

SCHOOL INFORMATION

District: Lincoln Park Public Schools
 School Name: Lincoln Park High School
 Address: 1701 Champaign Lincoln Park, MI 48146
 School Code: 02207

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.

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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)
 The current principal (Terry Dangerfield) has been in place for only 1 year. (Appendix C) In the early summer of 2010, the Lincoln Park School district became aware that LPHS was on the PLA watch list. The district made a choice to fill the principal vacancy with an individual that would lead the LPHS staff to higher student achievement. The principal has experience in secondary instruction and served as the catalyst for the turnaround of one of the district’s elementary schools while serving as the building principal. Under his leadership this school was nationally recognized for its implementation of the PBS program which resulted in increased instruction, less disruption, and higher test scores. He removed staff members that were ineffective and has demonstrated strong leadership in developing a SI plan. This elementary school was the first to be approved as a school wide Title I building under the new guidelines imposed by the federal government. The principal was chosen to lead LPHS because of his successful leadership and his secondary teaching experience in the building. Since coming to LPHS in August 2010, he has implemented several programs and made many changes. Some of these initiatives include: setting a class visit schedule for all administrators; increasing consequences and relationship with police department to reduce the high level of fights and conflict that were occurring; instituting a new hall pass policy to increase student presence in classrooms; addition of intervention team to provide assistance to students in the areas of attendance, discipline, and relationships; addition of academic assistants, and an at-risk math and ELA teacher to supplement the core instruction for at-risk students; addition of an incentive plan for juniors and seniors taking the MME; addition of a school wide incentive plan to increase positive behavior; he has worked with administration and the academic departments to align the curriculum with the common core state standards; and the policy change of the district's graduation requirements to increase the availability of graduation for at-risk students. We are

very confident that with the changes he has brought to the high school, we will see an increase in student achievement. If the school has not demonstrated improvement as required by the legislation, the principal will be replaced.

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)

The district formed a teacher evaluation team to develop an evaluation tool that meets state requirements. Teachers, union, and administration were represented on this team. The tool developed recognizes the importance of student achievement. The teachers are given the rubric used for evaluation purposes. Administration was trained by central office to use the tool and it was discussed at a staff meeting to ensure all staff members were clear on the expectations. Testing in the four core academic areas will occur every two weeks. These tests will be spiraled for the purpose of monitoring student growth. The growth data collected from these assessments will serve as a significant part of the evaluation including the 25% requirement for 2013-2014. The scores will be studied by administration and recommendations for IDPs or teacher removal will be made at the end of each term. This may also result in staff and/or program reduction and/or modifications. Administrators are evaluated by the Superintendent. The Superintendent met with each administrator to establish goals for the school year. One of the goals had to address student achievement. These administrator goals will be monitored through data reports throughout the year.

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)

Please see Appendix C for more information per the Rubric.

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)

PLAN

- The Transformation Team has developed a professional development program that addresses current instructional issues at LPHS. The team has identified instruction as the area in the most need of improvement. The techniques used prior to the transformation plan are antiquated and are not reaching all students. The professional development plan will focus on instructional techniques that result in bell to bell learning rather than instruction. Examples of these types of techniques

include the flipped classroom model, project based learning, and advances in educational technology. Our professional development will center around these concepts as well as assessments needed to inform future implementation of these techniques. The timeline for this program is available in Appendix B.

- The purpose of this program is to allow staff the opportunity to receive job-embedded training on many initiatives going on concurrently as well as technology training for the 21st century classroom. There will be a three sided approach. The first approach will consist of transitioning from traditional staff meetings to professional development sessions. This will allow for 20 professional development meetings during each school year. These sessions will occur approximately every two weeks and will allow for a more accurate job-embedded delivery. The second approach will be to use the 5 professional development days allotted per the district calendar as in depth training sessions. These days will serve as the introduction or instruction of the new concepts with the bi-weekly PD sessions serving as the training and support. The third approach will consist of using summer time as preparation for the the upcoming school year. This has not been done in the past and this opportunity will provide excellent time for the staff to be trained and improve the new techniques as described in this plan.
- The LPHS staff will receive curricular and instructional coaching from an outside agency such as Wayne RESA, Pearson Corporation, or an equivalent. The LPHS administration will be incorporating the Compass evaluation tool from Pearson. This tool has include PD for administrators. This new tool will help administration monitor and support the PD strategies outlined in this plan.

DIFFERENTIATION FOR SCHOOL PERSONNEL

- The three step approach will allow for the transformation team to differentiate the training to ensure that all staff member's and department's needs are met.
- This increased time will also allow for time to be divided to allow multiple trainings at the same time. This will also help meet the differentiated needs of each staff member.

INTRODUCTION PROGRAM

- All teachers that are in their first few years of teaching will be subjected to a new teacher "training camp." This camp will be administered by LPHS transformation personnel.
- This camp will begin with a thorough training session followed by job-embedded mentoring to support the teacher as they implement the high expectations of our transformation plan.

ALIGNED PROFESSIONAL DEVELOPMENT

- The professional development plan as stated in this section is aligned with identified needs. The most identifiable being that of quality of instruction. These needs were chosen by our transformation team after studying student performance scores, best practices, "next" practices, and teacher evaluations.

STRUCTURE FOR COLLABORATION AND ACTIVE LEARNING

- All PD will have collaboration as a crucial piece of the learning.
- Staff members will be given time to not only learn the concept but also work with other staff members to actively learn how to translate it into high quality student learning.

SCHOOL STAFF AS PART OF PLANNING

- Staff members are included on the transformation team and served an integral role in identifying needs and solutions.
- Staff members input is welcomed and used to shape current and future professional development sessions.

SCHOOL LEADERS ROLE

- The school leaders at LPHS are instructional leaders not managers.
- Feedback to staff members both as a group and individually will be continuous and ongoing with high quality student learning as the goal.

MEASURE PD EFFECTIVENESS IN CLASSROOM

- The Assistant Superintendent and Director of Staff and Student Services will continuously work with the LPHS administration to ensure that all techniques being trained are being directly translated into more effective classroom learning. Changes needed will be addressed in the professional development activities. The district will ensure the implementation of PD in the classroom using a variety of measures including, but not limited to, classroom evaluations, walk-throughs, and student performance.

OPTIONS FOR DOCUMENTING EVIDENCE

- The walkthrough forms will be modified to provide feedback and documentation of the new instructional strategies proposed during professional development.
- The LPHS administration has been provided ipads that will be loaded with the compass application from the Pearson corporation. This application will allow for more thorough walkthrough observations that provide more efficient data and documentation as it relates to instructional practice. This app will also help us monitor the implementation of professional development activities in the classroom. (i.e. flipped classroom, project based learning, etc.)

TIMELINE

Please see attachment in APPENDIX B

SCHOOL CULTURE

- This area has been identified as a need for change. The transformation team and staff at LPHS are committed to improving this environment. It is our goal to provided a clear and well thought out PD plan with emphasis on relevance, job-embedded training points, continuous learning, and collaboration.

- With the implementation of our professional development plan, we will begin to build an environment in which true professional development is respected and interwoven within the cultural fabric of LPHS.
 - LPHS will begin to implement a professional learning community (PLC) with the intention of valued collaboration and purposeful learning. This PLC will help staff members share ideas and promote a culture of continuous learning.

CALENDAR

Please see attachment in APPENDIX B

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)

PROMOTION AND CAREER GROWTH

- LPHS will work with the education association and the Lincoln Park School District to develop options that are sustainable for promotion and career growth.

FLEXIBLE WORKING CONDITIONS

- The schedule in this plan is not created in the flexible model. The emphasised goals of our plan as identified by need is that of instruction and increased core time. However, if the flexible option becomes identified as a need, the transformation team will explore this and make these opportunities available to staff members.

RECRUITMENT AND INTERVIEW QUESTIONS

- As stated previously, we will maintain a list of high quality candidates and a pipeline to information systems.
- Interview questions will be developed with instruction, teacher commitment to the transformation plan, turn around experience, "next" practice, and personality contribution to team as the focus.

