



# **Reform Redesign Report**

Whitmer Human Resource Center

Pontiac City School District

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## **Introduction**

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

# Executive Summary

## **Introduction**

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

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

## Description of the School

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

Ten years ago, Pontiac School District served 12,243 students in 20 buildings; today approximately 5,471 students occupy 9 buildings in Pontiac Michigan. Whitmer Human Resource Center (WHRC) is one of the district's 6 elementary schools and for the 2012/13 school year has an enrollment of 893 students. Enrollment has doubled with the closing of Jefferson Whittier Elementary School in 2011/12 and the merging of the school's students and staff with WHRC. Enrollment for the 2010/11 school year was 430 students; and for the 2011/12 school year, 439 students were enrolled.

In 2009, the City of Pontiac was placed into receivership by the State of Michigan and an Emergency Financial Manager was appointed. Subsequently, the City's police and fire departments were outsourced to surrounding communities.

According to the 2010 United States Census report, the City of Pontiac has experienced a 10.3% negative change in population from 2000 to 2010 with its current level of 59, 515 residents. The estimated median Pontiac income in 2009 was \$30, 021 compared to the State's median income of \$45, 255. Approximately 69% of Pontiac residents 25 years and older have a high school diploma or higher; 10.3% have a bachelor's degree or higher; and 3.1% have a graduate degree. The racial makeup of the city was 26.6% White, 52.1% African American, 16.5% Hispanic, 0.58% Native American, 2.3% Asian, 0.04% Pacific Islander, 6.47% from other races, and 3.50% from two or more races. Approximately 32% of the population lives in poverty and the rate for children under 18 living in poverty is 43%. There were 24, 234 households of which 33.9% had children under the age of 18 living with them and 31.5% were married couples living together. According to 2012 employment data, 23.7% of Pontiac residents were unemployed compared to a 9.2% Michigan unemployment rate.

Unfortunately, the school district also faced a \$24 million dollar deficit and submitted a deficit elimination plan that was approved by MDE in 2012. One elementary school was closed at the end of the 2011/12 school year and teachers were laid off and/or reassigned to other buildings. The district's only high school, Pontiac High School, is in its second year of implementation of its Transformation Plan and has failed to make AYP for seven years. During the 2010/11, the graduation rate was 68% and the graduation rate for the 2011/12 school year is projected to be 87%.

Whitmer Human Resource Center (WHRC) Elementary School is located on the Eastside of Pontiac, Michigan. The architectural design of the school was based on the Open Classroom Concept. The focus of the open classroom concept was to support team-teaching, hands-on and active learning experiences through developmentally appropriate instructional tasks. The physical layout of WHRC includes North, South and East wings. The North and East wing houses grades 1st - 6th, which contain two classes per grade level. It also houses a self-contained Cognitive Impaired classroom. The South wing houses one Pre-K, two self contained Autism Spectrum Disorder classes, five Kindergarten classes, one Early On (Birth to 3 years old) class, three special education resource rooms, and two self-contained Autism Spectrum Disorder classrooms.

WHRC administration is staffed with one Principal, and one Assistant Principal. There are 29 general education teachers and 11 special education teachers. One hundred percent of all instructional staff are highly qualified. There are four teachers per grade level with the exception of kindergarten which has five teachers. Due to a recent staff reduction, there are three teachers in grades four and six. The instructional support staff includes the following: 2 clinical psychologists, two counselors, one at-risk social worker, two special education

social workers, one occupational therapist, one physical therapist, three speech therapists, one gym teacher and one health teacher.

The racial makeup of the school during the 2012/13 school year comprised 66% African American students, 20% Hispanic students, 6% White students and less than 5% of the remaining racial groups. Currently, WHRC continues to be a Title I school with 75% of its students receiving free or reduced price lunch. Out of the total student population, 62 students receive English as a Second Language (ESL) services; and 133 special education students are enrolled in K through 6th grades. There are an additional 36 special education students enrolled in the Early On Program (birth to 3 years old).

WHRC has strong community involvement. The community volunteers and tutors provide students with one-on-one and small group instruction, give some material resources, and positively advocate for the school, staff, and students. Academic tutors and volunteers are provided with training in reading and math strategies. The staff provides appropriate instructional lessons to meet the needs of students. Presently, WHRC is fortunate to have 13 partnerships, 57 tutors/volunteers, and 7 Title I tutors.

## School's Purpose

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

### Vision Statement

In partnership with students, parents and community; Whitmer Human Resource Center (WHRC) staff will provide a learning environment that empowers students to achieve exceptional heights of academic and social development. We must ensure that students become responsible productive members of a Global Society.

### Mission Statement

The purpose of WHRC is to sustain an effective, safe, orderly and nurturing learning environment to ensure all students reach high levels of academic achievement.

### Belief Statement

We Believe:

Every student will learn when supported by relevant rigorous academic standards.

Every student will form significant learning relationships with adults.

That strong family school and community partnerships are essential to student achievement.

Students can learn and apply critical thinking and problem solving skills to real world applications.

Students must be assessed in a variety of ways to demonstrate their achievement.

Every student will be actively engaged in data-driven instruction of the Common Core Curriculum.

Students can develop character and the self discipline necessary to become life-long learners and productive members in a global society.

## **Notable Achievements and Areas of Improvement**

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

There are several strengths that make WHRC a unique school. The staff is and has been self-directed and work collaboratively in spite of the leadership challenges over the past three years, i.e three principals in three years. The staff continues to be open and receptive to District selected professional developments to improve instructional practices. This is a strong indicator of the commitment that the staff has to providing high-quality instruction. Even though WHRC was a Phase I School in 2011-2012 and a Priority School in 2011/12, it can be noted that they were able to make Adequate Yearly Progress last school year.

Our local community is actively engaged in supporting academic achievement. The community volunteers and tutors continue to provide students with one-on-one and small group instruction, donate materials and other resources, and positively advocate for the school, staff, and students. Tutors are provided with training on instructional strategies for reading and math to support classroom instruction.

Due to our low level of student achievement, in the next three years, we will develop instructional intervention plans that are intensive and individualized to meet the needs of all students. We will use a multi-tiered intervention approach to guide and inform our instructions. Data will be collected from assessments based on the multi-tiered approach for planning. In addition, we will utilize the Instructional Learning Cycle to hone in on specific academic targets areas.

## **Additional Information**

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

The priority team has worked countless hours to ensure a quality Transformational Reform Plan. They have engaged in current research, best practices and analyzed assessment data in order to develop an appropriate plan focused on increasing student achievement. All stakeholders have collaborated in the process of creating this plan, their voices, concerns, and input was encouraged and valued. We know that with the continued support of the community, parents, staff and students we will become a high performing school of excellence

# Transformation Redesign Diagnostic

## **Introduction**

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.

## **PART A: REFORM TEAM PERSONNEL**

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

Wendy Fitzpatrick, Principal, wfitzpatrick@pontiac.k12.mi.us

Kelley Godfrey, Vice Principal, kgodfrey@pontiac.k12.mi.us

Tara Chaney, 1st Grade Teacher, tchaney@pontiac.k12.mi.us

Ellen Dunaj, 3rd Grade Teacher, edunaj@pontiac.k12.mi.us (Union Rep.)

Dr. Letha Powell (Alumni), 4th Grade Teacher, lhopkins@pontiac.k12.mi.us

Sylvia Sturgis (Alumni), 6th Grade Teacher, ssturgis@pontiac.k12.mi.us

Georgina Thompson, Autism Spectrum Disorder, gthompson@pontiac.k12.mi.us

Brooke Copland-Hurley, Autism Spectrum Disorder, bcopland@pontiac.k12.mi.us

Lynn Bradford, Parent, Lynnbrad07@yahoo.com

Gail Snoddy, School Improvement Facilitator, snoddymi@comcast.net

Kelley Williams, Assistant Superintendent of Curriculum & Instruction, kewilliams@pontiac.k12.mi.us

Amy McKeever, President of the Pontiac Education Association (Teacher's Union), amckeever@pontiac.k12.mi.us

Arvenda McDonald, Intervention Specialist, AMcDonald@msu.edu

Edna Scott, Assessment & Accountability Administrator, escott@pontiac.k12.mi.us

## PART B: TEACHING AND LEARNING PRIORITIES

**State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)**

The Instructional Learning Cycle (ILC) will provide a uniformed process, district-wide, that will inform instruction and provide teachers with feedback on student learning. Pontiac School District (PSD) will support WHRC in the development of Professional Learning Communities (PLCs). The PLCs will work collaboratively to clarify what is to be taught, how it will be assessed, look at the assessment data and determine the next steps for students who have or have not learned what has been taught within the ILC.

Literacy - A review of the 2011/12 MEAP Reading scores was conducted for the two schools; Jefferson Whittier School now closed and WHRC (now incorporates Jefferson Whittier's former students). According to the 2011-12 MEAP data, approximately 69% of Jefferson Whittier's 3rd through 6th graders were not proficient; and 70% of WHRC's students were not proficient. Also, according to the Fall 2012 DIBELS assessment, 51% of the students scored in the "Below Benchmarks" or "Well Below Benchmarks". (A review of 3 year trend data is discussed in the following question).

"Walk to Read" was selected by the PSD. It provides a tiered intervention instructional program with intervention materials to address the literacy needs of students in grades K - 6. The program also meets the criteria for using scientifically based reading instruction, providing teacher editions that contain clear instructions for the teacher and explicit instructions for students; student materials with ample, explicit practice; and it includes comprehensive assessments with placement screening, formative and summative assessments ("Publisher Checklist Rubric" published by Joanne Allain in the "The Logistics of Literacy Intervention"). "Walk to Read" also contains the essential components identified by The National Reading Panel (2000) which includes instruction in phonemic awareness, phonics, spelling, fluency, vocabulary, comprehension and writing.

Reading instruction will occur with students placed in homogenous groups according to DIBELS and "Walk to Read" placement scores. Groupings can occur between and across grade levels. Specific and direct instruction with interventions and/or enrichment activities will occur during the school's daily reading schedule. Progress monitoring tools are embedded in the "Walk to Read" program and we will continue to use the DIBELS K-6 Progress Monitoring Tools. Student group assignments will be adjusted as needed as an end product of progress monitoring. The "Walk to Read" program includes Reading Mastery (K - 2) and Corrective Reading (3 - 6).

WHRC's 4th Grade MEAP Writing results for 2012 showed that 89% of their students were not proficient. Writing instruction is also a part of the "Walk to Read" program and will address student composition skills, grammar and mechanics.

MEAP results for the 2011/12 in the areas of Science and Social Studies also revealed that 96% of our students were not proficient in Science and 97% were not proficient in Social Studies. For this reason, reading across the curriculum will be reinforced with a carryover of reading skills and strategies learned in "Walk to Read."

The "Walk to Read" program will be used with all subgroups, including students with disabilities and English Language Learners. WHRC implements an Inclusion model of instruction and seeks to engage all students as much as possible (as directed by IEPs and ELL Plans) with the general education Common Core Curriculum.

"Think Aloud" introduces reading strategies to teach visible thinking and builds reading comprehension skills for all students. The Think

Aloud strategy allows the teacher to model how a good reader thinks about the text while reading. The teacher reads aloud from an appropriate book, and stops periodically to make predictions, clarify meaning, decode words, make personal connections, question the author, and summarize what has been read. This explicit modeling of the reading strategies will benefit all students as they strive for deeper understanding of what they read.

Climate / Culture - The Pontiac School District's 2012 Deficit Elimination Plan required the closing of Jefferson Whittier and the incorporation of its students and staff into WHRC. As a result, the school environment has undergone several staffing and restructuring changes, i.e. teacher transfers, new teaching assignments for some returning teachers, and a new principal. Our focus is on creating and building a collaborative culture for achievement. Our data teams will meet twice a month to discuss student achievement, attendance and discipline data. We will continue our school wide Positive Behavior Support system through (MiBLSi) Michigan's Integrated Behavior and Learning Support Initiative to establish behavioral expectations that are consistent among staff; teach and reinforce "expected student behaviors" incorporating student rewards and recognition; and to teach alternative behaviors and problem solving skills to students displaying inappropriate behavior. We will work to strengthen staff camaraderie and teamwork beliefs through the use of the school-wide social committee activities and team building initiatives during staff meetings and throughout the school year.

Math. During 2011/12, 6.6% of Jefferson Whittier's students were proficient in Math and Reading grades 3 - 8; and 7.7% of WHRC's students were proficient in Reading and Math.

"Math Talk" assists students in developing mathematical language and communication skills to demonstrate understanding of concepts rather than merely following a sequence of procedures. The staff will participate in a book study, "Classroom Discussions: Using Math Talk to Help Students Learn" by Suzanne H. Chapin. Teacher strategies from "Math Talk" will also allow students to demonstrate higher order thinking skills through improved teacher questioning skills during instruction.

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

A review of the 2009 - 2012 MEAP Math trend data for Jefferson Whittier reveals 84% of the students were not proficient in 2009/10, 89% in 2010/11 and 93% in 2011/12. MEAP Math scores for WHRC for 2009/10 showed 73% were not proficient, 87% in 2010/11, and 93% in 2011/12. In 2011/12, 100% of the 3rd grade students were not proficient.

The 2009 - 2012 MEAP Reading data for both schools also indicates significant numbers of students scoring in the Partially Proficient to Not Proficient ranges. In 2009/10, 60% of Jefferson Whittier's students were not proficient; 71% in 2010/11; and 69% in 2011/12. In comparison, 73% of WHRC students were not proficient in 2009/10; 87% in 2010/11; and 93% in 2011/12.

During 2011/12, 6.6% of Jefferson Whittier's students were proficient in Math and Reading grades 3 - 8; and 7.7% of WHRC's students were proficient in Reading and Math.

2011/12 SWIS data reports that WHRC had 152 students that were suspended for 918 days.

Current interim assessment data (DIBELS, Fall 2012) was also used and revealed 51% of WHRC's students scored "Below Benchmarks" or "Well Below Benchmarks" in grades K through 6.

The School Improvement Review (SIR) by MDE was also used, which gave input on math curriculum delivery and demonstration of higher order thinking skills from Bloom's Taxonomy.

