the appropriate resources to access to solve professional conflicts. The teacher does not complete required forms, reports, and plans according to district policy.
Highly Effective, Effective, Minimally Effective, Ineffective

19. The teacher engages in professional growth.
The teacher consistently provides supervision as directed by building administrators and voluntarily supervises students as needed to assist the safe operation of the building.
The teacher consistently provides supervision as directed by building administrator.
The teacher is inconsistent in providing supervision as directed by building administrator.
The teacher does not provide supervision as directed by building administrator.
Highly Effective, Effective, Minimally Effective, Ineffective

20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.
The teacher's professional relationships with colleagues are supportive and cooperative.
The teacher takes initiative in assuming leadership among the faculty. The teacher volunteers to participate in school events and building/district projects and committees and assumes a leadership role in at least some capacity.
The teacher's professional relationships with colleagues are supportive and cooperative.
The teacher volunteers to participate in school events and building/district projects and committees, making a contribution.
The teacher maintains cordial professional relationships with colleagues to fulfill duties that the school or district requires.
The teacher participates in school events and building/district projects and committees only when specifically asked.
The teacher's professional relationship with colleagues are negative or self-serving. The teacher avoids becoming involved in school events and building/district projects and committees.
Highly Effective, Effective, Minimally Effective, Ineffective

19. The teacher assists in maintaining a safe and orderly environment within the school setting.
Highly Effective, Effective, Minimally Effective, Ineffective

Evaluation Report
Administrator's/Supervisor's Summary (commendable items may be included):
Recommendation for employment:
Renewal of Employment Yes o No o
Teacher's comments:
* _____ _____ Date____/____/____
Signature of Teacher Signature of Administrator/Supervisor
* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation

School-Based Administrator Evaluation Form

School Year Evaluation Year

Part 1 – JOB RESPONSIBILITIES

STANDARD 1: VISION

An administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Objective: _____

_____

_____

_____

_____

Performance Indicators

Collaboratively develops a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student (MSDE)

Establishes procedures for the collaborative development and periodic review of the vision by stakeholders

Aligns resources to support the vision (MSDE)

Communicates the vision and the progress towards the school's goals and objectives

Evaluator's Comments: **School-Based Administrator Evaluation**

STANDARD 2: INSTRUCTIONAL LEADERSHIP

An administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school climate and instructional program conducive to student learning and professional development.

Objective:_____

_____

_____

_____

_____

Performance Indicators

Uses strategies to create a positive school culture that promotes respect for diversity and commonality

Gathers and analyzes multiple sources of data to facilitate the implementation of effective instructional programs and to promote student achievement

Ensures the implementation of essential curriculum and best practices for differentiated instruction and assessment

Implements a regular and an effective staff evaluation process oriented toward continuous improvement of instruction

Plans, implements and evaluates ongoing professional development to improve staff performance and student achievement

Evaluator's Comments:

STANDARD 3: THE MANAGEMENT OF LEARNING

An administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Objective: _____

_____

_____

_____

_____

Performance Indicators

Provides structures and processes that promote effective communication and timely resolution to conflict

Ensures that a safe, clean and aesthetically pleasing environment is created and maintained

Involves stakeholders in developing and managing a budget that supports the instructional program and school improvement goals

Develops and maintains a master calendar and schedule that reflects a focus on student achievement

Identifies and develops effective leaders among the staff

Develops, implements and manages a school-wide discipline plan in alignment with HCPSS Student Code of Conduct

Establishes and maintains effective interpersonal relationships with students and staff

Evaluator's Comments:

STANDARD 4: FAMILY/COMMUNITY COLLABORATION

An administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Objective: _____

_____

_____

_____

_____

Performance Indicators

- Addresses parental concerns in a timely and effective manner
- Develops and maintains effective communication with all stakeholders
- Engages the community to create shared responsibility for student and school success
- Values the diversity of the community by ensuring that all stakeholders are treated in an equitable and dignified manner
- Shares leadership and decision-making with stakeholders
- Connects students and families to the appropriate health, human, and social resources
- Establishes on-going professional dialogues with staff regarding a proactive and positive relationship with the school community