INDIVIDUAL FOR NEW TEACHERS POSITIONS

- Each new teacher and/or an experienced teacher that has been placed in a new assignment will be placed on an individual professional development plan and assigned a mentor.
- This plan will include the techniques being presented in the school wide professional development plan as well as individual needs that the teacher and administrator have identified. Multiple supports will be put in place to ensure the greatest opportunity for teacher and student success.

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)

DATA USAGE FOR INSTRUCTIONAL PROGRAMS

- Data is at the center of all decisions made at LPHS. Student data has been studied to identify need. Data charts were studied through both the building school improvement team and the transformation team. Department heads have also met with administration to study data and identify targeted areas for improvement. Our instructional programs that have been selected for professional development and school implementation are based upon this data study and are researched based.
- Examples of these programs are the flipped classroom and project based learning. These programs have shown increased student engagement and student growth in many different schools including high schools with similar demographics and economically disadvantaged populations as LPHS.

VERTICAL ALIGNMENT TO STATE STANDARDS

- All instruction is aligned to the Common Core State Standards and Career Readiness Standards. This is documented through the departmental pacing guides and common assessments.
- LPHS has worked with our middle school to provide better alignment for the 8th grade students before they enter high school. Our school district has begun the process of ensuring alignment to the Common Core State Standards at the younger grade levels.

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)

STUDENT DATA PLAN

- Student data from all available sources, including student achievement and behavior, will be studied routinely through data meetings to help inform and shape instruction, professional development, and collaboration topics.

NON STATE ASSESSMENTS

- Data such as common assessments through our CLASS A system, MI-TRACKER, formative assessments administered by teaching personnel, and failure rates will all be included as a part of the more comprehensive data study. The data provided from these sources in addition to the state assessments, will again contribute to the information used for shaping and developing our instructional programs, professional development plan, and collaboration topics.

TEACHER DATA TRAINING

- All teachers will be provided additional training on the CLASS A and Zangle systems. These two systems allow teachers instant access to many forms of student achievement and behavioral data. All teachers have received this training in years past and are actively using them. However, this training will again be provided to ensure that these tools are being used to the fullest potential.

STANDARDS BASED CLASSROOM ASSESSMENTS

- As a part of our transformation plan, we have included standards based bi-weekly assessments. This data will be used to guide instruction and monitor student growth.

STANDARDS ALIGNED LESSONS

- All lessons, differentiated activities, and assessments are aligned to the standards. This is evident in the teachers lesson plans and the data provided through the CLASS A assessments.

INSTRUCTION IN A VARIETY OF MODES

- Professional development will be provided in flipped classrooms, project based learning, and educational technology. An instructional philosophy with 70% of instruction being best practice (i.e. whole group, small group, teacher directed, student directed, independent work, computer based homework) and 30% being "next" practice (i.e. flipped classroom, projected based learning, etc.) will ensure that students are exposed to a variety of instructional modes.

HOMEWORK PRACTICE

- With the increased usage and implementation of the flipped classroom, homework will now increase parent exposure to instruction. With the development of our instructional videos, parents will now be able to view the instruction piece as delivered by the LPHS teaching staff. This has great potential to increase parent involvement in their student's education and homework activities.
- LPHS also uses a Zangle tool called Parent Connect. This tool helps provide real time communication to parents about their student's attendance and academics. All parents are provided secure access through the internet.

EFFECTIVE CLASSROOM MANAGEMENT

- Effective classroom management is at the core of any quality classroom instruction and learning.
- Our teaching staff are provided supports to help them improve classroom management such as conferences, workshops, or mentoring.
- With the implementation of our professional development plan, we will experience an increase in collaborative time. This will provide opportunities for our teaching staff to discuss methods and work together to implement high quality management strategies in every classroom.

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)

Please see APPENDIX C for a detailed plan on increased learning time.

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)

The staff has created a number of opportunities for community and parent involvement including: a parent orientation, Coffee with the Principal, and parental informational workshops. In addition to these, LPHS utilizes the following programs:

- Teleparent information system
- Informational brochures
- Parent Connect
- Town Hall Meetings
- Our Parent Teacher Student Association has been an integral part in aiding school programs. They not only donate their time but raise money for projects that increase community involvement.
- Our Student Council promotes a community blood drive, dances, school pride and the opportunity for students to be leaders.
- Our National Honor Society provides service opportunities that benefit our school and community.
- Our school marquee keeps parents informed about school events.
- Our school and district websites keep students and parents apprised of all school events past and present including information and pictures. It also includes school hours, teacher email addresses and lunch menus.
- The Railsplitter is a class offered to students to write and distribute a school newspaper to keep students and the community informed of our school events

The LPHS school improvement team will collect sign in sheets for attendance at community involvement activities and conduct surveys for evaluation. We will look for increased attendance and responses to surveys as data to show effectiveness.

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)

The Administrators at Central Office (Superintendent, Assistant Superintendent, Director of Staff and Student Services and Chief Financial Officer) and the Board of Education understand the need for support of these interventions, and have granted the high school flexibility in time, budget and staffing. Additionally, the local unions have been cooperative in this initiative. To this end: additional time has been added

to the school day and school year; the hiring of new or additional staff will have interviews conducted by transformation team members from the school; the transformation team will approve and monitor spending; at the building level, staff members who have not increased student achievement will be placed on an IDP, which includes a formal evaluation and a plan for improvement that includes frequent monitoring. Specifically, the evaluations will now include all staff and evaluations will occur more frequently for those staff members who need additional support. Teachers that are on IDP's before the implementation of the transformation plan and that are not showing student growth or high levels of student achievement will be removed from the high school.

EXAMINATION OF POLICIES

- All current state and district policies have been reviewed to eliminate obstacles from the implementation of this transformation plan. A thorough memo of understanding between LPHS and the Lincoln Park Education Association has been established.

SHARED RESPONSIBILITY

- LPHS and the Lincoln Park School District understand the need for shared responsibility. By granting operational flexibility to the high school, central office has allowed the responsibility of school improvement to move away from a centrally located and controlled model to one that is built upon a relationship with the staff of LPHS. Local decisions from within the building will guide our transformation plan while receiving support and assistance from central office.

PERFORMANCE OBJECTIVES

- LPHS will begin steady achievement growth in all academic, behavioral, and graduation data. We will reach 80 percent proficiency in MME tested subject areas at the conclusion of a 5 year period.

RESOURCE ALLOCATION

- All resources including money, time, and human resources have been provided to sufficiently implement the transformation plan. If more resources become required or available they will be directed towards LPHS.

TURNAROUND OFFICE

- The development of such an office will be considered and implemented as deemed appropriate

UNION WAIVERS

- LPHS and the Lincoln Park Education Association have negotiated a memo of understanding that will eliminate all contractual obstacles that may have impeded the implementation and success of the transformation plan.

- 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.)

PLAN

LPHS will receive ongoing technical assistance from the central office administration and board of education with full support from Wayne County RESA. Evaluation of services from RESA will be discussed and monitored. Central office and school administration will meet to review data from classroom walk-throughs, evaluations and student data. Surveys from teachers reporting the effectiveness and amount of support regarding curriculum and professional assistance will be conducted. Through department meetings the provider's services will be documented. Student growth will be a major factor in the evaluation of the external provider.

TECHINICAL ASSISTANCE

- LPHS will seek outside assistance from our ISD Wayne Resa as well as external providers such as Pearson or its equivalent.
- We are using the state vendor list as well as experience from our middle school (2010 PLA list) to help us identify providers of technical assistance. This may include requests for proposals and detailed information on their plan structure.
- The selection criteria for such a provider will be available for review upon request.
- Negotiations with any proposed provider will be done to ensure fiscal responsibility as a result of the district's current budget forecast.

DISTRICT TRANSFORMATION TEAM

- The district has appointed a transformation team.

STAKEHOLDER COMMUNICATION

- Team members have and continue to develop a course of action for communicating the transformation plan.
- This information will be communicated at all stages of plan development and implementation.

TEAM AND DISTRICT CAPACITY ASSESSMENT

- The team and district have been assessed to decide if available content, skills, and other capacity are sufficient. It was determined that because of recent aggressive attention to student achievement including professional development opportunities and experience, the Lincoln Park School District and the resulting transformation team have the skills needed to carry forth the development and implementation of this plan.