MEAP Reading, Math, Science, Social Studies, and Writing along with DIBELS, common formative assessments, attendance and suspension data will continue to be collected and analyzed to help guide our turnaround process. This data will assist in our curriculum alignment, instructional delivery and student progress monitoring efforts designed to increase student achievement.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.**

The new transformation building principal was selected and board approved in August 2012. The turnaround principal for WHRC is Wendy Fitzpatrick. Principal Fitzpatrick has 12 years of administrative experience as a building principal. She possesses the leadership qualities desired in a turnaround leader, which includes communicating a compelling vision, organizational commitment, team leadership, conceptual thinking and driving for results through the use of data.

The District went through a transformation/consolidation of elementary schools during the 2011/12 school year. Jefferson Whittier Elementary school was closed and the students and staff merged with WHRC. The principal of WHRC during the 2011/12 school year retired. The Human Resource Department and the Curriculum and Instruction Department reviewed all district elementary school principals' performance criteria based upon the principal's evaluation tool implemented over the last five years. In addition, the Superintendent, Assistant Superintendent, and Human Resource Director interviewed 2 of the current district principals that met the criteria of an Effective Administrator. The following questions were posed to the 2 district administrators:

1. What are some characteristics of an effective principal?
2. What are some characteristics of a Change Leader?
3. How will you monitor student growth as it relates to student performance?
4. What qualities would you see an effective teacher display on a regular basis in his/her classroom?
5. How does a principal help create a school environment/culture that promotes student achievement?
6. Describe some practices that principals engage in that support parent involvement and why is parent involvement important?
7. What modification would you recommend in the revision of WHRC School Improvement Plan based upon the current data?
8. What is Progressive Discipline as it relates to staff and why is it important?

A rubric was developed to assess the quality of their responses. The rubric included "Student Growth Data", "Culture Building", "Knowledge of Best Practices in Curriculum & Instructional Delivery", "Ensuring Quality Teaching", and "Ability to Lead Teacher Learning and Development".

The District's next steps were to confer with WHRC school improvement team and discuss with the team the needs of the school with the 2 possible candidates. In addition, the School Improvement Team made a recommendation of the candidate that they believed met the needs of the school. The following team consisted of the following individuals:

1. Sylvia Sturgis, teacher
2. Brooke Copland-Hurley, Special Ed. Teacher
3. Dr. Letha Powell, teacher
4. Tara Chaney, teacher
5. Ellen Dunaj, teacher
6. Lynn Bradford, Parent

In conclusion, the Superintendent made a recommendation to the Board of Education that Wendy Fitzpatrick be appointed to WHRC as the building principal.

**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.**

The Charlotte Danielson Model was selected to provide the process to create a teacher evaluation plan and the "Interstate School Leaders Licensure Consortium Standards (ISLLC) for the leadership evaluation plan. The implementation of the Charlotte Danielson Model consisted of the following steps:

- ¢ The collaborative team consisted of the Teacher Union President, three teachers (one from the elementary, middle school, and high school), the middle school and high school principals; and the Human Resource Director.
- ¢ Eight meetings were held during the 2011-12 school year and through October 2012. On-going meetings are scheduled for the remainder of the 2012/13 school year to clarify the purpose and objectives of the teacher evaluation system, engage stakeholders and obtain feedback on the selection of the observation instruments, tools to assess student growth, and student growth objectives.
- ¢ Professional Development was held in October 2011 with all teachers to explain MDE's Educator Evaluation process. Additional Professional Development was held with principals during the Principal's Academy in October 2011 to ensure that observation instruments are implemented with fidelity. Teachers met with building principals to review the observation instruments and the protocol to develop annual goals in building level and individual meetings prior to the implementation of the evaluation process.
- ¢ Clear approaches were developed to measure student growth and provide teachers and school administrators with relevant data on student growth. Schools will use MDE's "Teacher-Student Data Link" weighted performance level change as a measure of student growth for reading and math in grades 4 - 6. Students that are in MEAP's non-tested grades and subjects, the District will use a variety of tools that include "Student Learning Objectives" and New or Existing Measures of Student Growth. Student learning objectives (SLOs) are a participatory method of setting measurable goals, or objectives, based on the specific assignment or class, such as the students taught, the subject matter taught, the baseline performance of the students, and the measurable gain in student performance during the course of instruction. SLOs will be based on teacher-developed assessments or other classroom assessments if they are "rigorous and comparable across classrooms." When using SLOs, teachers set measurable expectations for student learning, usually in collaboration with their principal or other leader. Existing measures of student growth include MLLP, DIBELS, and Reading Mastery assessments. New measures of student growth for the 2013/14 school year will include the Scantron Performance Series to assess growth in all core content subjects grades K - 6.
- ¢ Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on MEAP, DIBELS, and MLLP. For the annual year-end evaluation for the 2013/14 school year, at least 25% of the annual year end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year end evaluation shall be based on student growth and assessment data. Beginning with the annual year end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. In addition to the student growth and assessment tool, the recommended state evaluation tool for teachers may include but is not limited to, instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

**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.**

Moving forward, the District will survey administrators to determine motivational incentives around student growth, teacher performance, and increased parent involvement. The District will also acknowledge teachers and staff who have increased student achievement by a special presentation from the PSD school board; a certificate of achievement; and a District dinner honoring recipients.

WHRC will acknowledge staff who have increased student achievement by the following: public recognition, school newsletters, bulletin board displays, acknowledgement at parent-teacher meetings and a staff recognition luncheon in June.

The District will follow the State's Educator Performance System, 380.1249, to inform decision regarding the following:

- \* The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement which includes embedded leadership and teacher coaching throughout the school year.
- \* Promotion, retention and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development designed to address teacher needs.
- \* Whether to grant tenure, full certification or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures based on Charlotte Danielson's Teacher Evaluation Tool for teachers and the "Interstate School Leaders Licensure Consortium Standards (ISLLC)" for school administrators.
- \* Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensure that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures. The District has a team that consists of the HR director, Assistant Superintendent, Teacher Union President that reviews the fidelity of the process.
- \* For the annual year-end evaluation for the 2012-2014 school year, at least 25% of the annual year end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data.

Administrator and Teacher participation in district and school initiatives, as well as goals and activities in the school improvement plan and the Transformation Plan will be included as components of the Evaluation Plan. Preparation and participation in the Instructional Learning Cycle (common planning with peers, creating Common Formative Assessments, and modifying instructional practice through the use of student data) will also be monitored. Administrators and teachers experiencing difficulty implementing these initiatives and activities and receiving ratings as Not Effective or Minimally Effective will develop Improvement Plans with the Principal or Assistant Superintendent. Activities may include participation in PD designed to address their skill deficits, assignment of a mentor teacher or administrator, coaching from the principal, and instructional support from Oakland ISD content coaches. Plans will be reviewed monthly to determine progress towards Improvement goals.

If the teacher or administrator receives a final evaluation of Not Effective or Minimally Effective for a period of 2 years, they will be referred to a committee comprised of the principal, HR Director, Assistant Superintendent, and the Teacher's Union President. A recommendation will be made to the Pontiac School Board for the termination of employment.

**Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning 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.**

WHRC's Professional Development needs were identified through the Comprehensive Needs Assessment, review of data from both Jefferson Whittier and WHRC Elementary Schools, and through student and teacher perception data. We will continue to utilize our partnerships with Oakland Schools and MEMSPA (Michigan Elementary and Middle School Principals Association) to provide job-embedded PD in the areas of Differentiated Instruction, PLCs, Instructional Learning Cycle (ILC), Reading, Math, and PBIS.

Differentiated Instruction; RTI (math & reading); Professional Learning Communities; May 1, 2013 (Job embedded coaching throughout the year with MEMSPA) - Teaching staff and administrators will learn what to do when students need additional understanding with concepts (RTI). Also, the importance of discussing student data using feedback with colleagues, students and parents. Throughout data analysis, careful problem framing, and on-going monitoring of gaps between goal achievement and current conditions will be the focus of PLC data dialogues. The implementation of this process provides increased understanding of student needs, timely information about individual and collective student performances, and an understanding of the non-linear nature of learning and understanding. Oakland Schools' coaches will assist teams in facilitating PLC meetings and develop protocols to review student assessment data and student work. Teachers will share strategies that are working and receive input from peers, books, journals and other consultants when new strategies are needed.

"Walk to Read", McGraw Hill Reading Mastery and Corrective Reading, October 2012- June 2014

McGraw Hill Consultants will provide professional development to all teachers and administrators in collaboration with Pontiac School District, WHRC, and Oakland Schools. Implementation will include the following steps: 1) adjusting the master schedule to allow full implementation of the program; 2) regrouping students according to their instructional ability levels; and 3) classroom consultations with teachers and observations of classroom practices. Curriculum materials, tutors, and substitute teachers will be provided to teachers to support implementation. Implementation will be monitored by student growth, classroom walk-through data, teacher self-reporting, as well as student interim assessments.

Math Talk, November 2012 - 2016

Teachers will participate in a book study titled "Classroom Discussions: Using Math Talk to Help Students Learn" by Suzanne H. Chapin. "Math Talk" assists students in developing mathematical language and communication skills to demonstrate understanding of concepts rather than merely following a sequence of procedures. Teacher strategies from the book and coaching from Oakland ISD will build teacher capacity through improved teacher questioning skills during instruction which will lead to students demonstrating higher ordering thinking skills in math. Professional development will be provided by an Oakland Schools Math Coach during WHRC's professional development days and through grade level PLC's. Building administrators will monitor implementation through classroom walkthroughs and the teacher evaluation process. Data on student performance will be gathered and analyzed through the Instructional Learning Cycle.

Math Common Core, Nov. 2012 - ongoing

Teachers will use the instructional learning cycle to create common formative assessments. Teachers will implement higher order thinking skills from Depth of Knowledge and KUD (Knowledge, Understanding and Doing). These components are incorporated into the revised lesson plan template. Oakland Schools will provide professional development to build staff capacity in the following areas: understanding the math common core standards, building a common language, developing a viable curriculum for identifying and implementing power standards. Support will also be provided in developing common formative assessment, using student performance data to drive instruction and implement a continuous learning cycle. OS will facilitate the professional development which will begin November 2012 and be on-going. PLCs will include bi-monthly data team meetings with instructional coaches from OISD.

School Climate/Culture Fall 2013 - June 2016

The social committee will support the school in building cohesive working relationships among staff, students, parents, and the community

through implementation of the following strategies/programs: Character Education, monthly staff ice breakers, Professional Learning Communities, student incentives, staff/student of the month recognition, and Spirit Week. WHRC's climate and culture will be assessed using teacher, student, and parent perception surveys as well as visual evidence through observations.

### Instructional Learning Cycle (ILC)

PSD will coordinate PD on the Instructional Learning Cycle with its partners to continue the District's initiative. The ILC will address the following four questions. What do I want my students to know? How will I know if they have learned the concept? What will I do if they don't know it? What will I do to extend their learning? This process encompasses the development of Common Formative Assessments and the implementation of grade level Data Teams to monitor student performance. PD will begin in the Winter of 2012.

### **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.**

Teachers and staff have multiple opportunities for promotion and career growth through volunteering for the special assignments such as the School Improvement Committee, the Instructional Leadership Team, building MEAP Coordinator, Building Data Specialist, and SWIS facilitator. Teachers and staff serving on these teams will have opportunities for extensive PD, become a resource to peers in the building, model best practices, and assist in creating the infrastructure within the building to implement and monitor these practices.

To retain staff and provide supports to assist them in meeting the needs of students in a transformational school the Pontiac District will participate in on-going job embedded professional development that enhance teacher knowledge around best practices and effective instruction through the use of ISD Content Coaches and MEMPSA coaches.

The District will participate in activities such as job fairs locally, regionally, and nationally in order to recruit highly qualified staff. Additionally, the district, in collaboration with the local Colleges of Education, recruits and pays teacher education students to provide tutoring and supplemental instructional services to students performing below expectations.

Currently teachers are meeting in their grade level Professional Learning Communities twice a month for 60 minutes during the school day. Teachers are also allowed the flexibility of meeting with an additional 4 hours per month with a stipend provided for lesson plan collaboration and PLC's that take place outside of the school day.

The District will partner with Oakland University to recruit teacher education candidates to provide tutoring and supplemental instructional services to students performing below grade level standards. First through third grade teachers have an opportunity to collaborate with the University Of Michigan School Of Education in a study sponsored by the U.S. Institute of Educational Sciences looking at teacher and student discourse in mathematics lessons. Wayne State University works in cooperation with the school social workers to provide 1st grade students with character education lessons once a week for thirty minutes.

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**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.**

The PSD will develop the infrastructure and train WHRC data team members to use data to systematically inquire into school and classroom based practices, issues and concerns.

WHRC will use data to systematically inquire into school and classroom based practices, issues and concerns. We will collect and analyze data from MEAP, CFA and interim assessments to establish and implement plans for change and monitor the progress of those plans. Thoughtful data analysis, careful problem framing, and ongoing monitoring of gaps between goal achievement and current conditions will be the focus of on-going data dialogues facilitated at the District and building levels. High quality data derived from external and internal sources will be used, i.e. MEAP , MEAP Access, and MI Assess assessment results, baseline data from SRA, DIBELS, CFA, SWIS Data, attendance, and perception data.

Data Team meets the first Tuesday of every month. The team consists of one representative from each grade level, a total of 7 teachers. The data team meets to collect and analyze several types of data: DIBELS (Progress Monitoring, every three weeks, and Summary Assessment Data, three times per year); End-of-Unit EDM assessment data; Harcourt Basal Series, End-of-Selection assessment data; and WHRC created common assessments for mathematics.

PLC's meet four times a month; one session for math; one session reading/ELA, one session for the Instructional Learning Cycle (ILC), and one session for team grade level/lesson planning.

The MiBLSI Positive Behavior Intervention Support Team meets once a month to analyze the SWIS Data allowing the team track and develop positive behavior interventions for specific identified problem behaviors.

WHRC Staff/ Data Teams are engaged in analyzing every aspect of the teaching and learning environment to provide optimal learning opportunities for the students.