Evaluator's Comments: **School-Based Administrator Evaluation**

STANDARD 5: ETHICS AND INTEGRITY

An administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Objective: _____

_____

_____

_____

_____

Performance Indicators

- Establishes trust and demonstrates openness and respect in relationships
- Uses feedback to reflect on leadership and its impact it on stakeholders
- Establishes processes that promote collaboration among diverse groups to develop and accomplish common goals
- Demonstrates commitment to continuous improvement for students, staff, and self
- Establishes and maintains procedures to protect the rights of confidentiality of individual students, staff and parents

Evaluator's Comments: **School-Based Administrator Evaluation**

STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT
An administrator is an educational leader who promotes the success of all students by understanding, and responding to the larger political, social, economic, legal, and cultural context.

Objective: _____

_____

_____

_____

_____

Performance Indicators

- Ensures that school programs and procedures comply with local, state, and federal regulations and policies
- Uses appropriate avenues to advocate for policies and programs that promote equitable learning opportunities for all students regardless of socioeconomic status, ethnicity, gender, or disability
- Contributes to policy and decision making through participation on school, district, and state level committees
- Maintains membership and participates in professional organizations
- Represents the school within the larger community

Evaluator's Comments:

School-Based Administrator Evaluation Form

Administrative

STANDARDS FOR EDUCATIONAL LEADERS

STANDARD 1: VISION
An educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the community.

STANDARD 2: INSTRUCTIONAL LEADERSHIP
An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

STANDARD 3: THE MANAGEMENT OF LEARNING
An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 4: FAMILY/COMMUNITY COLLABORATION
An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD 5: ETHICS AND INTEGRITY
An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT
An educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 1: Vision

An educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the community.

HCPSS Accountability Parameters: Mission, Leadership Area of	Knowledge, Skills, and Attitudes

Focus	
Systemic Thinking	Keeps the HCPSS vision and goals at the forefront of decision-making and actions. Uses data-based research strategies to create a mission that takes in account the diversity of learners in the school/district.
Change	Encourages others to seek opportunities for different and innovative approaches. Facilitates the implementation and acceptance of change within the workplace. Demonstrates support for innovation and for organizational changes needed to improve effectiveness. Acts as a change agent. Understands the dynamics of resistance to change and employs strategies to reduce the resistance.
Strategic Planning	Develops long-term objectives and strategies to motivate staff, students, families, and community to achieve the vision. Translates vision into realistic strategies to mobilize resources to support the vision. Implements continuous improvement principles for staff and self.
HCPSS STANDARDS FOR EDUCATIONAL LEADERS 13 School/Program Improvement Planning	Engages in the collection, organization and analysis of a variety of information, including student performance data, required to assess progress toward the district's vision, mission, and goals. Makes decisions based upon student performance data. Provides instructional leadership to implement changes based on data analysis.
Communication Skills	Demonstrates the ability to communicate the vision to the school board, staff, parents, students, and community through the use of symbols, ceremonies, stories and other activities. Expresses ideas clearly and

	concisely; disseminates information about decisions, plans, and activities. Presents information, analysis, ideas and positions in writing in a clear and convincing manner.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

HCPSS Accountability Parameters: Instructional Time, Leadership, Programmatic Issues, Intervention Programs, Instructional Delivery Area of Focus	Knowledge, Skills, and Attitudes
Cultural Proficiency	Develops an approach to improve and maintain a positive culture for learning that capitalizes on multiple aspects of diversity to meet the needs of all students. Assesses school/office/district culture using multiple methods. Maintains constant contact with stakeholders to keep them informed of changes and to share information. Uses strategies for creating a positive school or district culture. Models and promotes respect for diversity.
Instructional Knowledge Base	Demonstrates an understanding of the principles of effective instruction. Ensures that curriculum and assessments are implemented in a manner that fully accommodates the diverse needs of individual learners. Demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. Demonstrates the ability to assist personnel in understanding and applying best practices for student learning. Uses disaggregated data to promote an environment for accelerated student learning for all student groups. Identifies, clarifies and addresses barriers to student learning.
Effective Instructional Program	Employs a variety of supervisory and evaluation models to ensure exemplary teaching for student learning.