TEAM INFORMATION FOR RAPID IMPROVEMENT

- Continuous research as well as communication are made to and by team members. It is because of this information that we have and will continue to develop a plan that impacts student growth in a rapid and significant way.

LEAD TRANSFORMATION PARTNER

- The Lincoln Park School District has designated Cheryl Irving, Assistant Superintendent, as the lead internal partner for LPHS.

BUILDING AND DISTRICT LEADER

- Mr. Terry Dangerfield, LPHS building Principal, will lead the efforts inside of LPHS.
- Mrs. Cheryl Irving, Assistant Superintendent, will lead the transformation effort at the district level.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
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)

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)

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)

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)
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)

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)

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)
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)
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)

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)

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.
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.

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.



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)

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model
(Maximum 6250 characters)



Teacher Evaluation Handbook

**Lincoln Park Public Schools
1650 Champaign
Lincoln Park, MI 48146**

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The Lincoln Park Public Schools is committed to providing a professional growth plan and evaluation system that is positive in nature and intent. This document acknowledges the strengths of the individual and provides a means for support and improvement. To this end, the Lincoln Park plan was developed to be rigorous, transparent and fair in a collaborative environment.

PROBATIONARY TEACHERS

Each probationary teacher shall be observed for a minimum of thirty (30) consecutive minutes in person per evaluation by the teacher's building administration or the Superintendent's designee. A final annual year-end evaluation shall be based on, but not limited to, at least 3 formal classroom observations, with the accumulated time between the 1st and 3rd observations being at least 60 days, informal classroom observations and an IDP if applicable. Two copies of this evaluation shall be submitted to the teacher at the time of the year end conference or within 10 days thereafter; one to be signed and returned to the administration, the other to be retained by the teacher.

Probationary teachers shall receive an Individual Development Plan (IDP) by the end of their first year. This plan will be reviewed, continued and/or revised until the end of the probationary period. There are three basic parts to the Individual Development Plan: (1) Establishing the Goals and Building the Plan, (2) Observations and Conferences and (3) The Summative Evaluation Report. The appropriate administrative personnel in consultation with the individual teacher shall do all Individualized Development Plans. Goals will be selected and developed from the four domains of teaching. This IDP will be included as a part of the year-end evaluation.

TENURED TEACHERS

ALL TENURED TEACHERS

All tenured teachers will be evaluated annually. This may include but is not limited to formal and informal observations, walk throughs and other criteria for evaluating professional performance.

THREE-YEAR TENURE EVALUATIONS

A tenure evaluation, which includes two formal observations, must be completed at least once every three years. The administrator shall prepare and submit a year end written report and recommendations to the teacher within 10 days of the final observation. The administrator shall hold a post-observation conference with the teacher for the purpose of clarifying the written report and recommendations.

TENURED TEACHERS WITH IDENTIFIED AREAS OF CONCERN

If an administrator believes a teacher is doing unacceptable work, an IDP will be established. There are three basic parts to the Individual Development Plan: (1) Establishing the Goals and Building the Plan, (2) The Observation and Conference and (3) The Summative Evaluation Report. The appropriate administrative personnel in consultation with the individual teacher shall do all Individualized Development Plans. Goals will be selected and developed from the four domains of teaching.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

This plan has been developed for use with probationary teachers and tenured teachers with identified areas of concern. In addition to the administrator, the school district will provide a mentor to assist in the professional development of the probationary teacher. Information gathered by the mentor will not be used in the probationary teacher individual development process.

Tenure will be granted after a minimum of two years (for previously tenured teachers) or four years of continuous service and demonstration of competence of all professional standards.

Part 1: Establishing the improvement goals and building the plan

Overview

1. The teacher will be continuously involved in the improvement goals setting process.
2. The improvement goals will be established for one year and will be reviewed and revised as needed or at least annually.
3. Improvement goals will be selected from the four domains of teaching.
4. The teacher and the administrator will participate in the goals setting process.

Process

The teacher and the administrator will hold a Goals Setting Conference to develop a plan. During the development of the plan, the dialogue will focus on how the teacher can accomplish the goals, i.e., what can we do to accomplish the goal? How can I help you? What are some of the resources available? What strategies will be implemented? What professional development is needed? How will the results be measured?

The teacher and administrator will mutually identify the goals. Up to four goals could be selected. The teacher has an active role in establishing the goals and is responsible for coming to the conference prepared to openly and positively discuss areas that are of particular concern or interest. The administrator and the teacher have a responsibility to make the goals setting conference productive. In most instances, the final goals should be the outgrowth of a cooperative activity. Both parties share the responsibility of approaching the conference with a positive attitude and willingness to participate fully.

Part 2: Observations and Conferences – Measuring Achievement of the Goals

Cooperation between the teacher and the administrator is key in measuring achievement towards one's goals. The measurement tools may include but are not limited to:

Informal Observation

During the school year, regular visits and interaction will be conducted between the administrator and the teacher.

Formal Observation: Classroom Teacher Evaluation Form and Rubric

Observing the teacher in the classroom is a basic and important way of appraising instruction. Formal observations are made throughout the school year with either the teacher or administrator initiating the formal observation process.

Reflection Conference

The teacher(s) and the administrator will have ongoing communication during the school year to discuss progress toward achieving the identified goals.

Artifact Collection

Another important appraisal method is artifact collection. Artifacts include such things as lesson plans, unit planning material, pacing charts, formative assessments, summative assessments, and other materials that affect or relate to instruction.

Achievement Data

Achievement data reflecting student performance will be included in the evaluation process. Insight can be gained related to instructional effectiveness and effective classroom procedures by data collection and analysis. The teacher and the administrator, to determine the level of instructional effectiveness in the classroom, will review such information.

Part 3: Summative Evaluation Report

The teacher and the administrator will hold a conference at the end of the appraisal period, which is the concluding activity of the process. The highlight of the conference should be the joint discussion of the plan's activities, the implications for future goal setting and continued self-growth. The teacher, as well as the administrator, will each prepare a written report, which reflects the individual development plan's activities revisions for the future and request for future professional development. The IDP Summative Evaluation Report will be shared between the teacher and administrator, signed, and submitted to the superintendent. Administrators please note that in order to take action with teachers whose employment is discontinued, a board approval must take place prior to April 30th

Appendix A



Lincoln Park School's Walk Through Form

Teacher: _____ School: _____ Grade/Subject _____

Date: ___/___/___ Time in: _____ Time out: _____ # of Students: _____ # of Adults: _____

Part of Lesson Being Taught: Beginning Middle End

Posted: Classroom Schedule Classroom Rules

Primary Teacher Activity	
Leading Instruction	
Monitoring Instruction	
Assessing Students	
Implementing Behavior Plan	
Sitting at Desk	
Out of Classroom	
Other	
No instructional activity observed	

Student Engagement Level	
High (Above 90%)	
Moderate (75 – 89%)	
Low (50 – 74%)	
Disengaged (Below 50%)	

Classroom Management		
Effective Management Strategies	Y	N
Climate of Mutual Respect	Y	N
Positive Behavior Supports Evident	Y	N
Use of Visual Schedules	Y	N
Safety Issues	Y	N
Area of Concern	Y	N

Instructional Strategies		
Whole Group		
Small Group		
Independent Work		
Differentiated Instruction		
Meaningful/Purposeful Activity		
Evidence of Appropriate Content	Y	N

Primary Student Activity	
Hands-On	
Paper-Pencil	
Listening	
Discussion	
Assessment	

Technology used	
Check the Type(s) Used	
Student Computer	
Digital Camera	
Interactive Whiteboard	
Internet	
TV/DVD	
None	
Other	

Instructional Climate		
	Conductive to Learning	
	Somewhat Conductive to Learning	
	Not Conductive to Learning	
	Disruptive	
	Off Task	
	Lack of Organization	

Classroom Learning Environment	
	Conductive to Learning
	Somewhat Conductive to Learning
	Not Conductive to Learning
	(Check All That Apply)
	Visually Inviting
	Clean / Organized
	Visual Distractions
	External Disruptions
	Cluttered