WHRC's Professional Learning Community's Data Team process is the research based instructional process (from DuFour's Leadership and Learning Center) that will align curriculum from one grade to the next through the scaffolding of student skills required for mastery of the "power standard" introduced. It will also ensure consistency of instruction among grade level content teachers through their development of common formative and summative assessments. This process provides a learning focused model where the needs of learners (students and teachers) and places an emphasis on learning processes that will drive instructional improvement efforts. The Data Teams will monitor individual student performance and develop interventions for students not meeting benchmarks and enrichment opportunities for students performing above benchmarks. This process provides increased understanding of student needs, timely information about individual and collective student performances. Atlas Rubicon is the tool used by PSD for instructional and curriculum alignment between grades and includes the Common Core Curriculum, power standards, and Smarter Balanced Assessment items.

**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.**

High quality data (formative, interim, and summative) derived from external and internal sources will be used. Summative data assessments produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices. This data includes MEAP assessment results, unit tests, projects, and student portfolios. Formative data assessments are collected through CFA's created by grade level content teams and will be collected during an instructional time period during lesson delivery, through homework, and other instructional activities. Teachers will use various feedback strategies to report the results of the formative data assessments to students. This data will be used by teachers and the PLC team to adjust instructional practices in an effort to address and maximize individual students' learning, and to gauge students' progress. Formative data assessments provide educators with timely, critical evidence that indicate students' skill level, their concept mastery, and their progress toward curriculum goals. Interim data assessments (baseline data from SRA, DIBELS, CFA, monthly SWIS Data Reports, and monthly attendance reports) provide progress monitoring documentaion to track student performance goals.

The Data Teams will monitor individual student performance and develop interventions for students not meeting benchmarks. Enrichment opportunities will be provided for students who are performing above benchmark through the implementation of the ILC and classroom embedded common assessments. Data walls will be displayed throughout the school to view and track progress on class and school performances in the areas of the core academic subjects, attendance and discipline. Summative trend data will also be displayed that illustrate a 3-year period. So that students may take ownership in their own learning through increased awareness, classroom teachers will develop and implement individual student progress monitoring tools to empower students to recording and monitoring their individual growth. School data walls will also include student and staff attendance as well as school discipline (referrals and suspension) data. School wide analysis of DIBELS data will occur a minimum of three times a year. Instructional Learning Cycles will be implemented every 6 to 8 weeks. PLCs will be used to analyze and evaluate students work three times a month. Data walls will be updated twice per semester minimally. WHRC will also use Pearson Inform as its data collection system and progress monitoring tool.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**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.**

The District will work with leadership / instructional teams at the building site to develop a structured daily schedule that will provide more time-on-task and rigorous instructional time within the classroom and throughout the day. The district will provide the resources, framework, and polices necessary to shift to a schedule that supports student enrichment activities and increased collaboration for teaching teams to assemble and dialogue in an effort to improve student learning.

During the 2012/13 school year, direct instruction with the general education teacher in the elementary classroom has increased due to the layoffs of the music and art teachers in the Spring of 2012. This has created 90 minutes a week of additional direct instruction by the teacher. Additionally, an extra five minutes per day was added to the instructional day. There is now a total of an additional 69 hours of direct instruction. Teachers have been directed to include this extra time with their math and language arts instruction. The daily schedule now includes 120 minutes for Reading and Writing, 90 minutes for Math, 45 minutes for Social Studies and 45 minutes for Science.

Enrichment activities include use of the computer lab, book clubs, hands on science projects, and expressive language projects using art and music media, and other school based projects.

Also, for the 2012-2013 school year, the district calendar includes 12 hours for students, to provide time for teachers to collaboratively analyze assessment and behavior data to inform instructional planning and to participate in building PD's (6 late start dates with 2 hours each day). Additionally, teachers are provided 3 opportunities for collaboration and planning a month (2 meetings a month after school for 90 minutes and 1 meeting for 90 minutes during the school day).

This increased student learning and teacher collaboration time will continue through the 2013-14 school year. Dialogue will continue and other options will be explored as our students' responses to instructional delivery and interventions are monitored.

**Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.**

Strategies for continuous engagement of families and communities will include phone calls, text messaging, and monthly newsletters in the parent's native language. Community partnerships, Title One tutors, and ELL tutors also assist in communicating with parents. The school will provide on-going family engagement by using parent liaisons and/or community outreach coordinator, facilitating the following activities; family fun nights, Parent University, tutoring programs and parent workshops that focus on understanding school data, locating resources to support student learning, discipline strategies for parents, and integrated math and/or literacy skills. School staff and Parent Liaisons will also differentiate learning constructs to address and support parents of students with disabilities and English Language Learners. Teachers will provide on-line demonstrations and lessons in on-line supplemental learning systems. These activities, to build instructional support for home learning environments, will be provided to families monthly. Furthermore, WHRC provides food, clothing, coats, and other resources to

families in need through our community partnerships with MEEMIC Insurance Company, MGM, Sam's Club, and Community United for Children.

Other resources to families are provided through partnerships with the Michigan Department of Human Services who assist WHRC in monitoring student attendance in the "Pathway to Potential" program; Oakland ISD and its student wrap around services; and school support teams consisting of a clinical psychologist, school psychologist, social workers, and counselors who also partner with community organizations and local mental health providers.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**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.**

The District will create policies and structures that empower the leadership at all Priority Schools with the operating flexibility necessary to respond to student needs. The District will develop a framework that will allow for school-based operational flexibility and relative autonomy in such areas as supplemental curriculum resources, staffing, scheduling, professional development, and community partnership development.

Pontiac School District also has a 21st century program that provides tutoring and extension activities for students in WHRC. We have created opportunities for Tutoring and Professional development to occur, before school, during school, after school and on Saturdays. As a resource, WHRC has hired retired teachers to tutor during the day. This allows the flexibility of a push in, pull out method and assists those students that are not able to stay after school.

### Operational Flexibility

We have a number of non-traditional flexible working conditions in place and expect that as the district administers the ERS survey ([erstrategies.org](http://erstrategies.org)) that more will follow in this year of planning.

### Current Practices

We now use after-school tutoring, lesson plan collaboration, PLCs, and team-building, all of which are essentially job-embedded restructuring (and many of which are supported by the use of substitute teachers). We intend that our PLC and team-building work will result, in part, in suggestions for a wide variety of other staffing and service-providing options to increase our responsiveness to student needs. One option that's already surfaced from these processes is the concept of "building subs", wherein the district and ISD would support assignment of the same two (or more) substitutes to our building so as to build relationships and capacity.

### ERS Survey Possibilities

The seven areas of the ERS survey (school funding, teaching, school design, instructional support, leadership, central services, and partnerships) hold great promise for supporting increased flexibility at the building level. For example, the district may decide to add flexibility in funding, adjusting allocations based on student need. Our school schedule could be adjusted (extended into the summer, for example) to respond to student need. District spending on curriculum, instruction and assessment could be more targeted and aligned to our school's needs. There could be an increased emphasis on supporting school leadership capacity (under Lambert's concept of shared leadership). Once the district staff self-administers and discusses the survey, dialogue with central office and school level personnel can ensue. This is appropriate as this current year is a planning year.

We could then consider such innovations as slightly overstaffing our building, perhaps sharing an FTE (non-sub) with one or two other buildings (so we'd have a half or a third of an FTE teacher) to increase our ability to respond to student needs. We have already identified literacy and numeracy as critical areas for us based on our data. We might investigate a regular series of family curriculum nights, wherein students invite their parents to school for a tightly structured learning experience, delivered by our existing staff. There are many such possibilities.

**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.**

The District has secured agreements that all external partners including the ISD, Michigan Department of Education, community partnerships and organizations provide technical assistance related to increasing student achievement and growth.

Through the MI-Excel Service Plan, Oakland Schools provides one School Improvement Facilitator to WHRC to provide support and technical assistance in the following areas: facilitate data dialogues, completion of the school process rubric, incorporating the Transformation Plan goals and activities into the SIP; and provide technical and operational understanding of the Instructional Learning Cycle and assist in creating the framework for implementation of the Transformation Plan. These plans are updated and revised yearly based upon school needs.

Oakland Schools will also provide a Math Coach to facilitate "Classroom Discourse" or math talk PD and provide job-embedded coaching through the creation of "best practices of math instruction lab classrooms". Oakland Schools also provides WHRC with a literacy coach that supports teachers' core instructional practices in the teaching of literacy and works closely with the Reading Consultants implementing "Walk to Read".

MDE and Oakland Schools also provides technical assistance to the District staff through guidance in the School Reform/Redesign process, development and implementation of the Transformation Plan, and supporting the necessary turnaround activities required at the district and school level.

# Assurances Report

## Michigan Department of Education Assurances

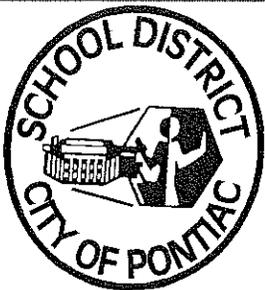
### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Teacher and Administrator Evaluation Tools are attached <u>Teachers Evaluation Manual[1] &amp; Principal Evaluation Tool.docx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	The PD calendar combines district and school topics. Future dates TBD. <u>WHRC.District.pd.plan.12.13 to 15.16 (1) (1).docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Reading and math instructional time for students was increased by 69 hours for the 2012/13 school year with the elimination of art and music. These additional hours will also be included in the 2013/14 calendar.  The 2012/13 PSD calendar included 6 2-hour late start days. This time will be used for WHRC's teachers to review and analyze assessment and behavior data to inform instructional and intervention planning. <u>WHRC.student.schd and district.schd.PDF</u>

## Reform Redesign Report

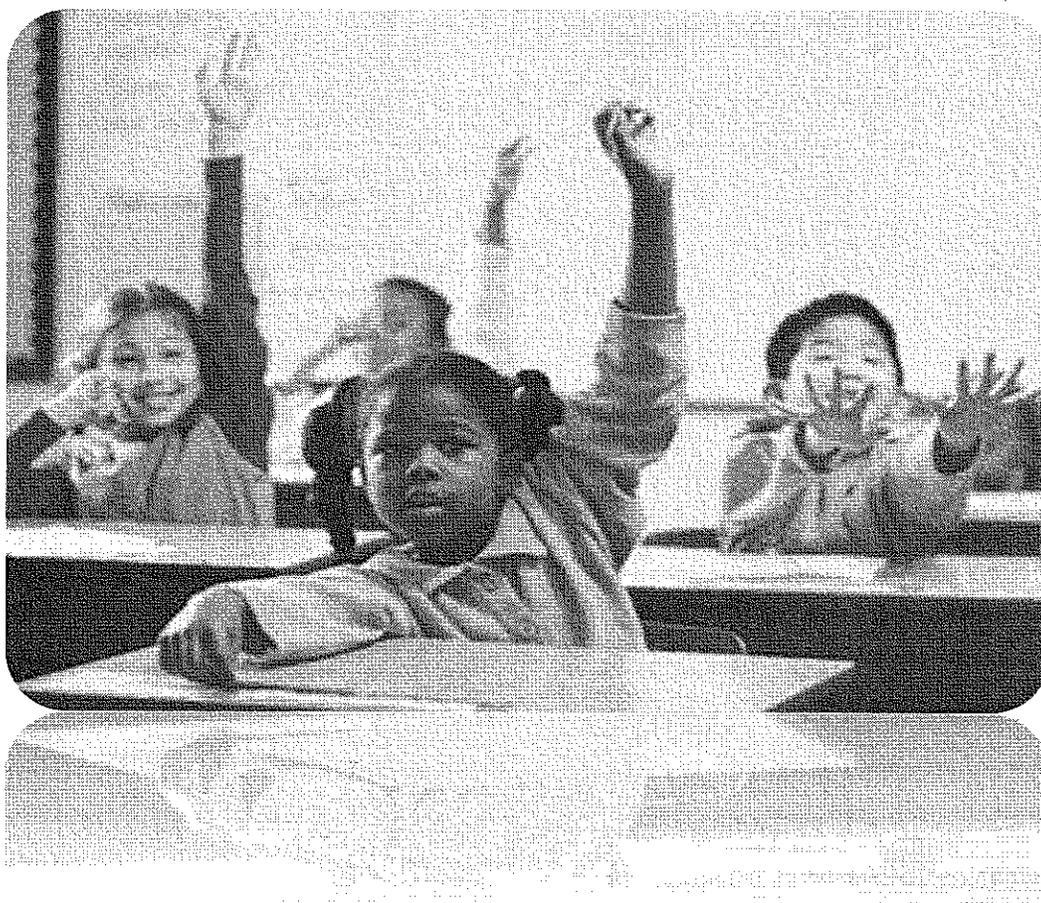
Whitmer Human Resource Center

<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>The 2012/13 schedule now includes 90 minutes for Reading, 45 minutes for English Language Arts, 45 minutes for Social Studies, 45 minutes for Science, 45 minutes for Math and 45 minutes a week for physical education. Enrichment activities are incorporated in the extended class periods for core subjects. Enrichment activities include use of the computer lab, book clubs, hands on science projects, expressive language projects using art and music media, and other school based projects. These activities will continue in the 2013/14 school year as a part of the extended instructional time.</p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>In addition to the 6 2-hour student late start days provided by the District (see school calendar), WHRC's staff meets three times a month to collaborate on lesson planning activities by grade and subjects; across grades and subjects as PLCs; and to participate in building level professional development activities. For the 2013/14 school year, a minimum of 6 2-hour late start days will also be included in the District's calendar.</p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>PSD has entered into an agreement with PEA to support the implementation of Pontiac High School's Reform Plan that was effective August 2011. The District currently has a November 2012 Tentative Agreement approved by the PEA Board of Directors. <a href="#">MOU.PSDand PEA.docx</a></p>



**School District of the City of Pontiac**  
**47200 Woodward Avenue**  
**Pontiac, MI 48342**

## **TEACHER PERFORMANCE EVALUATION SYSTEM**



**Division of Organizational Development and Human Resources**  
*Mrs. Donna Dulany, Interim Associate Superintendent*

# Teacher Performance Evaluation Guidelines

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## **PERFORMANCE EVALUATION PROCESS**

The following process and procedures are based on the New School Reform Law 2009 PA 205 Section 1249. It is designed with the purpose of maintaining a standard of excellence, improving the performance of teachers and to improve the instructional program.