	Makes curriculum decisions based on research and HCPSS essential curriculum and assessments. Maintains a culture of high expectations for self, student and staff performance. Assesses student learning using a variety of techniques. Utilizes multiple sources of data regarding student performance.
HCPSS STANDARDS FOR EDUCATIONAL LEADERS 14 Professional Development	Designs and demonstrates ability to implement well-planned, context appropriate professional development programs based on research on student and adult learning aligned with HCPSS system goals. Uses observations, collaborative reflection and adult learning strategies to assist with forming comprehensive professional growth plans with personnel. Develops and implements a personal professional growth plan that reflects a commitment to life-long learning and best practices.
Observation and Evaluation of Staff	Conducts regular and effective evaluations of certificated staff based on student learning. Conducts regular and effective evaluations of non-certified staff. Provides both formal and informal feedback to staff regarding performance. Identifies and develops potential leaders among the staff. Conducts daily, informal visits, meetings and conversations with staff regarding successful job performance.
HCPSS STANDARDS FOR EDUCATIONAL LEADERS 15 Area of Focus	Knowledge, Skills, and Attitudes
Building/ Program/Office/ Management	Uses knowledge of learning, teaching and student performance to inform management decisions.

	Initiates and maintains operational plans and procedures to achieve the mission and goals of the system/school. Manages time effectively to maximize attainment of system/school goals. Deploys financial and human resources in a manner that promotes student achievement. Promotes effective communication skills for conflict resolution, group processes, building consensus and problem solving. Manages staff effectively by clearly defining job roles, assigning tasks, delegating appropriately and requiring accountability.
Budget and Resource Management	Develops a budget that demonstrates an equitable use of fiscal resources that focuses on teaching and learning. Manages fiscal resources responsibly and effectively. Involves stakeholders in decisions affecting the deployment of funds and resources. Actively seeks additional sources of financial and human resources.
Data Management	Accesses student data from the district, school and classroom level at least quarterly. Assists School Improvement Team(s) in accessing, analyzing, and interpreting student data. Coordinates the implementation of local and state assessments.
Safe Environment	Ensures that a safe, clean, and aesthetically pleasing environment is created and maintained. Maintains confidentiality and

	privacy of student and staff records. Develops systems for safely managing the school building/office, equipment, and support systems.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS 16 STANDARD 4: FAMILY/COMMUNITY COLLABORATION

An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

HCPSS Accountability Parameters: Programmatic Issues, Climate Area of Focus	Knowledge, Skills, and Attitudes
Communication Skills	Develops and maintains effective media relations, when appropriate. Communicates frequently and effectively with the larger community. Uses public information and research-based knowledge of issues and trends to collaborate with families and community members.
Community Awareness	Identifies and nurtures relationships with community leaders. Treats community stakeholders in an equitable manner. Recognizes and values the diversity of the community. Involves families and other stakeholders in decision-making processes to promote accelerated student achievement. Demonstrates leadership to programs serving the student groups represented in the school community.
Interpersonal Skills/ Human Relations	Models community collaboration to positively affect student learning. Provides opportunities for staff to develop collaborative skills. Regularly uses information about family and community concerns, expectations and needs. Recognizes and values diversity.

STANDARD 5: ETHICS AND INTEGRITY

An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Area of Focus	Knowledge, Skills, and Attitudes
Professional Responsibility	Demonstrates a respect for the rights of others with regard to confidentiality. Engages in honest interactions with

	colleagues. Demonstrates impartiality, sensitivity to student diversity and ethical considerations in interactions with others. Makes and explains decisions based upon ethical and legal principles. Treats people fairly, equitably, and with dignity and respect. Fulfills legal and contractual obligations.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS 17 STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT

An educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

HCPSS Accountability Parameters: Climate Area of Focus	Knowledge, Skills and Attitudes
Legal Issues	Applies understanding of larger political, social, economic legal and cultural context to develop activities and policies that benefit the system and the students. Advocates for policies and programs that promote equitable learning opportunities for all students, regardless of socioeconomic status, ethnicity, gender or disability. Implements polices and procedures as determined by the HCPSS Board of Education.
Cultural Proficiency	Demonstrates the ability to assess, analyze and describe the cultural diversity in the community. Demonstrates the ability to describe the economic factors shaping the community and the effects economic factors have on local schools. Demonstrates an understanding of complex causes of poverty and other disadvantages and their effects on families, communities, students and learning.

Sample Artifacts for Evaluation **These are included as a way to provide examples, and not intended to be an all-inclusive or prescriptive list. Boxes checked indicate possible artifacts for this evaluation. Standard 1: Vision**

School improvement plan
Staff and community newsletter
Local newspaper articles highlighting achievement
Community activities where goals or progress are shared
School website
School professional development plan
Meeting with minutes or agendas
Handbooks – Student, Faculty, Parent

Standard 2: Instructional Leadership

Team/department goals and objectives

Teacher reflections from the portfolio, or CPR processes of evaluation
School climate survey
Administrator's "report card"/Staff feedback
Weekly bulletins
Participation in professional development opportunities
School professional development plans
School improvement plans & updates
Formal & informal staff observations and/or evaluations
HCPSS Accountability Parameters
Teacher Appendix D
Extended day & year intervention programs
Plans for non-tenured teacher supports

Standard 3: The Management of Learning

School-wide discipline plan
Emergency plan
Fire drill reports/and fire marshal records
HCPSS Accountability Parameters
Building maintenance record
Student articulation/orientation plans
Registration procedures and records
School schedules – procedures
Duty Schedules
Staff memos and agendas
Records of meetings with custodial staff
Budget and budget decisions
Master schedule & calendar
School calendar & building use calendars
Extended day & year intervention programs
Disaggregated climate survey data

Sample Artifacts for Evaluation

Standard 4: Family/Community Collaboration

Meeting minutes or agenda
Parent volunteer programs
Field trips-community support
Referrals of students and families to community agency
Professional development for staff
Business partnerships
Student mentor programs
Collaboration with higher education
Professional internships
Parent training
Parent and community surveys
Site based school health clinics
Notes and emails from parents

Standard 5: Ethics and Integrity

Feedback from surveys
Community service programs
School handbooks
Honor codes
Character education programs
Demographic representation on school committees/leadership teams
Meeting minutes or agendas
Awards and recognition reflective of the school diversity
School improvement plan and continuous improvement updates
Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community
School professional development plan

Standard 6: Greater Political and Social Context

Articles written for school and community newsletters, professional journals
E-mails and letters sent to policy and decision makers
Log of local district, state, and national committee participation
Certificates of membership in professional organizations
Speeches made at school or community functions and events
Programs from events designed to celebrate diversity and commonality
Log of attendance at policy and decision maker meetings, i.e. board of education and county council meetings

School-Based Administrator Evaluation Form

Administrator_____School_____School Year_____

Part II – MID YEAR PROGRESS REPORT

By end of 1st Semester (Check (√) the appropriate rating for each standard.) **JOB RESPONSIBILITIES**	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**
Standard 1: Vision				
Standard 2: Instructional Leadership				
Standard 3: School management				
Standard 4: Collaboration with Parents/Community				
Standard 5: Ethics and Integrity				
Standard 6: Greater Political & Social Context				
Mid Year Progress: (Circle one)	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**

Superintendent or Designee Summary: (Significant achievements, commendations, areas for improvement)
Administrator Comments: (Optional)
Administrator's Signature: Date:
Evaluation Period: to,
Superintendent or Designee _____ Date:
Cc: Administrator
Evaluator