Additional Personnel	
	Engaged with Student
	Leading Instruction
	Sitting at Desk
	Not Engaged with Students
	Creating Materials

Comments:

Observer: _____



Year-End Summary of Classroom Walk Throughs

Teacher: _____ School: _____ Grade: _____

School Year: _____ Summary based on _____ Classroom Walk Throughs Date: _____

Teacher Activity and Strategies Observed

Classroom and Instructional Environment

Student Engagement Level and Activity Observed

Classroom Management

Other Comments

Appendix B

DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>A. Acquisition of Information About Individual Learners</p>	<ul style="list-style-type: none"> • Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher analyzes and uses achievement data and other individual/group instructional needs. 	<ul style="list-style-type: none"> • Teacher clearly communicates how planning shows consideration for students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher uses achievement data and other assessment results to plan individual/group instructional needs. 	<ul style="list-style-type: none"> • Teacher acquires general or global information about students as learners from a variety of sources and/or in an ongoing manner. 	<ul style="list-style-type: none"> • Teacher does not acquire knowledge of individual students as learners. <ul style="list-style-type: none"> -or- • Teacher does not acquire knowledge from a variety of sources or in an ongoing manner. <ul style="list-style-type: none"> -or- • Evidence not provided.
<p>B. Use of Acquired Information</p>	<ul style="list-style-type: none"> • Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher analyzes and uses achievement data and other individual/group instructional needs. 	<ul style="list-style-type: none"> • Teacher clearly communicates how planning shows general awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through few of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher uses achievement data and other assessment results to plan instruction for the entire class. 	<ul style="list-style-type: none"> • Teacher acquires general or global information about students as learners from a variety of sources and/or in an ongoing manner. 	<ul style="list-style-type: none"> • Teacher planning shows, little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage * Instruction that addresses strengths and gaps in students background knowledge and skills • There is little evidence that the teacher uses achievement data or other assessment results to plan instruction. <ul style="list-style-type: none"> -or- • Evidence not provided.

“Standards” include grade-level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.2: The teacher uses a variety of assessments that align with *standards.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Alignment and Techniques	<ul style="list-style-type: none"> • Teacher uses assessments that: <ul style="list-style-type: none"> * Are aligned to objectives * Demonstrate a variety of techniques * Are formal and informal * Are used for both summative and formative purposes • Assessments demonstrate rigor towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> • Teacher uses assessments that: <ul style="list-style-type: none"> * Are aligned to objectives * Are formal and/or informal * Are used for both summative and formative purposes • Assessments demonstrate rigor towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> • Teacher uses assessments that are not aligned to lesson objectives. * Are aligned to objectives * Are formal and/or informal * Are used for summative and/or formative purposes • Assessments do not demonstrate rigor towards mastery of * standards-based objectives. 	<ul style="list-style-type: none"> • Teacher uses assessments that are not aligned to lesson objectives. • Assessments do not demonstrate rigor. -or- • Evidence not provided.

Standards include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.3: The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Lesson Effectiveness	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of the lesson's effectiveness which includes: <ul style="list-style-type: none"> * the extent to which the lesson achieved its goals * citing specific examples from the lesson * strengths and/or weaknesses related to individual student success Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of the lesson's effectiveness which includes: <ul style="list-style-type: none"> * examples from the lesson Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher makes a generally accurate assessment and uses that reflection in planning future instruction of the lesson's effectiveness which includes: <ul style="list-style-type: none"> * the extent to which the lesson met the instructional goals Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher misjudges and/or makes an inaccurate assessment of the lesson's effectiveness or the extent to which the instructional goals of the lesson were met. Teacher does not assume responsibility for lesson effectiveness. Teacher does not address the lesson observed. Teacher does not clearly communicate the evidence. Teacher did not submit the Evidence of Reflection form or the Evidence of Reflection form was turned in late.
B. Student Engagement	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of the level of student engagement which is supported with details and addresses specific examples of positive and/or negative student actions. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of the level of student engagement which lists positive and/or negative examples of student actions. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher makes a generally accurate assessment of the level of student engagement. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher makes an inaccurate assessment of the level of student engagement. Teacher does not assume responsibility for student engagement. Teacher does not clearly communicate the evidence Teacher did not submit the Evidence of Reflection or the Evidence of Reflection form was turned in late.
C. Future Instruction	<ul style="list-style-type: none"> Teacher offers insightful explanation for why the content and/or delivery of the lesson would not be changed for future instruction. Teacher offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the lesson. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher offers appropriate explanations for why content and/or delivery of lesson would not be changed for future instruction. Teacher offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the lesson. Teacher clearly communicates evidence. 	<ul style="list-style-type: none"> Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction. Teacher makes general suggestions about how the lesson would be changed for future instruction. The teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher does not explain why changes may or may not be necessary. Teacher gives up and/or blames the students or the environment for the students' lack of success. Teacher does not address the lesson observed. Teacher did not submit the Evidence of Reflection form. Teacher does not clearly communicate the evidence.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

Revised 1.11.11

DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.4: The teacher demonstrates knowledge of resources.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Resources for Classroom Use	<ul style="list-style-type: none"> Teachers knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the Internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources for classroom use available through the school district.
B. Resources to Extend Content Knowledge and Instruction	<ul style="list-style-type: none"> Teachers knowledge of resources to enhance content and instructional knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources to enhance content and instructional knowledge available through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available to enhance content and instructional knowledge available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources to enhance content and instructional knowledge available through the school or district.
C. Resources for Students	<ul style="list-style-type: none"> Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources for students available through the school or district.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 2 Creating an Environment for Learning

Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Teacher Interaction with Students	<ul style="list-style-type: none"> Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are generally appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are negative, demeaning, and/or inappropriate.
B. Interactions Among Individuals	<ul style="list-style-type: none"> Teacher routinely encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions. An inclusive and caring classroom environment is maintained. -and/or- Interactions are respectful. 	<ul style="list-style-type: none"> Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher tolerates inappropriate and/or disrespectful interactions among individuals.

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 2 Creating an Environment for Learning

Standard 2.2: The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Routines/Procedures	<p>Teacher establishes and uses effective routines and procedures that <u>incorporate student responsibility</u> for managing student groups, supplies, and/or equipment.</p> <ul style="list-style-type: none"> Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher uses procedures for managing student groups, supplies, and equipment that result in a considerable loss of instructional time. Teacher maintains an environment where hazards exist.
B. Transitions	<ul style="list-style-type: none"> Teacher establishes procedures for managing seamless transitions <u>incorporating student responsibility</u>. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher establishes and directs procedures for transitions. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher establishes procedures for some transitions. Instructional time is lost. 	<ul style="list-style-type: none"> Teacher does not establish procedures for most transitions. Considerable instructional time is lost.

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 2 Creating an Environment for Learning

Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Monitoring of Student Behavior and Response to Misbehavior	<ul style="list-style-type: none"> Teacher monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task. Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained. Student misbehavior is not evident. 	<ul style="list-style-type: none"> Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task. Teacher response to misbehavior is appropriate and consistent. 	<ul style="list-style-type: none"> Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task. Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior. 	<ul style="list-style-type: none"> Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. Teacher does not respond to off-task or disruptive behavior. Teacher response to student misbehavior is inconsistent and/or has minimal results.
B. Expectations	<ul style="list-style-type: none"> Standards of conduct are clear to all students and appear to have been developed with student participation. 	<ul style="list-style-type: none"> Standards of conduct are clear to all students. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established, and most students seem to understand them. 	<ul style="list-style-type: none"> No standards of conduct appear to have been established, or students are confused as to what the standards are.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 3 Teaching for Learning

Standard 3.1: The teacher communicates *standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Lesson Planning	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives and with benchmarks and/or grade level indicators identified. Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding * standards, and makes connections within and across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives. Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with *standards-based instructional objectives. Teacher selects instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for progress toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. -or- There are no lesson plans available. -or- Lesson plans are not aligned to the lesson observed.
B. *Standards-based Instructional Objectives	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives and an instructional rationale for this learning. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates little or nothing about the *standards-based instructional objectives. -or- The instructional objectives are not *standards-based.
C. Instructional Directions and Procedures	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. Teacher anticipates possible student misunderstanding. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> Teacher communicates instructional directions and procedures for the activity that are unclear. -and/or- Teacher makes repeated attempts to clarify direction and procedures. 	<ul style="list-style-type: none"> Teacher does not communicate instructional directions or procedures for the activity. -or- Teacher communicates instructional directions or procedures inaccurately.