### **COMPETENCIES**

Pontiac School District teachers are evaluated on relevant competencies with the desired goal of enhancing professional growth and performance. The evaluation of teachers will include the following five (5) Domains of Performance Competencies.

#### **1. Planning and Preparation**

- Use of Methods
- Use of Materials
- Use of Time
- Preparing Lessons

#### **2. Teacher Effectiveness**

- Clarity
- Effective Instruction
- Effective Communication
- Enthusiasm
- Knowledge of Subject Matter
- Flexibility
- Motivation and Reinforcement
- Structuring Comments
- Task Orientation
- Variability

#### **3. Classroom Management**

- Creating an Environment and Culture for Learning
- Maintaining Accurate Records
- Use and Management of Technology, Materials and Facilities
- Classroom Control

#### **4. Professional Responsibilities and Relationships (with students, staff and community)**

- Concern for Students
- Effect on Student Character and Personality Growth
- Student Engagement: Participation and Reaction to the Lesson
- Rapport with Students
- Attitude Toward Supervision
- Work Relationship with Staff
- Work Relationship with Parents and Community

#### **5. Student Growth and Assessment**

- Assessment/Student Achievement
- Assessment/Evaluation

# PONTIAC SCHOOL DISTRICT

## GOAL DEVELOPMENT

For each of the following domains, it is imperative the goals support the purpose of improving student achievement and closing achievement gaps by improving instructional practice at all levels.

Goals must include:

- Measures of goal attainment to include data on student achievement/growth based on local state or national achievement/growth measures
- Identified outcomes
- Clearly defined resources and support
- Timelines

## PERFORMANCE STANDARDS FOR EVALUATIONS

**Highly Effective:** Evidence indicates that a teacher performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the teaching domain in a highly effective and appropriate manner. This level of performance exceeds district expectations; it is typified by highly accomplished professionals who operate at a qualitatively higher level. Such classrooms consist of a community of learners who are highly motivated and actively engaged, assume considerable responsibility for their own learning, and perform at high levels. Teacher(s) performing at this level make a significant contribution to education; they share their expertise with others and are capable of modeling their instruction with a high degree of proficiency.

**Effective:** Evidence indicates that a teacher performing at this level has a clear conceptual understanding of, and effectively and consistently implements, in various situations, all or almost all competencies within the teaching domain appropriately and without significant errors. This level of performance fully meets district expectations. Most capable teachers will regard themselves, and will be regarded by others, as performing at the proficient level.

**Minimally Effective:** Evidence indicates that a teacher performing at this level has a generally accurate conceptual understanding of most of the competencies within the teaching domain, and implements many elements with some success. While implementation does accomplish the basic purpose, it is not consistently successful or appropriate. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, teachers performing at a basic level should become proficient implementing the teaching domain within a reasonable time period.

**Ineffective:** Evidence indicates that a teacher performing at this level does not yet have a complete conceptual understanding, and may possibly have some major misconceptions, of several competencies within the teaching domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

# Performance Evaluation

(Based on) New School Reform Law 2009 PA 205 Section 1249

## Probationary and Tenure Teacher Evaluation Timeline

### September – October

Develop and overview of the IPGP (Individual Professional Growth Plan) by October 28, 2011 for all teachers. \*Found in the Framework for Michigan Educator Evaluations.

IPGP Components:

- At least but not limited to 3 goals based on student data
- A delineation of resources
- Responsibilities and practices needed to meet the goals
- Expected outcomes
- Timeline to attain goals

### October – November

- Ensure that a mentor is assigned to first year tenure teachers. The total probationary period is the first five years of employment
- Must have a conference by November 14, 2011 for tenured teachers
- Complete the first formal classroom observations for all teachers no later than November 29, 2011

### January – February

- Second formal classroom observations for probationary teachers by February 29, 2012
- At least one conference should be held by mid-year
- Mid -year progress report shall be aligned with teacher's IPGP

### March

- Second formal classroom observation for probationary teachers

### April

- Third formal classroom observation for probationary teachers
- February – April classroom observations for tenured teachers