School-Based Administrator Evaluation Form

Administrator_____School_____School Year_____

Part III – OVERALL EVALUATION SUMMARY

Check (√) the appropriate rating for each standard.) **JOB RESPONSIBILITIES**	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**
Standard 1: Vision				
Standard 2: Instructional Leadership				
Standard 3: School management				
Standard 4: Collaboration with Parents/Community				
Standard 5: Ethics and Integrity				
Standard 6: Greater Political & Social Context				
Overall Evaluation: (Circle one)	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**

Superintendent or Designee Summary: (Significant achievements, commendations, areas for improvement)

APPENIDIX B

PROFESSIONAL DEVELOPMENT CALENDAR OR TIMELINE

George Washington Carver Academy

Professional Development Plan Calendar

July 2011

28	Jesse Jackson III, Presenter. Parent Workshop: Importance of Parent Participation and Student Achievement. 10:00 AM – 12:00 PM.

August 2011

1 – 5	Darryl Baynes, Presenter. Interactive Science for Grades 4 – 8, 8:30 AM – 12:30 PM for Parents, Staff and Students.
15	Academic Entertainment, Presenter. Writing Workshop. 8:30 AM – 10:00 AM for Parents, Students and Staff.
15-18; 23	Data Workshop with Wayne RESA on Data Driven Instruction, 3:00 – 6:00 PM. Staff Attending: Ms. Sanders, Ms. Brown, Ms. Allen, Mr. Jackson, Mrs. Vulaj, Mrs. Bryant, Ms. Portelli, M. Moore, Mrs. Seawood, Ms. Jones, Ms. Reese, Mr. Gregory, Ms. Taylor, Ms. Noble, Ms. Clark, Ms. Lee, Mrs. Harrison, Ms. Brock-Maliki, Mrs. Love, Mrs. Porterfield
29	Jesse Jackson III Presenter. Improving Student Achievement, 8:30 AM – 3:30 PM for Staff.
30	Julie Dopp, Presenter. Renaissance Learning/Accelerated Math, 8:30 AM – 3:30 PM for Teaching Staff, Paraprofessionals and Administration.
31	Blood borne Pathogens video. Midwest Management Group for All Staff.

September 2011

1	Darryl Baynes, Presenter. Interactive Science in the Classroom for Grades K-8, 8:30 AM – 3:30 PM for Staff.
6, 7, 8	Parent Advisory Council Meetings from 5:30 – 6:30 PM,
8	Technical Assistance for PLA Students in Lansing, 8:30 AM – 2:00 PM. Attendees: Ms. Sanders, Mrs. Love, Ms. Allen.
23	Dr. Lawrence Bynum from the HOPE Foundation-Failure is Not an Option, 8:30 AM – 3:30 PM for Teaching Staff, Paraprofessionals and Administration.
28	MEAP Overview for Testing Personnel at Wayne RESA, 8:30 – 11:30 AM. Attendees: Ms. Sanders, Ms. Brown, Ms. Allen.

September – November 30, 2011

Online Professional Development through Michigan Lean port for the following courses: Preventing Sexual Harassment: What Educators Need to Know; HAZCOM for Schools: The Right to Know; Student Confidentiality: The FERPA/HIPPA Facts.

October 2011

4	Michigan Department of Education Reform/Redesign Plans in Lansing, 8:30 AM – 3:00 PM. Attendees: Ms. Sanders, Ms. Allen, Mrs. Love.
19; 26	CPR/First Aid/AED Training, 4:00 – 5:00 PM for All Staff.
26	Wayne RESA Meet and Greet for PSA Administrators, 8:30 – 11:00 AM. Attendee: Ms. Sanders.

November 2011

2	Leadership Team Chairmen and Principal Workshop with Dr. Lawrence Bynum from the HOPE Foundation on Lesson Study, 7:30 AM – 3:30 PM. Attendees: Ms. Sanders and School Leadership Chairmen.
3	Board and Administrative Update with National Charter School Institute, 10:30 AM – 12:00 PM attended by Principal.
7-8	MAPSA Conference on Classroom Management Differentiated Instruction, Writing Process, Reading Strategies, Science Interaction, Global Studies, etc. for Teaching Staff, Paraprofessionals and Administrative Staff.
14	Curriculum Mapping and Review, 4:00 – 6:00 PM. Attendees: Leadership Team.