*Standards** include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

Revised 1.11.11

DOMAIN 3 Teaching for Learning

(3.1 continued) The teacher communicates *standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
D. High Expectations	<ul style="list-style-type: none"> Teacher communicates high expectations based on individual student abilities for *standards-based student work. Teacher routinely emphasizes completion of work and consistently encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher communicates high expectations for *standards-based student work. Teacher emphasizes completion of work and encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher communicates expectations for *standards-based student work. Teacher emphasizes completion of work but does not encourage the students to expend their best effort. 	<ul style="list-style-type: none"> Teacher does not communicate expectations for *standards-based student work. Teacher does not emphasize completion of work and/or does not encourage students to expend their best effort.
E. Assessment Criteria	<ul style="list-style-type: none"> Teacher clearly communicates assessment criteria that are aligned with the *standards-based instructional objectives and includes the task-specific criteria for various performance levels. 	<ul style="list-style-type: none"> Teacher clearly communicates to students the assessment criteria that are aligned with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher does not communicate assessment criteria to students. -or- Assessment criteria is not aligned with the *standards-based instructional objectives.

Standards include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 3 Teaching for Learning

Standard 3.2: The teacher demonstrates content knowledge by using content specific instructional strategies.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Instructional Strategies & Content Knowledge	<ul style="list-style-type: none"> Teacher routinely uses a broad range of multiple instructional strategies that are effective and appropriate to the content. Teacher conveys accurate content knowledge, including *standards-based content knowledge. 	<ul style="list-style-type: none"> Teacher uses instructional strategies that are effective and appropriate to the content. Teacher conveys accurate content knowledge, including *standards-based content knowledge. 	<ul style="list-style-type: none"> Teacher uses a limited range of instructional strategies that are effective and appropriate to the content. Teacher conveys some minor content inaccuracies that do not contribute to making the content incomprehensible to the students. 	<ul style="list-style-type: none"> Teacher uses instructional strategies that are ineffective and/or inappropriate to the content. Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.

Standards include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 3 Teaching for Learning

Standard 3.3: The teacher uses *standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Conceptual Understanding	<ul style="list-style-type: none"> Teacher uses <u>challenging</u> *standards-based activities at the <u>appropriate cognitive level</u> that promote <u>conceptual understanding</u> and <u>meet individual needs</u>. 	<ul style="list-style-type: none"> Teacher uses <u>challenging</u> *standards-based activities at the <u>appropriate cognitive level</u> that promote <u>conceptual understanding</u>. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the <u>appropriate cognitive level</u> that do not promote <u>conceptual understanding</u>. Teacher uses *standards-based activities at the <u>inappropriate cognitive level</u> that promote <u>conceptual understanding</u>. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the <u>appropriate cognitive level</u> that do not promote <u>conceptual understanding</u>. Teacher does not use *standards-based activities. Teacher uses inappropriate activities.
B. Extension of Thinking	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think independently, creatively or critically about the content being taught, to reflect on their understanding and to consider new possibilities. 	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situation that challenge students to think about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situation that do not challenge students to think about the content.
C. Monitoring, Adjusting and Student Engagement	<ul style="list-style-type: none"> Teacher invites input from students in order to monitor and adjust instruction/activities/pacing to respond to difference in student needs. The instruction and activities address the needs of the students. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher monitors and adjusts instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher has difficulty monitoring or adjusting instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs. Teacher does not pursue the <u>active engagement</u> of all students.

Standards include grade-level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

Revised 1.11.11

DOMAIN 3 Teaching for Learning

Standard 3.4: The teacher engages students in discourse and uses thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Discourse	<ul style="list-style-type: none"> Teacher structures and facilitates discourse at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge. 	<ul style="list-style-type: none"> Teacher initiates and leads discourse at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge. 	<ul style="list-style-type: none"> Teacher frames content-related discussion that is limited to a question and answer session. 	<ul style="list-style-type: none"> Teacher permits off-topic discussions, or does not elicit student responses.
B. Thought-Provoking Question	<ul style="list-style-type: none"> Teacher routinely asks thought – provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification and elaboration through additional questions. Teacher provides appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks <u>thought-provoking questions</u> at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification through additional questions. Teacher provides appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks questions that are relevant to the objectives of the lesson. Teacher asks follow-up questions. Teacher is inconsistent in providing appropriate wait time. 	<ul style="list-style-type: none"> Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not provide wait time.

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 3 Teaching for Learning

Standard 3.5: The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors/misconceptions.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Quality-Methods and Timeliness	<ul style="list-style-type: none"> Teacher routinely provides substantive, accurate, specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> Teacher provides accurate specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> Teacher provides accurate and timely, but general feedback to students about their progress toward the learning objectives. Teacher provides feedback using a limited number of methods. 	<ul style="list-style-type: none"> Teacher provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. -or- Feedback is not provided in a timely manner.
B. Student Errors/Misconceptions	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. Teacher anticipates and addresses content-related misconceptions. 	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. Teacher addresses content-related misconceptions as they arise. 	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. Teacher addresses some common content-related misconceptions as they arise. 	<ul style="list-style-type: none"> Teacher does not correct student content errors. Teacher fails to address content-related misconceptions.

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 3 Teaching for Learning

Standard 3.6: The teacher’s instruction produces significantly adequate growth (year for a year) for all students. (Middle School Pilot)

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Growth on Standardized Assessments	<ul style="list-style-type: none"> All students significantly exceed adequate growth (more than a year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT) 	<ul style="list-style-type: none"> All students demonstrate significant adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT) 	<ul style="list-style-type: none"> The majority of students demonstrate significant adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT) 	<ul style="list-style-type: none"> The majority of students demonstrate less than expected adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT)
B. Growth on Local Assessments	<ul style="list-style-type: none"> All students significantly exceed adequate growth (more than a year for a year) on standardized assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web) 	<ul style="list-style-type: none"> All students demonstrate significant adequate growth (year for a year) on local assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web) 	<ul style="list-style-type: none"> The majority of students demonstrate significant adequate growth (year for a year) on local assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web) 	<ul style="list-style-type: none"> The majority of students demonstrate less than expected adequate growth (year for a year) on standardized assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web)

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 4 Professionalism

Standard 4.1 The teacher tracks student progress toward meeting the *standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Grading Decisions	<ul style="list-style-type: none"> Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades. Teacher provides evidence for and explains the systematic process used, in an ongoing manner, to track the multiple and varied assessments for each student's progress toward meeting the *standards. Teachers submit grades in a timely manner. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades. Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the *standards. Teacher submits grades in a timely manner. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides evidence for how records are used as the basis for the assignment of grades. Teacher provides evidence for tracking student progress toward meeting the *standards. Teacher submits grades in a timely manner. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher maintains no instructional records -or- Teacher maintains inaccurate or incomplete instructional records that may not support grades, and/or fails to submit them in a timely manner. Teacher fails to submit grades in a timely manner. Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.