### May 18, 2012

- Final conference deadline for all teachers

### May – June

- Establish plans for the next school year

**PERFORMANCE COMPETENCIES**

<b>Domain 1: Planning and Preparation</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Use of Methods</b></p> <p>Uses a variety of approaches in lesson presentation. Is aware of the different learning styles of the students, and plans the lessons accordingly. One can see evidence of differentiated instruction, PBS and Real World Applications in the classroom planning and presentation. Students seem to thrive in such an environment.</p> <p>Teacher's lessons are well-organized and clearly defined. A daily objective is always stated to allow students to understand the purpose of a particular class lesson. Students' performance on standardized tests reflects the excellent organization and planning that are such an integral part of Teacher's class.</p> <p>Presents the material in a logical, well-organized manner. Has an ability to communicate the subject matter to the students. Their responsiveness and attitude towards the class show that they are actively involved in the learning process.</p> <p>Has designed the class in a manner that reflects an extensive background of learning theory. The variety that one sees in his/her teaching is indicative of the ability to utilize a number of methods. He/she always seems to come up with a unique and interesting approach to the subject matter.</p>	<p>Needs to find a variety of approaches when presenting the material in class. The students have fallen into a rut along with their teacher. Students have lost interest in the class because of his/her total dependence on one style of lesson presentation.</p> <p>Teacher's classes are not well-organized nor are the lesson plans well-prepared. It is very difficult to determine the objective of the class. His/her students constantly ask for clarification and definition of the day's lesson. His/her inability to articulate his/her purpose has created frustration and anxiety in a number of the students.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 1: Planning and Preparation</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Use of Materials</b></p> <p>Shows evidence of good lesson preparation and use of materials. Each lesson takes advantage of the support materials available to the teacher.</p> <p>Teacher's selection and organization of subject matter and appropriate materials for the class are commendable. Much thought is given to the effective use of all instructional materials.</p> <p>Provides motivation through basic enrichment and/or modified materials made available through the school district. Good use is made of technology in the development of effective and appropriate instructional materials.</p> <p>Finds or creates a variety of methods and materials that he/she uses to challenge and stimulate student growth.</p>	<p>Lacks evidence of good lesson preparation and use of materials. Lessons seem to be conceived on the spur of the moment with little or no thought given in advance. It is recommended that the teacher make weekly (monthly) lesson plans listing materials and student activities.</p> <p>Teacher's approach to teaching does not include the use of appropriate instructional materials. The overuse of the lecture method has created a non-participative structure for students. It is recommended that the teacher break up his/her lecture-only approach to teaching and include greater use of appropriate instructional aids, manipulatives, technology and materials.</p> <p>Needs to supplement teaching with greater use of instructional materials. The school has a wide range of material appropriate to this grade level. It is recommended that the teacher start using this material to enhance the lessons.</p> <p>Needs to find or create and then develop and use instructional materials and methods that will assist student learning.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 1: Planning and Preparation</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Use of Time</b></p> <p>Provides sufficient time during class to discuss student questions on the lesson or homework assignment. Students never feel they were denied an opportunity to ask their questions due to inadequate time.</p> <p>Teacher's class is well-organized and never seems to be without a definite objective. Has obviously devoted a great deal of time to preparation to ensure that students will have sufficient time to complete assignments.</p> <p>Provides prompt feedback to the students by returning assignments within a time frame that reinforces learning. Students are aware that work is promptly evaluated and will be useful in subsequent learning experiences.</p> <p>Realizes that students learn at different rates thus provides them with the necessary time to complete their work. Realizes the students' work will be more accurate and meaningful as a result of time awareness.</p> <p>Is cognizant of students' individual differences when assigning projects. Students are given adequate time to prepare reports while proper reinforcement and feedback are given.</p> <p>Classes are designed to provide students with sufficient time to get work done. Students are working at the right speed for their educational needs.</p>	<p>Classes tend to be disorganized and indicate that proper time has not been set aside to cover the material sufficiently. Too often, classes are rushed over very important concepts due to a lack of time.</p> <p>Needs to devote more time to lesson planning. Does not seem to have a firm grip on efficient time organization and utilization. Classes are either hurrying to complete an assignment or have too much free time.</p> <p>Classes never seem to have enough time to complete their assignments. Needs to reevaluate how much class time should be devoted to particular learning experiences in order to provide students with sufficient time to finish work.</p> <p>Does not appear to have a sound understanding of efficient time management. Never seems to have enough time to complete daily lesson plans, and has to rush at the end of the school year to complete the material in the course.</p> <p>Needs to remember that many students are involved in work or school activities after school. Time needs of students should be taken into consideration when assigning lengthy projects.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 1: Planning and Preparation</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Preparing Lessons</b></p> <p>Demonstrates excellent planning and preparation. Each unit is well-thought-out, and classroom activities are selected at an appropriate level for the students. Because lessons are well-planned, students are learning.</p> <p>Has an outstanding program and has a good reputation among students. The time and attention the teacher puts into preparing each lesson is rewarded by the students' keen interest in the subject matter.</p> <p>Is extremely well-organized and provides students with an exceptional program. Spends a great deal of time in the planning and preparation of each lesson. Because of this, students are presented a wide variety of material.</p> <p>Takes the time to see that individual student needs are met. Daily lesson plans are well-thought-out and organized. Student's strengths and weaknesses are identified and appropriate activities are planned. Cares about students and provides challenging material to meet their needs.</p> <p>Maintains excellent classroom organization. Students have a good understanding of where they are and where they are going. Specifics and generalizations in topics and in logical progressions.</p> <p>Makes each unit very interesting for students. The transitions from one topic or unit to the next are handled very effectively. Attention is given to functioning skills and sequential development.</p> <p>Has excellent organizational skills. Classroom activities and the use of instructional aides are organized to maximize each learning situation. Materials and assignments have variety and are challenging.</p>	<p>Has difficulty holding the attention of students. Classroom activities are not well-thought-out, and the program seems to lack continuity. It is recommended that weekly lesson plans be developed with daily activities that provide students with interesting material appropriate to the lesson.</p> <p>Does not exhibit any understanding of sound lesson planning and classroom preparation regarding current teaching assignment. Students are spending too much time on independent study without teacher-directed activities.</p> <p>It not well-prepared, and shows signs of inadequate planning to meet the individual needs of the students. There seems to be very little variety in the methods and/or approaches used to present the lessons. It is recommended that the teacher develop lesson plans that involve a variety of methods and approaches.</p> <p>If a fine teacher but needs to spend more time on lesson planning. Students enjoy the teacher and the subjects being taught, but because there is a lack of over-all planning and preparation, classroom activities wander away from the topic or unit being covered. It is recommended that the teacher write down the objectives for each day and then prepare materials and direct activities to meet those objectives.</p> <p>There seems to be little planning and/or organization of the topics or units being covered in the teacher's classroom. Students seem at a loss to know what is expected of them.</p> <p>Does not provide for a smooth transition from one unit or topic to the next. Closure of one lesson and the beginning of another shows little logical progression and transition. It is recommended that the teacher organize lesson planning to show a logical progression and transition from each lesson or activity to the next.</p> <p>Students seem to be confused as to what is expected of them due to poor lesson planning and classroom organization. Undifferentiated assignments coupled with vague and imprecise directions have led to a very disorganized situation. It is recommended that the teacher tell the students what is expected of them in a clear manner, and organize their activities to accomplish this task.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Clarity</b></p> <p>Employs a variety of approaches to clarify the objectives of the assignment. Many illustrations, exhibits, thinking maps, etc; are used to assist students in the learning process. Because students have a clear understanding of the teacher's expectations, they tend to perform well in the class.</p> <p>Helps students to analyze what is being asked of them and devises methods to help them utilize their skills in mastering the objectives. His/her delineation of the assigned task has helped students perform up to their capabilities.</p> <p>Does an excellent job of making instructions clear to the students in the class. Time and attention are given to see that every student has a good understanding of what needs to be learned and how to go about it.</p> <p>Has the talent to quickly identify students who are confused, or misunderstand what is being taught. Because he/she can identify these students and clarify the area of confusion, students at all levels tend to learn well under his/her direction.</p>	<p>Needs to provide greater clarity and direction to the concepts being taught. Classroom discussions frequently tend to wander away from the topic being covered. This is a source of confusion for students since they are not sure what is important to know and remember. It is recommended that the teacher clarify what he/she wants students to know or understand and focus his/her attention and that of the class on those areas.</p> <p>Tends to confuse some students in the class. Because he/she gives directions quickly and only once, some students fail to grasp what is expected of them. It is recommended that the teacher make sure every student understands that assignment.</p> <p>Covers materials too rapidly; therefore, some students get confused and fall behind. Because of this, student discipline problems have surfaced. It is recommended that the teacher slow down and provide greater clarity to the objectives of classwork.</p> <p>Often leaves students to their own devices as they fill out work sheets. Students sometimes seem confused as to what they are to do. It is recommended that the teacher spend more time working directly with students to clarify what they are to do.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Effective Instruction</b></p> <p>Presents lessons that are appropriate for the ability level of the students. Is aware of the varying degrees of readiness among the students, and constructs lessons that allow for these differences.</p> <p>Demonstrates initiative and adaptability in adjusting lesson plans to meet the individual needs of the students. His/her lesson plans are flexible enough to provide experiences that are appropriate for the individual levels of the students.</p> <p>Is adept at modifying and adapting the methods and techniques needed to provide effective learning experiences for all students. The flexibility of lesson plans allow him/her to present course material appropriate for the various readiness levels of the students.</p> <p>Recognizes the variations that exist in students. He/she views learning as an active and personal process that must be geared to the individual differences among students.</p> <p>Is able to change the teaching method quickly when it is obvious that the method being used is not meeting student needs. Shows great adaptability and is able to use a variety of techniques when presenting information to students.</p>	<p>Has not learned the importance of knowing the needs of students. Much of the material covered in this class is too difficult and sophisticated for the majority of students.</p> <p>Needs to present students course material more appropriate for their ability level. Has not developed lessons that consider the different degrees of readiness within the students in the class.</p> <p>Sees all students as being similar in ability. Needs to develop lessons that will provide for the individual abilities and needs of students.</p> <p>Does not adapt methods to the abilities, capabilities, and handicaps of students. More time should be devoted to the differences that exist among students.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Effective Communication</b></p> <p>Provides significant information in a well-organized fashion. Communicates effectively with all students through both verbal and non-verbal expressions. Because of this enhanced communication between students and teacher, there is a feeling of warmth and harmony in the classroom.</p> <p>Organizes classroom activities in such a way that the communication skills of students are enhanced. Students are given many opportunities to express themselves in both written and oral forms.</p> <p>Provides multiple opportunities in and out of class for students to enhance their communication skills. Because of these opportunities and the pattern of influence the teacher exerts, students have shown significant growth in this area of the curriculum.</p> <p>Has developed an effective means of communicating with under-achieving students. Has developed lines of communication and a rapport with these students that could influence their lives forever.</p>	<p>Has not established a rapport with the students. The classroom environment seems restricted and makes students reluctant to express themselves. Because of the lack of meaningful communication between students and teacher, learning cannot be maximized. It is recommended that lines of communication be established with all students in the classroom.</p> <p>Has not organized classroom activities in such a way as to enhance communication skills of students. The lack of opportunity for students to express themselves in both written and oral form is a major concern. It is recommended that the teacher provide more opportunities for students to express themselves in both oral and written forms.</p> <p>Daily routine and content of lessons are taken care of while the personal needs of students and individual differences are ignored. Overall there seems to be a lack of positive and warm communication in the classroom. It is recommended that the teacher become more approachable to all pupils by responding to reasonable student questions.</p> <p>Tends to be hypercritical, cross, and sometimes fault-finding with the students. This environment restricts communication and learning. It is recommended that the teacher be more pleasant, helpful, and friendly to the students.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Enthusiasm</b></p> <p>Is an extremely responsible teacher who is stimulating and very enthusiastic about work. This enthusiasm is contagious and reflected in the students' interest and productive involvement in instructional activities.</p> <p>Uses reinforcement, application, and feedback skills to motivate students. Has excellent skills as a teacher. Enthusiasm for the job creates a positive climate for students. Because of this environment, many students who normally would be progressing slowly have made great gains this year.</p> <p>Has shown a great deal of pride in and enthusiasm for his/her job this semester. Seems to look forward to working with the students, and creating a constructive classroom environment. Because of this stimulating setting, many students seem to be performing at high levels and enjoying it.</p> <p>It is very resourceful, alert, and stimulating teacher. There is great enthusiasm for both the teacher and students for topics being covered. The support, praise, and encouragement given by the teacher have created such a situation.</p>	<p>Is sometimes aloof and unduly harsh on the students in the class. This attitude tends to dampen student enthusiasm toward classroom activities. It is recommended that the teacher relax his/her feeling of superiority over students and work hard to create a positive classroom environment.</p> <p>Teacher's presence in the classroom is sometimes dull and listless. He/she does not generate much enthusiasm for the subject or topic being discussed. Because of the lack of enthusiasm expressed, the students tend to be disinterested and easily distracted. It is recommended that the teacher try to generate more enthusiasm for the work, therefore motivating the students.</p> <p>Has been a strong teacher at this school for a number of years. Recently he/she has become somewhat rigid, following a set routine without displaying much enthusiasm. This is caused a loss of student interest in the topics being covered. It is recommended that the teacher seek more flexibility when working with students, and try to assume a more relaxed approach.</p> <p>Is very opinionated and critical of others. The sarcasm directed toward other students has caused the teacher to become somewhat isolated. It is important that the teacher recognize this and concentrate on those skills necessary to lessen the tendency to be sarcastic, critical, and opinionated.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Knowledge of Subject Matter</b></p> <p>Has a firm grasp of cognitive organization of subject matter, and demonstrates skill in the sequencing of learning tasks.</p> <p>Is extremely accurate with facts and generalization, and is a leading authority not only with students but with other faculty as well.</p> <p>Is able to select from a wide range of topics that can be used as vehicles for developing lesson goals and the processes for meeting these goals.</p> <p>Is always familiar with relationships and changes in various topics and fields that are part of the subjects in the teaching assignment.</p>	<p>Has a strong tendency to restrict course content and lessons to topics that suit his/her personal preferences or private purposes. Needs to realize that other areas are worthy of time even if additional preparation is necessary for their inclusion.</p> <p>Treats the content of each lesson as isolated and static rather than as an integrated part of the total instructional program in the grade level being taught. The teacher should develop relationships between objectives and provide for continuity.</p> <p>Is very often biased or inaccurate with facts and generalizations. It is extremely important for each teacher to remain objective and not to promote personal beliefs or feelings.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<b>Flexibility</b>	<p>Employs a variety of classroom activities for students. Stays alert to new trends and approaches in order to provide a sound program. Recognizes variations in individual pupils and provides alternative approaches to their learning tasks.</p> <p>Uses what seem to be original and relatively clever methods to aid instruction. This flexibility in approach tends to keep high interest in the topic being covered. Even with a wide range of ability levels in the class, overall student interest is high.</p> <p>Changes methods quickly when it is obvious that the approach being used is not effective. This flexibility makes him/her extremely effective. He/she shows an awareness of the attention level of the students and can adjust accordingly.</p> <p>Teacher's materials and assignments are orderly and appropriate to the subject being taught. Although the teacher has a specific objective in mind and students' tasks and assignments are well-planned, flexibility is provided to meet individual student needs. Differentiate Instruction as the need arises.</p>
	<p>Uses routine procedures without variation. The lack of adaptability and flexibility in approaching each learning situation causes concern and frustration for students. It is recommended that the teacher be more imaginative and try new methods and/or material to provide a more interesting and fluent program.</p> <p>Is not flexible in adapting explanations to the individual needs of students. This lack of flexibility has caused rigidity in classroom presentations, and the teacher appears incapable of modifying explanations or activities to meet particular classroom situations. It is recommended that the teacher plan for alternative approaches and flexibility in meeting the individual needs of students.</p> <p>Is impatient with interruptions and normal classroom digressions. This lack of flexibility in handling daily, routine interruptions has caused him/her to lose some effectiveness as a teacher. It is recommended that the teacher show more patience and flexibility in handling routine classroom matters.</p> <p>Teacher's materials and assignments are not orderly and appropriate to the teaching objectives. Although the teacher has specific objectives in mind with student assignments to augment learning, he/she moves from one topic to another with a total lack of fluency and articulation. It is recommended that the teacher develop a sequence and follow it.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Motivation and Reinforcement</b></p> <p>Provides the students with opportunities to apply what they have learned in the class. His/her students are motivated to learn because they can readily see the practical need for their new knowledge.</p> <p>Provides feedback to students about their progress and successes as a positive motivational technique. This type of reinforcement is very effective with students, and the results are apparent.</p> <p>Provides on-going motivation for the students to become better involved in the learning process. He/she helps the students discover why the lessons have a meaning for them.</p> <p>Uses the spirit of teamwork as a motivational technique. The whole class feels a shared purpose, and they all work together toward its achievement.</p>	<p>Needs to spend more time and effort guiding and inspiring students to venture into areas of learning where creativeness can thrive.</p> <p>Puts forth little or no effort to provide motivation for students to become involved before or during learning tasks. He/she should coordinate the lesson with students' interests and needs.</p> <p>Secures effort from students through punishment and extrinsic rewards. He/she needs to develop the ability to encourage students through positive motivational methods such as praise.</p> <p>The teachers' teaching methodology is irrelevant, inappropriate, and frustrating for the students. The students in the class are not motivated to work, and are suffering a loss of morale.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Structuring Comments</b></p> <p>Provides a summary of each day's lessons. Students are able to ascertain the importance of facts and concepts covered in the lesson and are encouraged to ask for clarification.</p> <p>Clearly identifies the goals and objectives of the course. The purposes of the class are clearly stated and reflect the goals of the school.</p> <p>Teacher's classroom tasks are appropriate to student needs, interests, and abilities. Attention is given to logical progression as well as to skill and sequential development.</p> <p>Presents subject matter in a logical, well-organized manner. Lesson objectives are articulated to students in a clear and precise manner.</p> <p>Teacher's classes demonstrate that exceptional planning has taken place. Objectives are clearly stated, lessons are well-organized, and closure is achieved at the end of the class.</p> <p>Uses questioning strategies extremely well in clarifying and redirecting learning.</p> <p>Has an excellent ability to use multi-level questions based upon different cognitive levels in order to stimulate critical thinking.</p> <p>Promotes critical thinking by encouraging students to elaborate further when making comments or asking questions.</p>	<p>Teacher's classes lack any clear definition of goals and objectives. It is difficult for students to pursue their lessons due to the failure to articulate in a clear and precise manner.</p> <p>Teachers' classes end without any summation. This lack of closure prevents students from experiencing meaningful learning while in this teacher's class.</p> <p>Teacher's classes are not conducted in a logical, well-organized manner. Lesson objectives are seldom clearly stated and, as a result, students are unable to understand precisely what they are expected to do.</p> <p>Teacher's daily objectives need to be clearly stated at the beginning of each class. Students need to know what the purpose of the lesson will be, and should receive a summation or overview at the conclusion of the lesson.</p> <p>Needs to devote more time to the development of goals and objectives. Due to this weakness, it is difficult to comprehend what he/she is attempting to achieve in the class.</p> <p>The teacher's classes tend to be quite disorganized. Results are seldom achieved, and closure on lessons is not in evidence. Needs to articulate class objectives in clear, precise language in order for the students to become more actively involved in the learning process</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Task Orientation</b></p> <p>Knows the importance of “time on task” for students to maximize their learning potential. Tasks are well-thought-out and planned. Students know what is expected of them and approach their tasks unhesitatingly and independently.</p> <p>Has an excellent command of the content of the curriculum. Provides an excellent orientation for each concept about to be covered. Tasks are well-thought-out and appropriate to the ability level of each student. Learning tasks are purposeful and functional in nature.</p> <p>Breaks down the students’ tasks into appropriate segments for the time available and the ability level of the students. He/she calls attention to the major points of importance, anticipates difficulties, and plans appropriate tasks for the students.