December 2011

12	Subject and Grade Level Meetings, 4:00 – 6:00 PM. Attendees: Leadership Team.
14	Parent Advisory Council Meeting, 4:00 – 5:00 PM for Parents.
23	Dr. Lawrence Bynum from HOPE Foundation, Workshop, 8:30 AM – 3:30 PM. Teaching Staff, Administration and Paraprofessionals.

January 2012

18	Dr. Lawrence Bynum from the HOPE Foundation, 8:30 AM – 3:30 PM, Leadership Team Chairman and Principal Workshop. For Principal and Leadership Team Chairman.
23	Data Driven Instructional Strategies, 4:00 – 6:00 PM, for Leadership Team.

February 2012

13	Differentiated Instruction, 4:00 – 6:00 PM. For Leadership Team
16	Parent Advisory Council Meeting from 4:00 – 5:00 PM for Parents.

March 2012

12	Leadership Team Meeting of 5 Strands and Review of School Improvement Plan, 4:00 – 6:00 PM. Leadership Team.

April 2012

16	Curriculum Review, 4:00 – 6:00 PM. Leadership Team.
19	Parent Advisory Council Meeting, 4:00 – 5:00 PM. For Parents.

May 2012

14	School Improvement Plan Review and Revisions, 4:00 – 6:00 PM. Leadership Team.
25	School Improvement Plan Review and Evaluation Surveys, 8:30 AM – 3:30 PM. Staff.

June 2012

15	Review of School Improvement Plan/Evaluation/Survey, 8:30 – 11:30 AM. Staff.

Included in this plan is a listing of the major workshops/professional development scheduled. Of course, as the need arises, more in services may require scheduling.

Also, Delores Nicholas, from Wayne RESA works with the School Improvement Plan twice a week for half a day to monitor and assist with carrying out the Academy's School Improvement Plan.

George Washington Carver Academy Staff have chosen to use some portions of the Missouri Self Evaluation Form, Professional Development Plan Evaluation Format as well as the Professional Improvement Plan format. These forms will be evaluated on an ongoing basis by staff. See Appendix C regarding Self-Evaluation Form, Professional Development and Improvement Plan.

The School Improvement Leadership Team

APPENIDIX C

DAILY SCHOOL SCHEDULE, SAMPLE STUDENT SCHEDULE AND TEACHER COLLABORATION SCHEDULE

George Washington Carver Academy Master Schedule 2011-2012 Effective January 2012

*Lunch A (K-5)	11:45-12:10

*Lunch B (6-8)	12:20-12:45

					4*		
	8:00 - 8:10 AM	8:15-9:20 AM	9:25-10:30 AM	10:35-11:40 AM	11:45 AM -1:40 PM	1:45-2:50 PM	2:55-4:00 PM
GRADES K - 6							
K.1 (Vulaj)	Homeroom	ELA	Math	Science	Social Studies	Specials/Plan	AR
K.2 (Bryant)	Homeroom	ELA	Math	Science	Social Studies	Specials/Plan	AR
1.1 (Borden-Da	Homeroom	ELA	Math	Science	Social Studies	AR	Specials/Plan
1.2 (Portelli)	Homeroom	ELA	Math	Science	Social Studies	AR	Specials/Plan
2.1 (Seawood)	Homeroom	ELA	Math	Science	Soc. Studies	AR	Specials/Plan
2.2 (Moore)	Homeroom	ELA	Math	Science	Soc. Studies	AR	Specials/Plan
3.1 (Jones)	Homeroom	ELA	Math	Science	Soc. Studies	Specials/Plan	AR
4.1 (Ridley)	Homeroom	ELA	Specials/Plan	Math	Science	Soc. Studies	AR
4.2 (Reese)	Homeroom	ELA	Math	Science	Soc. Studies	Specials/Plan	AR
5.2 (Gregory)	Homeroom	ELA	Math	Specials/Plan	Science	Social Studies	AR
6.1 (Taylor)	Homeroom	ELA	Math	Specials/Plan	Science	Soc. Studies	AR
6.2 (Klein)	Homeroom	ELA	Specials/Plan	Math	Science	Soc. Studies	AR
MIDDLE SCHOOL GRADES 7 & 8							
7.1 (Clark)	Homeroom	Specials/Plan	Soc. Studies	Math	ELA	Science	AR
7.2 (Anderson)	Homeroom	Specials/Plan	Math	Soc. Studies	Science	ELA	AR
8.1 (Noble)	Homeroom	Specials/Plan	ELA	Science	Soc. Studies	Math	AR
8.2 (Pierson)	Homeroom	Specials/Plan	Science	ELA	Math	Soc. Studies	AR