Standards include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 4 Professionalism
Standard 4.2: The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the students' education.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Academic/Social Progress	<ul style="list-style-type: none"> Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher communicates with the family about the student's academic and social progress. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher fails to communicate with the family concerning the student's academic and social progress. Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.
B. Instructional Program	<ul style="list-style-type: none"> Teacher establishes a pattern of providing information to the family about the instructional program beyond that required by the school. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides information to the family about the instructional program when required by the school. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides inadequate information to the family about the instructional program when required by the school. Teacher clearly communicates an explanation of evidence. -or- Evidence not provided. 	<ul style="list-style-type: none"> Teacher provides incorrect or no information to the family about the instructional program. Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.
C. Family Involvement	<ul style="list-style-type: none"> Teacher creates and encourages opportunities for family involvement in classroom and/or school-wide activities and in the student's learning. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom and/or school-wide activities. Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> Teacher makes few or no attempts to encourage family involvement. Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

DOMAIN 4 Professionalism

Standard 4.3: The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Development and Implementation of Decisions and Discourse about Professional Issues	<ul style="list-style-type: none"> Teacher provides leadership in developing and implementing decisions made at the team/department and school level. Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in discourse about professional issues. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher implements decisions made at the team/department and school level. Teacher engages in discourse about professional issues. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher implements most decisions made at the team/department and school level. Teacher attends professional development opportunities. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher does not implement decisions made at the team/department or school level. Teacher does not engage in discourse about professional issues. Teacher does not clearly communicate the evidence. -or- Evidence not provided.
B. Participation in School Events	<ul style="list-style-type: none"> Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher participates and engages in required school events and committees. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher attends required school events and committees. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in required school events and committees. Teacher does not clearly communicate the evidence. -or- Evidence not provided.
C. Participation at District Level	<ul style="list-style-type: none"> Teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. Teacher clearly communicates the evidence 	<ul style="list-style-type: none"> Teacher participates in and implements district initiatives. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher participates in and implements the majority of district initiatives. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in and/or implement district initiatives. Teacher does not clearly communicate the evidence. -or- Evidence not provided.

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DOMAIN 4 Professionalism

Standard 4.4: The teacher improves content knowledge and instructional methods by participating in professional development activities.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>A. Content and Instructional Skills</p>	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and instructional methods. 	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher attends required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher does not attend required school/district professional development activities -or- Evidence not provided.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 4 Professionalism

Standard 4.5: The teacher shows professionalism.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Integrity and Ethical Conduct	<ul style="list-style-type: none"> Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. 	<ul style="list-style-type: none"> Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. 		<ul style="list-style-type: none"> Teacher displays dishonesty or lacks confidentiality in interactions with colleagues, students, and the public.
B. Service to Students	<ul style="list-style-type: none"> Teacher is highly proactive in serving students, seeking out resources when needed. 	<ul style="list-style-type: none"> Teacher is active in serving students 	<ul style="list-style-type: none"> Teacher's attempts to serve students are inconsistent. 	<ul style="list-style-type: none"> Teacher is not alert to student's needs.
C. Advocacy	<ul style="list-style-type: none"> Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. 	<ul style="list-style-type: none"> Teacher works to ensure that all students receive a fair opportunity to succeed. 	<ul style="list-style-type: none"> Teacher does not knowingly contribute to some students being ill served by the school. 	<ul style="list-style-type: none"> Teacher contributes to school practices that result in some students being ill served by the school.
D. Decision Making	<ul style="list-style-type: none"> Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. 	<ul style="list-style-type: none"> Teacher maintains an open mind and participates in team or departmental decision making. 	<ul style="list-style-type: none"> Teacher's decisions are based on limited though genuinely professional considerations. 	<ul style="list-style-type: none"> Teacher makes decisions and recommendations based on self-serving interests.
E. Compliance with School and District Regulations	<ul style="list-style-type: none"> Teacher complies fully with school and district regulations, taking a leadership role with colleagues. 	<ul style="list-style-type: none"> Teacher complies fully with school and district regulations. 	<ul style="list-style-type: none"> Teacher complies minimally with school and district regulations, doing just enough to get by. 	<ul style="list-style-type: none"> Teacher does not comply with school and district regulation.

Standards include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards

Lincoln Park Public Schools – Teacher Evaluation

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>			
Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students’ academic needs, cultural heritage, interests and community.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Acquisition of information about individual learners				
B. Use of acquired information				

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>			
Standard 1.2: The teacher uses a variety of assessments that align with *standards.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Alignment and techniques				

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>			
Standard 1.3: The teacher reflects upon the lesson’s effectiveness and <u>student engagement</u> and uses that reflection in planning future instruction.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Lesson effectiveness				
B. <u>Student Engagement</u>				
C. Future instruction				

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>			
Standard 1.4: The teacher demonstrates knowledge of resources.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Resources for Classroom Use				
B. Resources to Extend Content Knowledge and Instruction				
C. Resources for Students				

<i>Domain 2 Creating an Environment for Learning</i>	<i>Standard Ratings</i>			
Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Teacher interaction with students				
B. Interactions among individuals				

<i>Domain 2 Creating an Environment for Learning</i>	<i>Standard Ratings</i>			
Standard 2.2: The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Routines/Procedures				
B. Transitions				

<i>Domain 2 Creating an Environment for Learning</i>	<i>Standard Ratings</i>			
Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Monitoring of student behavior and response to misbehavior				
B. Expectations				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.1: The teacher communicates *standards-based instructional objectives, high expectations, instructive direction, procedures, and assessment criteria.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Lesson Planning				
B. *Standards-based instructional objectives				
C. Instructional directions and procedures				
D. High expectations				
E. Assessment criteria				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.2: The teacher demonstrates content knowledge by using content specific <u>instructional strategies</u> .	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. <u>Instructional strategies</u> & content knowledge				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.3: The teacher uses *standards-based instructional <u>activities that promote conceptual understanding</u> , extend student thinking, and monitors/adjusts instruction to meet individual needs.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Conceptual understanding				
B. Extension of thinking				
C. Monitoring, adjusting and <u>student engagement</u>				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.4: The teacher engages students in <u>discourse</u> and uses <u>thought-provoking questions</u> aligned with the lesson objectives to explore and extend content knowledge.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. <u>Discourse</u>				
B. Thought-provoking question				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.5: The teacher provides timely, <u>constructive feedback</u> to students about their progress toward the learning objectives using a variety of methods, and corrects student errors/misconceptions.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Quality-methods and timelines				
B. Student errors/misconceptions				

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>			
Standard 3.6: The teacher's instruction produces significantly adequate growth (year for a year) for all students. (Middle School Pilot)	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Growth on Standardized Assessments				
B. Growth on Local Assessments				

Domain 4 Professionalism	Standard Ratings			
Standard 4.1: The teacher tracks student progress toward meeting the *standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Grading decisions				

Domain 4 Professionalism	Standard Ratings			
Standard 4.2: The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the students' education.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Academic/social progress				
B. Instructional program				
C. Family Involvement				

Domain 4 Professionalism	Standard Ratings			
Standard 4.3: The teacher establishes and maintains professional relationship by engaging in <u>discourse</u> about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and <u>district initiatives</u> .	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Development and implementation of decisions and <u>discourse</u> about professional issues				
B. Participation in school events				
C. Participation at district level				

Domain 4 Professionalism	Standard Ratings			
Standard 4.4: The teacher improves content knowledge and pedagogical skills by participating in professional development activities.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Content and pedagogical skills				

Domain 4 Professionalism	Standard Ratings			
Standard 4.5: The teacher shows professionalism.	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A. Integrity and Ethical Conduct				
B. Service to Students				
C. Advocacy				
D. Decision Making				
E. Compliance with School and District Regulations				

Comments

Evaluator's Signature _____

Appendix C



Lincoln Park Public Schools INDIVIDUALIZED DEVELOPMENT PLAN

Teacher
Name _____ Date _____

Administrator
Name _____ Probationary _____ Tenure _____

Goal 1 (Define):

Purpose of the Goal (Explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply): <input type="checkbox"/> Planning and Preparation <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Teaching for Learning <input type="checkbox"/> Professionalism

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

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

Goal 2 (Define):

Purpose of the Goal (Explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply): <input type="checkbox"/> Planning and Preparation <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Teaching for Learning <input type="checkbox"/> Professionalism

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

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

Goal 3 (Define):

Purpose of the Goal (Explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):
 Planning and Preparation
 Classroom Environment
 Teaching for Learning
 Professionalism

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

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

Goal 4 (Define):

Purpose of the Goal (Explain):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):
 Planning and Preparation
 Classroom Environment
 Teaching for Learning
 Professionalism

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

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

Developed in consultation with:

Teacher _____ Date _____

Administrator _____ Date _____

Appendix D

Lincoln Park Public Schools
SUMMATIVE EVALUATION FORM

Teacher _____ Building _____

Administration _____ School Year _____

Probationary _____ (Circle Year 1 2 3 4)