</p> <p>Provides for meaningful practice exercises, written and oral reports that are appropriate, and activities that are essential to the students in learning the designated material.</p>	<p>Does not articulate students’ learning tasks in a clear and effective manner. Because the students are unsure what is expected of them, they tend not to perform well. It is recommended that the teacher do a better job of identifying the specific tasks that students are to learn, then put them into a sequential learning pattern.</p> <p>Seems to lack a full and complete understanding of the individual tasks students are to learn. All tasks should be approached from the standpoint of meeting the individual needs of the students in the classroom. It is recommended that the teacher work out lesson plans that identify what specific tasks are to be learned.</p> <p>Does not make effective use of instructional materials that would help students stay on tasks. There is an abundance of material that should be used for students that would focus on specific areas or tasks. It is recommended that the teacher become knowledgeable of the instructional materials that would help students focus on the task at hand.</p> <p>Has not developed lesson plans that take advantage of the latest research regarding “time on task” and student learning. Needs to ensure that students are involved in meaningful activities and assignments that focus attention on the appropriate areas.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 2: Teacher Effectiveness</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Variability</b></p> <p>Teacher's assignments vary in length and difficulty, and are always appropriate to the varying abilities and backgrounds of the students.</p> <p>Adapts materials and techniques to address differentiated instruction.</p> <p>Uses different cognitive levels of discourse, and varies levels of student tasks in providing for the interests and abilities of individuals.</p> <p>Teacher's class projects are always planned around that interests and experiences of the pupils.</p>	<p>Sees all pupils as similar rather than as individuals with different abilities and needs. It is recommended that lessons be developed which provide for variables in each student's abilities, and that the lessons be designed to meet the needs of all students.</p> <p>Makes instructional decisions based upon fixed standards or group norms rather than personal criteria based upon observed variations in pupils.</p> <p>Teacher's assignments are routine, unclear in purpose and lacking in variety and range.</p> <p>Assigns tasks that are generally unsuited to pupil's needs, interests, and abilities.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 3: Classroom Management</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Creating An Environment and Culture for Learning</b></p> <p>Arranges the furniture and materials in position for effective attainment of current objectives.</p> <p>Displays interesting and effective bulletin boards, pictures, charts, and excellent examples of student work.</p> <p>Relates the physical environment of the classroom to the concepts and instructional objectives being covered at that time.</p> <p>Provides a variety of enriching materials and displays around the classroom to help stimulate the learning process in his/her class.</p> <p>Provides for an instructional setting that is free from distractions or interruptions. Materials and student aids are organized and easily accessible.</p> <p>Teacher's classroom displays a physical environment which facilitates a positive learning situation for students.</p> <p>Teacher's careful planning and preparation is demonstrated by the positive learning environment he/she has created in the classroom.</p>	<p>Shows little care for the effective arrangement of furniture for maximum attainment of objectives. Students rearrange furniture for their own objectives rather than those of the class. It is recommended that advance planning and firm control be utilized in physically arranging the classroom.</p> <p>Does little to create a stimulating environment for students. The lack of appropriate bulletin boards, exhibits and/or charts is a cause for concern. It is recommended that he/she place appropriate instructional display material around the room to enhance the unit or lesson being taught.</p> <p>Needs to change the display material in the classroom to reflect the units being taught. Students could participate in and profit by the process of creating displays.</p> <p>Teacher's classroom is cluttered and in disarray. This causes many distractions for students and is a source of other student problems, such as confusion. It is recommended that he/she organize the classroom in an orderly fashion and maintain a clutter-free environment.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 3: Classroom Management</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Maintaining Accurate Records</b></p> <p>Provides a systematic summary of the students' effectiveness in the classroom. Each student's strengths and weaknesses are well-documented.</p> <p>Maintains satisfactory records of students' punctuality and attendance.</p> <p>Brings insight and understanding to the many reports and documents teachers are required to complete. All paperwork is completed on time and done correctly.</p> <p>Understands the need for accurate and complete records for each student in the class. Care is given to record and report student progress fairly.</p> <p>Handles routine requests promptly and efficiently, and renders prompt and accurate reports.</p> <p>Shows careful attention to record-keeping and routine matters (attendance, grades, etc.)</p> <p>Promptly attends to routine matters and reports back to the administration.</p>	<p>Lacks an adequate record-keeping process. Information on students is not maintained in an organized and orderly fashion. He/she needs to maintain accurate records for each student in the class.</p> <p>Does not maintain satisfactory records of student punctuality and attendance. He/she needs to maintain accurate daily records for each student.</p> <p>Teacher's disregard for the front office's requests for information has been a problem this year. It is recommended that he/she provide accurate information promptly when requested by the administration.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 3: Classroom Management</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Technology, Facilities, and Materials</b></p> <p>Creates, finds, and uses a variety of materials to challenge the students and stimulate growth. The materials are always well-organized and effectively utilized.</p> <p>Uses a variety of subject-matter-related materials in the classroom. One often sees a multimedia approach used to enhance the lessons (promethan board, computer, video, etc.). His/her use of classroom space creates a flexibility that enables students to learn from many diverse sources.</p> <p>Often uses thinking maps, charts, diagrams, maps, or models to stimulate student interest.</p> <p>Uses the board to help students understand difficult concepts. His/her ability to outline the lessons on the board allows students to comprehend these concepts visually, as well as learn valuable lessons about outlining.</p> <p>Teacher's room is a delightful place for students to learn. He/she has established learning centers in various parts of the room that teach specific skills. Student work is appropriately exhibited throughout the classroom as reinforcement for the students.</p> <p>Has shown great concern for the care of the audiovisual equipment in the room. Students have learned to treat the equipment properly and are thus able to use it in individualized learning centers.</p>	<p>Needs to practice better housekeeping in the classroom. The physical disorder that exists has lead to a fragmented learning situation.</p> <p>Needs to devote more time to developing a variety of materials for use in the classroom. Has failed to utilize the many different resources that are available for students, and continues to emphasize one approach to instruction.</p> <p>Needs to learn that projecting videos is not the only method of instruction. Although an audiovisual approach can be valuable, total reliance on this method is a mistake.</p> <p>Should try to take better care of the equipment in the room. Due to the inability to monitor student use of the equipment, many valuable machines are in a state of disrepair. As a result, the students are not receiving the total benefits from the course that they should.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 3: Classroom Management</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Classroom Control</b></p> <p>Teacher's class resembles a smooth-running ship. The work appears to be kept moving at the proper speed for the students. It is a class in which students are effectively motivated and know what is required.</p> <p>Students frequently express their admiration for the conditions that exist in the class. Obvious control of all situations fosters an atmosphere of trust and respect.</p> <p>Teacher's skill in organizing classroom activities has greatly contributed to an atmosphere of warmth, trust, and respect. He/she is obviously in total control of the classroom and the students respect him/her for it.</p> <p>Has established appropriate control over the classroom and is able to maintain it while utilizing a variety of approaches in meeting daily objectives. Where chaos could reign, order prevails. Has ensured that the classroom atmosphere is one in which learning can and does take place.</p> <p>Is considerate and fair in dealings with students. Impartiality has enabled him/her to set a tone of fairness and respect that students sincerely appreciate.</p> <p>Makes it easy and comfortable for students to participate in class. He/she maintains a friendly give-and-take atmosphere that does not permit ridicule by students or teacher. Tolerance and acceptance is evident.</p>	<p>Has virtually lost control of the class. Students are continually disturbing others, and learning has definitely ceased to occur. Students no longer respect the teacher or the subject that he/she teaches.</p> <p>Is unable to motivate the students, and has lost any sensitivity to students' feelings that once did exist. Students have unfortunately become "the enemy who must be controlled."</p> <p>Inability to discipline students has adversely affected the learning situation. Students are no longer actively involved in the learning process, but are instead involved in extremely detrimental behavior.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Concern for Students</b></p> <p>Shows respect for individual student opinions and allows students to take freely an opposing view from the teacher. He/she prizes openness and individuality in students.</p> <p>Establishes and maintains open lines of communication with each ethnic population represented at this school. This rapport with students has been instrumental in keeping a positive, healthy school environment.</p> <p>Has a genuine concern for students. This is substantiated by the positive comments received from parents and students alike.</p> <p>The responsiveness and positive attitude of the class reflect the concern and respect the teacher has for the students.</p> <p>Exhibits no bias against students because of race, sex, religion, economic status, cultural background, intellectual capability, or physical characteristics.</p>	<p>Does not show sincere concern for the students. Students are not allowed to express their opinions freely. It is recommended that the teacher develop a more positive attitude toward students and parents.</p> <p>Students and parents feel the teacher lacks a real concern for the students. Classroom mannerisms, tone of voice, and comments directed towards students give reason for concern. It is recommended that the teacher develop a more positive attitude toward students and their parents.</p> <p>Lacks a genuine concern for each student in the classroom. The diverse student population of this school needs to feel that every teacher accepts them and respects them. It is recommended that the teacher work to show concern and respect for each population of the student body.</p> <p>Has a habit of making derogatory comments to the low-ability students. It is recommended that the teacher be fair to all students and now show dislike for those of lesser ability.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Effect on Character and Personality Growth</b></p> <p>The cordiality, kindness, courtesy, and display of fairness that are reflected in the teacher’s personality are excellent models for the students. Is always considerate of the students’ feelings.</p> <p>Is a sympathetic and understanding listener. Treats all students in a friendly, equal manner. They know that the teacher is a fair, unbiased man/woman who is always willing to help. Parents or students have frequently requested his/her classes, and have cited these traits as reasons for their requests.</p> <p>Is a highly articulate and organized teacher. He/she is an excellent model for the students to follow. His/her classes reflect the detailed planning that has obviously gone into the development of each lesson. Students are constantly amazed at the ability to create interesting and fascinating assignments.</p> <p>Has helped many students to recognize, develop, and live by moral and spiritual values. His/her obviously high moral character is an excellent model for students.</p>	<p>Teacher’s classroom demeanor makes it difficult for students to feel at ease and comfortable. He/she is highly disorganized, and the result is a class that does not have any sense of direction. Unfortunately, the students are not seeing behavior that bears emulating.</p> <p>If the teacher wishes to be perceived by the public as a professional, his/her style of dress should be reconsidered. His/her dress, manner, and behavior are out of place with the styles of this community. Instead of being a model of individualism for the students, the teacher has become a laughing stock.</p> <p>Teacher’s greatest difficulty in this area is his/her lack of tact. He/she is unable to refrain from making disruptive, unsubstantiated remarks at the most inopportune times. As a result, he/she is a source of controversy and unrest among our staff. Students have frequently remarked about his/her unprofessional approach towards others.</p> <p>Is unable to articulate his/her thoughts in a coherent manner. He/she uses improper words, tenses and is lacking in proper language skills. He/she has become a poor role model for the students.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Student Participation and Reaction to Lesson</b></p> <p>Creates a situation where students actively participate in the learning process. This involvement generates a very effective learning experience.</p> <p>Structures the learning situation to accommodate individual student differences. This planning and preparation on the part of the teacher ensures a favorable reaction to the lesson by the students.</p> <p>Has established a very positive rapport with the students. Pupils are involved in purposeful activities, not just busy work or unnecessary copying.</p> <p>Maintains and uses materials appropriate to the level of achievement of the students; therefore, student engagement and reaction to the lessons are very positive.</p>	<p>Does not create a situation where students actively participate in the learning process. Active involvement by students is lacking because of the overuse of the lecture method without class discussion. It is recommended that the teacher develop and use alternate approaches to teaching that generate greater pupil participation.</p> <p>Does not plan for the individual differences of students by providing appropriate questions to encourage them to participate in and/or react to the lesson being presented. It is recommended that the teacher use Bloom's Taxonomy to develop appropriate questions that will encourage student participation.</p> <p>Has not established a positive rapport with the students. Because of this lack of rapport, students are not willing to take an active part in planned activities. It is recommended that the teacher be more relaxed and create a classroom environment conducive to student involvement.</p> <p>Does not encourage overall pupil participation. Pupil participation and reactions to lessons are coming from only a small group of students. The teacher should provide opportunities for all students to participate.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Rapport With Students</b></p> <p>Explains daily objectives to the students. Is easy to understand, and the students relate well to clearly-defined lesson plans.</p> <p>Demonstrates a sincere interest in students, and expresses a serious concern for each and every one of them. They know that he/she is always willing to lend an understanding ear to their problems.</p> <p>It readily available to students in answering any questions they might have. Sincerity is obvious, and he/she makes students feel they are welcome to bring problems to him/her.</p> <p>Students know that he/she is interested in them as total individuals. Is always willing to give students extra help when they need it. Has a pleasant disposition and is constantly being sought out by the students for advice.</p> <p>Has been a quiet, settling force in the personal lives of many students. High regard for students and their opinions is obvious. Has established standards of conduct that are appreciated and respected by students.</p> <p>Has been quite successful in relationships with students. Has a delightful sense of humor that has shown students how to deal effectively with difficult situation. Ability to show students that their life's problems are not insurmountable has made him/her a valuable asset to the students.</p>	<p>Has difficulty relating to students. They feel he/she is too aloof and not interested in them as human beings. He/she has developed a reputation of being crabby and cross and as a result the students tend to rate him/her as a poor teacher.</p> <p>Needs to open up more to the students. They seem to feel that he/she is not interested in them, that he/she seldom compliments them on their work, and that he/she does not value their opinions.</p> <p>Teacher's students believe that he/she has favorites among them and that the rest of the class is ignored. They frequently complain about the inequity in his/her grading and his/her tendency to work with his/her favorites and not all members of the class.</p> <p>Has the reputation of being the strictest teacher in school. Students have unfortunately interpreted this to mean that he/she is also not interested in them, and they feel that the teacher is not willing to give them any assistance.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Attitude Toward Supervision</b></p> <p>Complies with administrative relations, including those he/she dislikes. Has the ability to work effectively with supervisors and is quite willing to strive to achieve common goals.</p> <p>Takes full advantage of the supervisorial assistance provided. Respects and follows organizational channels. If his/her needs have been overlooked, he/she has sought assistance by following the structure that has been established for solving problems.</p> <p>Is open to supervision and is most willing to receive constructive criticism. Has been very receptive to remarks aimed at improving his/her effectiveness.</p> <p>Receives constructive criticism in a manner that reflects an interest in improving instruction. Has openly requested visitation by supervisors to the classroom, and has sought out their input in hopes of finding even more effective ways of teacher.</p> <p>Is a respected member of our staff. Cooperation and understanding of the value in classroom visitation has made working with him/her a very pleasant experience. Is most appreciative of constructive criticism, and he/she uses it to improve his/her effectiveness as a teacher.</p>	<p>Has had difficulty accepting constructive criticism from the supervisor. Unwillingness to try new techniques and approaches has made him/her difficult to work with this year.</p> <p>Is unwilling to work with the supervisor due to a philosophical difference. Is not open to any suggestion that is contradictory to his/her teaching style. The supervisor has tried to discuss this with the teacher but no effective solution has been found.</p> <p>Is not open to any criticism. The supervisor has spent many hours in the teacher's classroom and has made what is believed to be constructive criticisms. Is very defensive and feels threatened by these remarks.</p> <p>Is unwilling to be supervised by anyone. He/she feels that his/her 25 years of experience in the classroom have made him/her exempt from any criticism. Is unwilling to try anything new because he/she feels he/she has found the perfect approach to teaching.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Work Relations with Staff</b></p> <p>Understands and tolerates differences in points of view with fellow staff members. Is most supportive of the democratic decision-making process in determining school policies.</p> <p>Works effectively with fellow staff members in curriculum improvement programs. Always maintains high working standards for himself/herself and colleagues.</p> <p>Has the respect of all personnel in the department. Is able to walk the thin line between departmental leader and teacher while maintaining the admiration and respect of all the fellow staff members.</p> <p>Takes a full share of the load in the preparation of reports, supervision of before and after school duties, faculty committees, and filling in wherever colleagues need assistance. This attitude has made him/her a popular member of our staff.</p> <p>Is cooperative and harmonious with coworkers. He/she sees his/her responsibilities as a teacher in relation to the total school program. Often shares teaching techniques with colleagues.</p>	<p>Needs to devote more time to developing effective working relationships with coworkers. Aloofness has prompted extensive criticism by colleagues.</p> <p>Fails to see his/her responsibility in relation to the total school program. Failure to cooperate with colleagues has created an environment of anger, frustration, and resentment between the teacher and coworkers.</p> <p>Fails to assume his/her share of responsibility in departmental duties. Unwillingness to participate in departmental responsibilities has created extensive resentment towards him/her by colleagues.</p> <p>Fails to use discretion when speaking of colleagues. This has caused many unpleasant situations for the teacher and coworkers.</p> <p>Teacher's failure to share ideas and technique with colleagues has contributed to a very resentful situation between the teacher and his/her peers. Has isolated himself/herself from colleagues, and the resulting resentment has created extensive animosity among the teacher and colleagues.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 4: Professional Responsibility and Relationships</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Work Relationships with Parents &amp; Community</b></p> <p>Cooperates and participates in school-community activities, other than open house. He/she has a professional image among parents.</p> <p>Maintains ethical relations with the community. He/she is understanding and tolerates differences in points of view in the community where appropriate.</p> <p>Provides for continuing contact with students' parents. He/she is very skilled in communication and interaction with parents, even in difficult situations, and always follows through in responding to students' needs.</p> <p>Is always understanding of parental concern regarding students, and is available to parents to help with these concerns. His/her success with parents is also based upon free and easy communication.</p>	<p>Needs to develop an appreciation for parental concern regarding students, and to assist with these concerns. Parents can be an asset to the teacher, especially if they are concerned with their children's learning.</p> <p>Must begin to understand that this is a diverse community and that many points of view are common. He/she must understand and tolerate these differences in order not to compromise the school's roll in the community.</p> <p>Has an image of aloofness in the community that is fostered by lack of involvement. Needs to participate in more school community activities other than open house.</p> <p>Avoids parents when unpleasant or negative situations arise regarding students. Continuous contact must be maintained at all times, not just when the occasion is pleasant. Communications and interaction should be improved.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 5: Student Growth and Assessment</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Assessment/Evaluation</b></p> <p>Plans appropriate evaluation devices for the classes. Students are given pre and post-assessments for all units of study.</p> <p>Organizes and interprets evaluation data objectively and analytically. Keeps extremely systematic records and rates students on clearly-defined criteria.</p> <p>Diagnoses students' strengths and weaknesses through pre-assessment techniques, and then prescribes a proper learning activity for each student. The individualized plan is monitored by the teacher and each student until both feel that the student is ready to be evaluated.</p> <p>Evaluation techniques reflect extensive knowledge of the process of evaluation. Students are tested, given questionnaires, surveyed, interviewed, and perform simulations as part of the evaluation.</p> <p>Students are constantly apprised of their classroom progress. Reinforcement through student-achievement charts enables students to be aware of their grades at any time during the course of the semester.</p> <p>Evaluations are comprehensive and often quite creative. Students are assessed on pre determined objectives through a variety of approaches. The exams themselves are very effective learning exercises.</p> <p>Evaluates objectively according to district criteria and state standards.</p> <p>Plans appropriate evaluation techniques.</p> <p>Communicates learning results/data.</p> <p>Organizes and interprets evaluation data.</p> <p>Uses assessment data to guide instruction.</p> <p>Assessments are congruent with instructional goals.</p>	<p>Uses inadequate and frequently inappropriate evaluation techniques. Students are never given pre-assessment, and often are tested on material that is of minor importance in the course outline.</p> <p>Does not assess students' performances and levels of achievement with well-defined criteria. Fails to provide students with corrective information while they are working on their assignments.</p> <p>Does not relate daily classroom activities to achievement. Students are frequently evaluated on extremely subjective criteria that seem to have limited educational justification.</p> <p>Evaluation techniques tend to be quite predictable and have caused students to be critical of the course. Need to investigate other evaluation devices besides the paper-and-pencil examinations.</p> <p>Teacher does not communicate learning results to internal state holders in a meaningful and timely manner.</p> <p>Assessment data shows at least 30% of students are not proficient and have not shown progress on instructional goals.</p> <p>Teacher does not use assessment data to guide instruction.</p>