George Washington Carver Academy

Sample Student Schedule Proposed

School Day: 8:00 AM – 4:00 PM

Each class period increased by 5 minutes.
4th period includes a 25 minute lunch

Grade: 7th Section: 7-2

Time	Period	Subject	Room #	Teacher
8:00 – 8:10 AM	Homeroom	Homeroom	302	Mr. A
8:15 – 9:20 AM	1st	Physical Education/Health (1st Semester) Computers (2nd Semester)	Multi-Purpose Room Computer Lab	Ms. L Mrs. W
9:25 – 10:30 AM	2nd	Math	305	Mr. P
10:35 – 11:40 AM	3rd	Social Studies	304	Mrs. N
11:45 AM - 1:40 PM	4th	Science/Lunch	302	Mr. A
1:45 – 2:50 PM	5th	English Language Arts	303	Mrs. C
2:55 – 4:00 PM	6th	Accelerated Reader	302	Mr. A

GEORGE WASHINGTON CARVER ACADEMY

COLLABORATION SCHEDULE

IN ROOM 204

2011-2012

August 15, 16, 17, 18, 22 – Data Workshop, 3:00 p.m. – 6:00 p.m.

September 23, 2011 – Hope Foundation Lesson Study, 8:30 a.m. – 3:30 p.m. *

December 12, 2011 – Curriculum Mapping, Subject Area and Review, 4:00 p.m. – 6:00 p.m.

December 23, 2011 – Hope Foundation, 8:30 – 3:30 p.m.*

January 23, 2012 – Data Driven Instruction and Strategies, 4:00 p.m. – 6: p.m.

February 13, 2012 – Differentiated Instruction, 4:00 – 6:00 p.m.

March 12, 2012 - Leadership Team Meeting of 5 Strands and Review of School Improvement Plan, 4:00 p.m. - 6:00 p.m.

April 16, 2012 – Curriculum Grade Levels and Subject Area Review, 4:00 p.m. – 6:00 p.m.

May 14, 2012 – School Improvements Plan Review of Surveys, 4:00 p.m. – 6:00 p.m.

May 25, 2012 – School Improvement Review and Revisions for 2012-2013, 8:30 a.m. -11:30 a.m. *

Most meetings will occur in Room 204 or in the multi-purpose room. The majority of the meetings are held after school in lieu of pulling highly qualified staff out of the classroom. There are 3 days during the year scheduled for professional development and those days are noted with an asterisk.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: George Washington Carver Academy School Name: George Washington Carver Academy Address: 14510 Second Ave., Highland Park MI 48203 School Code: 08757	Name: Celestine Sanders Position and Office: Principal Telephone: 313-865-6024 ext. 136 Fax: 313-865-7856 Email: csanders@gwcarveracademy.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Charles Gordon Signature: X Charles Gordon Date: 11/28/11	Telephone: 313-865-6024 ext. 135 Fax: 313-865-7856 Email: cgordon@gwcarveracademy.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Celestine Sanders Signature: X Celestine Sanders Date: 11/28/11	Telephone: 313-865-6024 ext. 136 Fax: 313-865-7856 Email: csanders@gwcarveracademy.org
LEA SCHOOL BOARD PRESIDENT Signature: X Sylvia Brown	Date: 11/28/11
LOCAL TEACHER BARGAINING UNIT Signature: X NA	Date: NA

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.