Tenured Teacher _____

Summarize the following areas:

Domain 1: Planning and Preparing for Student Learning

Domain 2: Creating an Environment for Learning

Domain 3: Teaching for Learning

Domain 4: Professionalism

Summarize the Individualized Development Plan (attach plan)

General Comments:

Administrator's Recommendation: Recommend for continued employment? Yes____ No____

Date of year-end evaluation conference: _____

Teacher Statement Attached: Yes____ No____

Teacher Signature_____ Date_____

Administrator Signature_____ Date_____

Appendix E

Lincoln Park Public Schools
YEAR END TEACHER EVALUATION COVER SHEET

Teacher's Name _____ Date _____

School _____ Administrator's Name _____

Personnel Status

Probationary

___ 1st Year Teacher

___ 2nd Year Teacher

___ 3rd Year Teacher

___ 4th Year Teacher

Tenured

___ Annual Teacher Evaluation

___ 3-Year Tenure Evaluation

Performance Observation Dates:

Probationary

Date: _____

Date: _____

Date: _____

Tenured

Date: _____

Date: _____

Recommendation:

Continuation of Employment

IDP

Non-Renewal of Contract

Comments

Signatures

Evaluator _____ Date _____

Teacher _____ Date _____

Appendix F

APPENDIX B – REQUIREMENT 4

LPHS PD TIMELINE 2011-2014

YEAR	THEME	OPTIONS	IMPLEMENTATION	COLLABORATION
2011-2012	Instructional "Next" Practice	<ul style="list-style-type: none"> • Flipped Classroom • Educational Technology • Project Based Learning 	<ul style="list-style-type: none"> • Walkthrough Observation • Department Meetings • Compass App • Student Growth Data • Scheduled visits from outside teams 	<ul style="list-style-type: none"> • Staff Meetings • Embedded in PD Training • Break out sessions • Department Meetings
2012-2013	Formative Assessments and Instructional "Next" Practice	<ul style="list-style-type: none"> • Using Formative Assessments to Guide Learning • Review and grow the flipped classroom model and other techniques presented during the 2011-2012 school year 	<ul style="list-style-type: none"> • Walkthrough Observation • Department Meetings • Compass App • Student Growth Data • Scheduled visits from outside teams 	<ul style="list-style-type: none"> • Staff Meetings • Embedded in PD Training • Break out sessions • Department Meetings
2013-2014	Technology and Instructional "Next" practices	<ul style="list-style-type: none"> • Review and support of previously trained techniques • Presentation and training of new effective innovations 	<ul style="list-style-type: none"> • Walkthrough Observation • Department Meetings • Compass App • Student Growth Data • Scheduled visits from outside teams 	<ul style="list-style-type: none"> • Staff Meetings • Embedded in PD Training • Break out sessions • Department Meetings

- PD calendar will include 20 after school meetings (2x per month) per year in addition to the 5 full day trainings provided in the district calendar
- Additional time will be scheduled during summer for information "pre-load" opportunities.
- Professional development will be an ongoing, continuous, and collaborative process that is embedded in all areas of our school.

APPENDIX C

REQUIREMENT 8 – STUDENT SCHEDULE

SAMPLE STUDENT SCHEDULE IN TRIMESTERS (70 Minute Periods)						
9th Grade						
<u>PERIOD</u>	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>			
1	Math	Math	Elective			
2	Science	Elective	Science			
3	ELA	ELA	Elective			
4	Elective	Social Studies	Social Studies			
5	Elective	Elective	Elective			
Time spent per trimester in each core subject				Year Total		
Math	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
ELA	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
Science	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
SS	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		

SAMPLE STUDENT SCHEDULE IN SEMESTERS (62 MINUTE PERIODS)						
9th Grade						
<u>Period</u>	<u>Semester 1</u>	<u>Semester 2</u>				
1	Math	Math				
2	ELA	ELA				
3	Science	Science				
4	SS	SS				
5	Bonus Math	Bonus ELA				
6	Elective	Elective				
Time spent semester in each core subject				Year Total With Bonus		
Math	87.5 days x 62 minutes / 60 = 90.4 hours + bonus class (90.4 hours)			90.4 x 3 = 271.1 hours		
ELA	87.5 days x 62 minutes / 60 = 90.4 hours + bonus class (90.4 hours)			90.4 x 3 = 271.1 hours		
Science	87.5 days x 62 minutes / 60 = 90.4 hours			90.4 hours x 2 sem = 180.8 hours		
SS	87.5 days x 62 minutes / 60 = 90.4 hours			90.4 hours x 2 sem = 180.8 hours		
Math Bonus	87.5 days x 62 minutes / 60 = 90.4 hours					
ELA Bonus	87.5 days x 62 minutes / 60 = 90.4 hours					

SAMPLE STUDENT SCHEDULE IN TRIMESTERS (70 Minute Periods)

10th/11th Grade						
<u>PERIOD</u>	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>			
1	Math	Math	Elective			
2	Science	Elective	Science			
3	ELA	ELA	Elective			
4	Elective	Social Studies	Social Studies			
5	Elective	Elective	Elective			
Time spent per trimester in each core subject				Year Total		
Math	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
ELA	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
Science	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		
SS	58.3 days x 70 minutes / 60 = 68 hours			68 hours x 2 tri = 136 hours		

SAMPLE STUDENT SCHEDULE IN SEMESTERS (62 MINUTE PERIODS)

10th/11th Grade						
<u>Period</u>	<u>Semester 1</u>	<u>Semester 2</u>				
1	Math	Math				
2	ELA	ELA				
3	Science	Science				
4	SS	SS				
5	Bonus Math/ELA	Elective				
6	Elective	Elective				
Time spent semester in each core subject				Year Total With Bonus		
Math	87.5 days x 62 minutes / 60 = 90.4 hours + bonus class (45.2 hours)			90.4 + 90.4 + 45.2 = 226 hours		
ELA	87.5 days x 62 minutes / 60 = 90.4 hours + bonus class (45.2 hours)			90.4 + 90.4 + 45.2 = 226 hours		
Science	87.5 days x 62 minutes / 60 = 90.4 hours			90.4 hours x 2 sem = 180.8 hours		
SS	87.5 days x 62 minutes / 60 = 90.4 hours			90.4 hours x 2 sem = 180.8 hours		
Math Bonus	43.75 days x 62 minutes / 60 = 45.2 hours					
ELA Bonus	43.75 days x 62 minutes / 60 = 45.2 hours					

SAMPLE STUDENT SCHEDULE IN TRIMESTERS (70 Minute Periods)

12th Grade			
<u>PERIOD</u>	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
1	Math	Math	Elective
2	Elective	Elective	Elective
3	ELA	ELA	Elective
4	Elective	Elective	Elective
5	Elective	Elective	Elective
Time spent per trimester in each core subject			Year Total
Math	58.3 days x 70 minutes / 60 = 68 hours		68 hours x 2 tri = 136 hours
ELA	58.3 days x 70 minutes / 60 = 68 hours		68 hours x 2 tri = 136 hours
Science	0 hours		0 hours
SS	0 hours		0 hours

SAMPLE STUDENT SCHEDULE IN SEMESTERS (62 MINUTE PERIODS)

12th Grade			
<u>Period</u>	<u>Semester 1</u>	<u>Semester 2</u>	
1	Math	Math	
2	ELA	ELA	
3	Elective	Elective	
4	Elective	Elective	
5	Elective	Elective	
6	Elective	Elective	
Time spent semester in each core subject			Year Total
Math	87.5 days x 62 minutes / 60 = 90.4 hours		90.4 x 2 = 180.8 hours
ELA	87.5 days x 62 minutes / 60 = 90.4 hours		90.4 x 2 = 180.8 hours
Science	0 hours		0 hours
SS	0 hours		0 hours

LPHS Proposed Bell Schedule Beginning Fall 2012

1st Hour 7:25 – 8:27

2nd Hour 8:32 – 9:34

3rd Hour 9:39 – 10:41

4th Hour 10:46 – 12:26

A Lunch 10:46 – 11:16

B Lunch 11:21 – 11:51

C Lunch 11:56 – 12:26

5th Hour 12:31 – 1:33

6th Hour 1:38 – 2:40

APPENDIX C

REQUIREMENT 8 – TEACHER COLLABORATION SCHEDULE

Teacher Collaboration Schedule

- 5 district PD days per year (6 hours per day = 30 hours per year)
- 20 after school PD session (bi monthly – 1.25 hours per session = 25 hours per year)
- 2 summer training days (6 hours per day = 12 hours per year)

The exact dates will be established based on district, local, and building needs for each of the next 3 years.