**PERFORMANCE COMPETENCIES**

<b>Domain 5: Student Growth and Assessment</b>	
<b>LEVEL OF PERFORMANCE</b>	
<b>Highly Effective to Effective</b>	<b>Minimally Effective to Ineffective</b>
<p><b>Assessment/Student Achievement</b></p> <p>Evaluations are comprehensive and often quite creative. Students are assessed on pre determined objectives through a variety of approaches. The exams themselves are very effective learning exercises.</p> <p>Evaluates objectively according to district criteria and state standards.</p> <p>Plans appropriate evaluation techniques.</p> <p>Communicates learning results/data.</p> <p>Organizes and interprets evaluation data.</p> <p>Uses assessment data to guide instruction.</p> <p>Assessments are congruent with instructional goals.</p>	<p>Teacher does not communicate learning results to internal state holders in a meaningful and timely manner.</p> <p>Assessment data shows at least 30% of students are not proficient and have not shown progress on instructional goals.</p> <p>Teacher does not use assessment data to guide instruction.</p>

**The Individual Professional Growth Plan (IPGP)**

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

Teacher Status: \_\_\_ Probationary \_\_\_ Tenure

Current Teaching Assignment: \_\_\_\_\_

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

Date: \_\_\_\_\_

Domain: \_\_\_\_\_

**Goal 1** \_\_\_\_\_

\_\_\_\_\_

Strategies (How it will get done): \_\_\_\_\_

\_\_\_\_\_

Evidence (Measured by): \_\_\_\_\_

\_\_\_\_\_

Identified Outcomes (Student Performance): \_\_\_\_\_

\_\_\_\_\_

Mutually Agreed Upon Resources and Administrative Support \_\_\_\_\_

\_\_\_\_\_

Completion and Maintenance Date: \_\_\_\_\_

Performance Level: \_\_\_ Highly Effective \_\_\_ Effective Minimally Effective \_\_\_ Ineffective

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

.....

**Goal 2** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Strategies (How it will get done): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Evidence (Measured by): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Identified Outcomes (Student Performance): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Mutually Agreed Upon Resources and Administrative Support \_\_\_\_\_

\_\_\_\_\_  
Completion and Maintenance Date: \_\_\_\_\_

Performance Level: ___ Highly Effective ___ Effective Minimally Effective ___ Ineffective
---

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Goal 3 \_\_\_\_\_

Strategies (How it will get done): \_\_\_\_\_

Evidence (Measured by): \_\_\_\_\_

Identified Outcomes (Student Performance): \_\_\_\_\_

Mutually Agreed Upon Resources and Administrative Support \_\_\_\_\_

Completion and Maintenance Date: \_\_\_\_\_

Performance Level: \_\_\_ Highly Effective \_\_\_ Effective Minimally Effective \_\_\_ Ineffective

Comments: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluatee's Comments (May add additional page(s): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Rigor: Teacher Effectiveness  
Student Achievement**

1. Is the Teacher *actively* engaging with the students?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. Does the Teacher provide an *atmosphere* for high achievement for each individual student?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. Does the Teacher provide clear, concise and *accurate* instructions (focus)?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. Does the Teacher provide critical thinking, problem solving & appropriate communication skills?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. Does the Teacher provide *individualized* instruction when necessary?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

**How would you rank the Teacher overall for the above standards for Rigor?**

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_

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**Relevance: Teacher Effectiveness  
Planning and Preparation**

6. Does the Teacher provide opportunities for *application* based on *individual interests* & choices?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. Does Teacher provide any *Higher Levels of Thinking*?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

8. Does the Teacher provide meaningful *cross-curricular* connections with other subjects?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

9. Does the Teacher explain the *purpose* for learning (*why*)?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

10. Does the Teacher provide a *multicultural* approach to assignment or lesson?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

**How would you rank the Teacher overall for the above standards for Relevance?**

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Relationship: Professional Responsibilities and Relationships  
Classroom Management**

11. Does the Teacher exhibit a *genuine* interest in his/her Students?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

12. Does the Teacher exhibit *fairness* to all Students?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

13. Is there an atmosphere of *mutual* respect for both Teacher and Students?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

14. Does the Teacher speak in *various* levels of voice (show enthusiasm) during instruction?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

15. Does the Teacher foster a *positive* and caring environment for the Students?

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Comments: \_\_\_\_\_  
\_\_\_\_\_

**How would you rank the Teacher overall for the above standards for Relationship?**

\_\_\_ Highly Effective    \_\_\_ Effective    \_\_\_ Minimally Effective    \_\_\_ Ineffective

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Classroom Walk-Through

The following questions may assist us in classroom observations and feedback. Remember! The purpose of walk through is to assist staff in identifying problems and assist with creating a plan to solve the indentified problem.

1. Do they have access to district curriculum for the subject(s) they are assigned?
2. Is the pacing guide being followed based on the Atlas Rubicon Pacing Guide?
3. How do they plan their lesson to encourage students to be active participants?
4. What teaching strategies are they using to accommodate subgroup populations i.e., English language learners, Special Education, etc....
5. What instructional strategy is the teacher using, i.e... D.I. ?
6. Is this an appropriate strategy?

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Teacher

Subject

Hour

## Informal Classroom Observation Form

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

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

Date: \_\_\_\_\_

Time: \_\_\_\_\_

<b>PLANNING AND PREPARATION</b>		
<b>Characteristic</b>	<b>Evidenced/Observed/Rating</b>	<b>Commentary</b>
<b>Objectives and goals clearly stated</b>	Yes    No  ( 1 2 3 4 )	
<b>Lesson supports student goals</b>	Yes    No  ( 1 2 3 4 )	
<b>Knowledge of content</b>	Yes    No  ( 1 2 3 4 )	
<b>CLASSROOM ENVIRONMENT</b>		
<b>Classroom organized</b>	Yes    No  ( 1 2 3 4 )	
<b>Rapport/Respect</b>	Yes    No  ( 1 2 3 4 )	
<b>Classroom behavior management protocol</b>	Yes    No  ( 1 2 3 4 )	
<b>Cultural Responsiveness</b>	Yes    No  ( 1 2 3 4 )	
<b>EFFECTIVE INSTRUCTIONAL STRATEGIES</b>		
<b>Students engaged, active participation</b>	Yes    No  ( 1 2 3 4 )	
<b>Implements effective teaching strategies</b>	Yes    No  ( 1 2 3 4 )	
<b>Adapts lessons to include all learners</b>	Yes    No  ( 1 2 3 4 )	
<b>Monitors student progress</b>	Yes    No	

	( 1 2 3 4 )	
<b>Provides immediate feedback</b>	Yes No ( 1 2 3 4 )	
<b>Directs work of Para-educators</b>	Yes No ( 1 2 3 4 )	
<b>Teacher checking for student understanding of the lesson</b>	Yes No ( 1 2 3 4 )	
<b>Teacher asks higher order questions</b>	Yes No ( 1 2 3 4 )	
<b>Evidence of instruction strategies (ie...Thinking Maps, D.I., Word Walls)</b>	Yes No ( 1 2 3 4 )	
<b>Evidence of student work displayed</b>	Yes No ( 1 2 3 4 )	
<b>Evidence of Promethean Board/Technology usage</b>	Yes No ( 1 2 3 4 )	
<u>Commentary</u>		

Evidenced/Observed/ Rating: Circle if there is evidence of the characteristic and circle the rating of quality of evidence.

Rating Criteria:

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

This form is to be completed by the teacher and issued to the administrator/observer no later than \_\_\_\_\_ on the day of the observation. It is designed to assist both the teacher and the administrator in making the observation more meaningful and productive. Include a lesson plan with this form.

Teacher:	Room #:	Date of Observation:
Name of Course:	Hour:	No. of Students:

1. Briefly describe the students in the class that will be observed, including those with special needs. (For example: strengths, learning styles, challenges, difficulties students typically experience in your class, etc. anything you think an observer should know in advance)

2. What are the goals of the lesson that will be observed? In other words, what do you want the students to specifically learn and be able to do? How will you determine if the students learned the lesson (i.e. assessment)? What do you plan to do if difficulties arise?

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

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form is to be completed by the teacher after the observation. The teacher should submit the completed form according to the administrator's / observer's request or bring the completed form (typed responses to the questions) to the scheduled post-observation conference.

Instructor:	Room #:	Date of Observation:
Name of Course:	Hour:	No. of Students:

1. As I reflect upon the lesson, to what extent were students productively engaged?
  
2. Did the students learn what I intended? How do I know? Do I have evidence that my instructional goals were met?
  
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
  
4. If I had the chance to teach this lesson again, what would I do differently? Why?
  
5. What are my areas of strength?
  
6. What possible areas of growth exist? What activities or steps will I take to improve in these areas?
  
7. As I reflect upon my teaching practice/performance during the observation, using the following scale, I would rate my performance: Highly Effective, Effective, Minimally Effective, Ineffective. Why?
  
8. Provide samples of students work on the assignment/lesson taught. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers/work. (\*Submit with the completed reflection form at the post-observation conference)

**MINIMUM PERFORMANCE EXPECTATIONS FOR ALL INFORMAL & FORMAL OBSERVATIONS**

**GRADING SCALE OPTIONS A OR B**

**Option A**

Based on a 34 point scale of Highly Effective ratings

<b><i>Rating Scale</i></b>	
32 – 34	= Highly Effective
25 – 31	= Effective
18 – 24	= Minimally Effective
1 – 17	= Ineffective

**Option B**

Highly Effective – 3 pts each  
 Effective – 2 pts each

Minimally Effective – 1 pt each  
 Ineffective – 0 pts each

Scale	Points	Grade	Min %	Max %
HE	3	A +	100	
HE	3	A	93	99
E	2	A-	90	92
E	2	B+	87	89
E	2	B	83	86
E	2	B-	80	82
ME	1	C+	77	79
ME	1	C	73	76
ME	1	C-	70	72
ME	1	D+	67	69
ME	1	D	63	66
I	0	D-	60	62
I	0	E	50	59

**MINIMUM PERFORMANCE EXPECTATIONS FOR ALL INFORMAL & FORMAL OBSERVATIONS**

**Purpose & Guidelines:**

- To view teaching and learning in action
- To gather evidence-based data from formal observation(s)
- Be as unobtrusive as possible; do not disrupt the learning process
- Observe a complete lesson
- Observe quietly

Teacher \_\_\_\_\_ Classroom # \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Class Subject: \_\_\_\_\_ Number of Students Present: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

Please indicate the degree to which you find the following practices evident in the classroom: **Highly Effective, Effective, Minimally Effective, Ineffective**

*Additional comments as needed and a summative domain rating.*

**Rating:**

<b>Planning and Preparation</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
The objective of the lesson is clearly articulated/defined and suitable for diverse students' needs.				
Teacher is knowledgeable of content, pedagogy (including GLCE, HSCE, or Standards), and instructional materials and resources.				
Lesson is designed to challenge students to meet high expectations.				
Teacher is knowledgeable of students' skills, interests, varied approaches to learning, and knowledge.				
Teacher selects appropriate instructional goals and objectives.				
Teacher designs coherent units, lessons, and activities.				
District curriculum outcomes are clearly stated and pacing reflects needs of students and district expectations.				
<b>COMMENTS:</b>				

**Rating:**

<b>Classroom Management</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
A culture for learning and expectations for achievement have been established.				
The classroom provides a safe, orderly, student-friendly, and physically comfortable environment.				
Student behavior is monitored and managed effectively; responses to student misbehavior are appropriate.				
Teacher interactions with students are respectful and contribute to student learning. There is a positive learning climate.				
<b>COMMENTS:</b>				

(Administrator to complete)

**Formal Observation Worksheet**

Rating:

<b>Effectiveness</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
clear and accurate.				
Learning and discussion techniques is used, and encourages authentic learning.				
Appropriate instructional strategies and direct instruction is utilized effectively.				
Objective.				
Monitors and guides student practice.				
Learning.				
Time is maximized.				
Monitors student progress and time.				
Encourages students to make connections to the world beyond the classroom.				
Connecting to prior learning, monitoring student learning, and extension.				