LINCOLN PARK PUBLICSCHOOLS
LETTER OF UNDERSTANDING FOR
SCHOOL REDESIGN PLAN

September __, 2011

ADDENDUM TO COLLECTIVE BARGAINING AGREEMENT

between the

LINCOLN PARK PUBLICSCHOOLS
BOARD OF EDUCATION

and the

LINCOLN PARK EDUCATION ASSOCIATION, WC – MEA/NEA

1. Purpose.

The purpose of this Addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the Lincoln Park Public Schools Board of Education (the “Board”) to submit to the State School, Reform/Redesign Officer a redesign plan for Lincoln Park High School. A component of the redesign plan must include an executed Addendum to the applicable collective bargaining agreement covering the public school (i.e., Lincoln Park High School) that is the subject of the redesign plan.

After receiving input from the Lincoln Park Education Association, WC – MEA/NEA (the “Association”) bargaining unit, as well as the District’s Superintendent, the Board has determined to adopt the “transformation” intervention model as identified in Section 1280c of the Revised School Code, in Sections 14005 and 14006 of Title XIV of the American Recovery and Reinvestment Act of 2009, and in 34 CFR Subtitle B, Chapter II, Appendix C.

This Addendum has been developed to implement the redesign plan and to identify those duties and activities which will be required beyond the regular contractual school day for High School staff. The terms of this Addendum become effective upon implementation of the transformation intervention redesign model, as approved by the State School Reform/Redesign Officer, and shall remain effective as long as that intervention redesign model remains in effect at Lincoln Park High School.

2. Relationship to Collective Bargaining Agreement.

The Board and the Association agree as follows:

- A. The Board and the Association recognize that commencing as early as the second term of the 2011-2012 school year, there will be a redesign plan in effect at Lincoln Park High School, based upon the transformation intervention model, as approved by the State School Reform/Redesign Officer. Consistent with the provisions of Section 1280c(8) of the Revised School Code, the parties agree that, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or the wages, hours and term/conditions of employment established pursuant to that agreement), any contractual or other seniority system that would otherwise be applicable for assignment of classes at Lincoln Park High School shall not apply at Lincoln Park High School for the duration of the approved redesign plan to the extent that such system would be inconsistent with or impede implementation of the approved redesign plan.

Further, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or wages, hours and terms/conditions of employment established pursuant to that agreement), any contractual or other work rules which are impediments to implementing the redesign plan approved by the State School Reform/Redesign Officer shall not

apply at Lincoln Park High School for the duration of the approved redesign plan.

- B. To the extent that any provisions of this Addendum conflict with or are inconsistent with the terms of the collective bargaining agreement between the board and the Association (or conflict with or are inconsistent with previously established working conditions and past practices), the terms of this Addendum shall be controlling to the extent of any such conflict or inconsistency.
- C. The Board and the Association recognize that various sections and/or provisions of their collective bargaining agreement may be deviated from by the Parties in implementing the transformation redesign model. These sections of the collective bargaining agreement include, but are not limited to, those specified in this Addendum. If it becomes necessary for the Parties to deviate from additional collective bargaining agreement provisions not already addressed in this Addendum in order to implement the redesign plan, the Parties will reach mutual agreement on applicable changes during the term of this Addendum.

3. Additional Instructional and Professional Responsibilities.

- A. The provisions of Article 4. (Teaching Hours) pertaining to teachers' normal teaching hours at Lincoln Park High School shall not apply during the existence of the approved redesign plan during which the length of the teacher day at Lincoln Park High School will not exceed 7.5 hours (increase of 30 instructional minutes per day from 2010-11 school year).
- B. Teacher work hours, planning periods, after school meetings and other similar matters pertaining to work scheduling will necessarily deviate from the provisions of the collective bargaining agreement in order to effectuate and implement the school redesign plan which will take effect at Lincoln Park High School. To the

extent compatible with successful achievement of the redesign plan, High School teachers may be excused from other teacher work days or hours (i.e., non-pupil instruction days or hours) designated on the school calendar, in recognition of their differentiated work load required under the school redesign plan. Such flexible scheduling is subject to prior administrative approval.

4. Professional Development.

- A. In recognition of the need to provide both flexibility and additional time for professional development, the District's "transformational team" assigned in implementing the intervention model will consider alterations to the Lincoln Park High School's yearly staff meeting calendar to incorporate numerous opportunities for staff to engage in group embedded professional development activities in lieu of traditional staff meetings.
- B. Such alterations to this schedule will add up to twenty (20) hours of professional development during each school year.

5. Transfers/Assignments.

- A. The provisions of Article 10, (Transfers) of the CBA shall not apply during the existence of the approved redesign plan. Consistent with the requirements of MCL 380.1280c(8) of the Michigan Revised School Code, contractual seniority based placement of teachers shall not apply at Lincoln Park High School.
- B. Teachers who are evaluated in accordance with the Teacher Tenure Act and provided an IDP in accordance with the Teacher Tenure Act and whose students, as a group, do not show growth as required by the redesign plan may be involuntarily transferred at the end of a given term or school year. However, any such transfers shall not abridge the District's obligations to any transferred

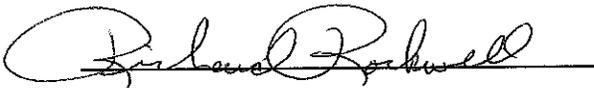
teacher under the Teacher Tenure Act and other Michigan Complied Laws related to their employment.

Signatures and Acknowledgements

It is recognized and acknowledged that the above provisions have application to only the Lincoln Park High School during the term of the approved transformation redesign plan. These provisions and modifications shall remain in effect for the duration of that plan.

BOARD OF EDUCATION
LINCOLN PARK PUBLIC SCHOOLS

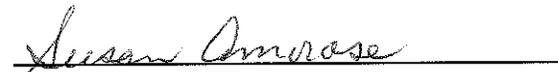
LINCOLN PARK EDUCATION
ASSOCIATION, WC MEA/NEA



Central Office Designee

10-13-11

Date



Susan Amorose, LPEA President

10-11-11

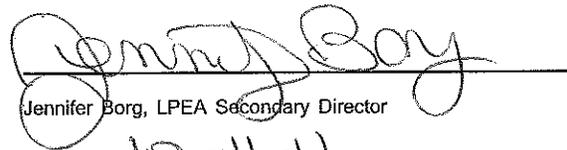
Date



Terry Dangerfield, LPHS Principal

10-11-11

Date



Jennifer Borg, LPEA Secondary Director

10-11-11

Date

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Lincoln Park Public Schools School Name: Lincoln Park High School Address: 1701 Champaign L.P. MI 48146 School Code: 02207	Name: Mr. Terry Dangerfield Position and Office: Principal Telephone: 313-389-0234 Fax: 313-383-5738 Email: terry.dangerfield@lpps.info
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mr. Richard Rockwell Signature: <u><i>Richard Rockwell</i></u> Date: 10-12-11	Telephone: 313-389-0200 Fax: 313-389-1322 Email: richard.rockwell@lpps.info
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Mr. Terry Dangerfield Signature: X <u><i>Terry Dangerfield</i></u> Date: 10-12-11	Telephone: 313-389-0234 Fax: 313-383-5738 Email: terry.dangerfield@lpps.info
LEA SCHOOL BOARD PRESIDENT Signature: X <u><i>Charles W. Korman</i></u> Date: 10-12-11	
LOCAL TEACHER BARGAINING UNIT Signature: X <u><i>Jessica Amoroso, LPEA District Director</i></u> Date: 10-12-11	
<p>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.</p>	