Rating:

<b>Instruction and Assessment</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
Aligning to district criteria.				
Assessment techniques.				
Using formative assessment data to guide student's progress.				

sults to internal stakeholders in a				
emonstrate their learning and				
ing goals / content of instruction.				
s/her instructional practice (reflective				

**(Administrator to complete)**

<b>ibilities and Relationship</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
with families of students and makes structional program.				
olders are respectful, professional and guidelines.				
I program, district/school initiatives, I or posted.				
ecords adheres to district expectations performance and progress.				
strict projects or events and maintains lders.				
essional development and growth.				

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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n  Post-Observation Conference Form    Date of Observation: \_\_\_\_\_

**(Administrator to complete)**

**Formal Evaluation Tool**

**Confidential**

**(Administrator to Complete)**

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

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

**Observation**

Rating of each domain based on the evidence and evaluation instruments used this school year: **Highly Effective, Effective, Minimally Effective,** as needed and a summative appraisal rating.

	<b>DOMAIN RATING</b>
	Comments:
3s, and /	Does the teacher's overall attendance record give any cause for concern? <input type="checkbox"/> Yes <input type="checkbox"/> No If the answer is YES, please explain:
5, ss reports, /	Does the teacher participate actively in professional development activities to enhance content knowledge and pedagogical skills to contribute to the profession? <input type="checkbox"/> Consistently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective

ar:	<input type="checkbox"/> Second Year Probation <input type="checkbox"/> Third Year Probation <input type="checkbox"/> Fourth Year Probation <input type="checkbox"/> Fifth Year Probation <input type="checkbox"/> Tenure <input type="checkbox"/> IDP / Intensive Assistance & Enhancement Needed <input type="checkbox"/> Not Recommended for Continued Employment

its in this evaluation, I may submit my own statement within five days after receiving this report.

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

it Supervisor

\_\_\_\_\_ Date \_\_\_\_\_

## CRITERIA FOR ATTAINING TENURE

ted below, a teacher shall not be considered to have successfully completed the probationary period unless, the teacher has ly effective on his or her 3 most recent annual year-end performance evaluations and has completed at least 5 full school ationary period.

*Highly Effective* on 3 consecutive annual year-end performance evaluations under the RSC (Revised School Code) and has l years of employment in a probationary period, the teacher shall be considered to have successfully completed the

ie subject matter being taught.

unicate effectively with other teachers, parents and administrators.

re students effectively in small and large group settings:  
on the lesson which includes teaching for understanding

inforcement  
veloping self-discipline  
t issues  
havior Support) consistently  
tive

struction:  
ul and follow the adopted curriculum  
ly and shared with students daily  
; and/or guided practice  
in achieving objectives  
ments of differentiated instruction and includes appropriate interventions to ensure students success at all levels

district policies, rules, regulations and directives (i.e. Board of Education policies, building teachers' handbook).

gful assessment of student progress:  
tered properly  
ect measurements of objectives taught  
ured through a variety of methods

communicated with students, parents and administrators on a consistent, documented, basis (conferences, phone calls, letters

referrals for additional support (RTI, counseling, etc.).

resources necessary from colleagues and/or administration.

environment that supports professional growth.

**THE REVISED SCHOOL CODE (EXCERPT)**  
**Act 451 of 1976**

**system for teachers and school administrators; requirements; governor's council on educator effectiveness; processes; compliance with subsection (2) or (3) not required; effect of collective bargaining agreement; effectiveness label.**

111, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, performance evaluation system that does all of the following:

school administrator's job performance at least annually while providing timely and constructive feedback.

as to measuring student growth and provides teachers and school administrators with relevant data on student growth.

school administrator's job performance, using multiple rating categories that take into account data on student growth as a purpose, student growth shall be measured by national, state, or local assessments and other objective criteria. If the system implemented by a school district, intermediate school district, or public school academy under this section does not rate teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that requires that it rates teachers as highly effective, effective, minimally effective, or ineffective.

minimum, to inform decisions regarding all of the following:

teachers and school administrators, ensuring that they are given ample opportunities for improvement.

ment, and development of teachers and school administrators, including providing relevant coaching, instruction support, or other assistance.

probation or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

for tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

each school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

the performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of

d evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using a standardized assessment tool that is required under legislation enacted by the legislature under subsection (6) after review of the tool is contained in the report of the governor's council on educator effectiveness submitted under subsection (5).

If student growth and assessment data available for a teacher for a least 3 school years, the annual year-end evaluation shall be based on student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. In addition to the goals identified in subdivision (b), the school administrator or designee shall develop, in consultation with teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

The evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed in 1937 \*Ex Sess( PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year to improve. ALL OF THE FOLLOWING APPLY TO THE MIDYEAR PROGRESS REPORT:

The midyear progress report shall be based at least in part on student achievement.

The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a) (iii).

The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator or his or her designee conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting the goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

The midyear progress report shall not take the place of an annual year-end evaluation.



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ator Evaluation (A Joint Proposal) AFT, MEA, MASSP, MSPA

s, School Administrators Publishing Co.

**ion Committee**

ite Superintendent OD & HR

utive Director of Special Education and Student Equity

ociation of School Administrators, President

ton Elementary

rtiac High School

ation Association, President

rector

# NTIAC SCHOOL DISTRICT

# ADMINISTRATOR GOAL SETTING EVALUATION TOOL

PRINCIPAL GOAL SETTING/PLANNING FORM

\_\_\_\_\_  
\_\_\_\_\_

Evaluator

Date

\_\_\_\_\_  
\_\_\_\_\_

## **Part: II Principal Leadership Skills and Professional Growth**

### **Responsibility #1: Influence, establishes, and sustains a school culture conducive to for students and staff.**

#### **Performance Indicators**

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Principal articulates and acts on a vision; models and assists in developing a shared commitment to continuous improvement, problem solving, and student learning.

---

Principal's focuses staff dialogue on student learning, encouraging frequent feedback, self-evaluation, and planning for professional growth.

---

Principal monitors the expectation that staff is aware of and responds to their students' diverse backgrounds, strengths, and needs. The principal ensures equity of access in student learning.

---

Principal establishes a school climate characterized by courtesy, respect, and collaboration in the school community.

---

Efforts and achievement of individuals and groups are recognized and celebrated throughout the school community.

---

Principal communicates and models the professional codes of conduct and ethics, and monitors staff compliance with the codes.

n the Responsibility:

ed:

*Responsibility #1: See also ISLLC Performances related to Standards 1 and 2. ISLLC Standard 3 may also apply if there are issues with operations or safety as impediments to a culture of continuous improvement.*

## PRINCIPAL GOAL SETTING/PLANNING FORM

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Part: II Principal Leadership Skills and Professional Growth**

**Responsibility #2: Lead the development and annual update of a comprehensive plan that includes prevention, intervention, crisis response and recovery.**

**Performance Indicators**

\_\_\_\_\_  
Principal establishes procedures so that adults respond immediately when safety violations occur; students, families, and staff communicate safety issues to appropriate personnel.

\_\_\_\_\_  
Principal consistently communicates and fairly applies policies and procedures, and legal requirements regarding comprehensive school safety.

\_\_\_\_\_  
Principal works with staff, students, and families to determine options and interventions for student behavior.

\_\_\_\_\_  
School collaborates with district and community resources and personnel to support the comprehensive safe schools plan.

\_\_\_\_\_  
Principal reviews each incident or drill to make appropriate revisions to the comprehensive safe schools plan.

School has structures and systems to assist students and adults in maintaining safety.

n the Responsibility:

ed:

*Responsibility #2: See also ISLLC Performances related to Standard 3 and possibly Standard 4 if community collaboration or resources are factors.*

## PRINCIPAL GOAL SETTING/PLANNING FORM

\_\_\_\_\_  
\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
\_\_\_\_\_  
Date

## **Part: II Principal Leadership Skills and Professional Growth**

**Responsibility #3: Lead the development, implementation, and evaluation of the data-driven plan for student achievement.**

### **Performance Indicators**

\_\_\_\_\_  
Principal monitors and provides feedback on school improvement goals.

\_\_\_\_\_  
Principal and staff engage individual families and students in analysis of achievement data for academic planning.

\_\_\_\_\_  
Principal engages the teaching staff in analyzing achievement data for short- and long-term instructional planning and authentic assessment.

\_\_\_\_\_  
Principal involves staff in evaluating the effectiveness of the improvement plan and making appropriate revisions to increase student achievement.

the Responsibility:

d:

*responsibility #3: See also ISLLC Performances related to Standards 1, 2, and possibly 4 regarding community collaboration.*

## PRINCIPAL GOAL SETTING/PLANNING FORM

\_\_\_\_\_  
Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Part: II Principal Leadership Skills and Professional Growth**

**Responsibility #4: Assist instructional staff in aligning curriculum, instruction, and state and local learning goals.**

**Performance Indicators**

\_\_\_\_\_  
Principal guides and assists staff, students, and community in understanding state and local learning goals.

\_\_\_\_\_  
Principal organizes time and resources for staff collaboration and planning.

\_\_\_\_\_  
Principal monitors and coaches staff in analyzing and improving instruction and assessment consistent with best practices, and state and local learning goals.

\_\_\_\_\_  
Principal uses performance data to organize the school, assign the staff, and create student groupings to enhance learning goals.

n the Responsibility:

ed:

*responsibility #4: See also ISLLC Performances related to Standards 1, 2, and  
sibly 3 with respect to organizing of time and resources to support student  
learning and achievement.*

# PRINCIPAL GOAL SETTING/PLANNING FORM

\_\_\_\_\_  
\_\_\_\_\_  
Evaluator

Date \_\_\_\_\_  
\_\_\_\_\_

## Part: II Principal Leadership Skills and Professional Growth

**Responsibility #5: Monitor, assist, and evaluate staff implementation of the school's instructional practice, and assessment practice(s).**

f

### Performance Indicators

\_\_\_\_\_  
Principal consistently follows policies, contracts, and law in completing employee evaluations.

\_\_\_\_\_  
Principal provides a mentoring and induction process for new staff.

\_\_\_\_\_  
Principal prioritizes time for observation of instruction and provides accurate feedback and appropriate interventions.

\_\_\_\_\_  
Principal analyzes student achievement, identifies effective instructional and assessment practices, and intervenes to assist the teacher when students are not making progress.

\_\_\_\_\_  
Principal collects formal and informal data to assist individual staff members in implementing the

school improvement plan.

---

Principal guides the implementation of an annual staff development plan that is congruent with the school improvement plan and addresses individual needs.

on the Responsibility:

led:

PRINCIPAL GOAL SETTING/PLANNING FORM

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Part: II Principal Leadership Skills and Professional Growth**

**Responsibility #6: Manage Human and Fiscal Resources  
achievement goals.**

Performance Indicators

- \_\_\_\_\_ Principal directs human and financial resources to further student learning and the academic needs of all students.
- \_\_\_\_\_ Principal organizes time, resources, and professional development to meet identified priorities.
- \_\_\_\_\_ Principal evaluates staff members and makes appropriate use of plans of improvement, probation, and nonrenewal within legal and contractual requirements.
- \_\_\_\_\_ Principal complies with and assists others with understanding and implementing legal, district, and building requirements in both human resources and budget arenas.
- \_\_\_\_\_ Principal enlists staff in analysis and use of data to create, evaluate, and manage a school budget plan.
- \_\_\_\_\_ Principal operates within the defined budget.

the Responsibility:

d:

# PRINCIPAL GOAL SETTING/PLANNING FORM

\_\_\_\_\_  
\_\_\_\_\_  
Evaluator

Date \_\_\_\_\_  
\_\_\_\_\_

## **Part: II Principal Leadership Skills and Professional Growth**

*Responsibility #6: See also ISLLC Performances related to Standard 3 and Standard 5 with respect to ethical, legal, and contractual obligations.*

**Responsibility #7: Communicate and partner with school community members to**  
**ing.**

### Performance Indicators

\_\_\_\_\_  
Principal establishes multiple ways of regularly communicating with the school community focusing on student learning

\_\_\_\_\_  
Principal has a clearly articulate process for decision-making, and for identifying and resolving conflicts among diverse viewpoints.

\_\_\_\_\_  
Principal seeks feedback, promotes collaboration, and works with the school community to support student learning.  
\_\_\_\_\_

Principal understand the diverse demographics, values, and interests of the school community and their impact on student learning.

Principal involves students, staff, and families in responding to the diverse learning needs present in the school community so all students are learning.

the Responsibility:

d:

*sponsibility #7: See also ISLLC Performances related to Standard 4, 5, and 6.*

PSD District & WHRC Elementary School Professional Development Plan  
2012-13 thru 2015-16

Date	Topic	Audience	Outcome
Nov. 6, 2012	Data Analysis, Differentiated Instruction, Smarter Balance Assessments	Teaching staff, administrators	Teaching staff and administrators will learn the concepts of the alignment between data, instruction and assessments
Nov. 2012	"Math Talk"	Grade Level Teams K-6 <sup>th</sup>	Book Study: "Math Talk", Chapter 1, Essential Skills; Teacher strategies to engage students in math problem solving skills.
Dec. 2012	"Math Talk"	Grade Level Teams K-6 <sup>th</sup>	Book Study: "Math Talk", Chapter 2, Essential Skills; Teacher strategies to engage students in math problem solving skills.
Jan. 2013	"Math Talk" Instructional Learning Cycle (ILC)	Grade Level Teams K-6 <sup>th</sup>	Book Study: "Math Talk", Chapter 3, Essential Skills; Teacher strategies to engage students in math problem solving skills. ILC will provide staff with a process to inform instruction and feedback on student learning.
Jan. 30, 2013	Differentiated Instruction & Student Engagement	Teaching staff, administrators, support staff, paraprofessionals	Teaching staff will learn intervention strategies to use with students in Tier 1, 2, and 3. Teachers will also learn strategies that will get students involved in the learning process through inquiry, questioning, and project based learning.
Feb. 2013	"Math Talk"	Grade Level Teams K-6 <sup>th</sup>	Book Study: "Math Talk", Chapter 4, Essential Skills; Teacher strategies to engage students in math problem solving skills.
Mar. 2013	"Math Talk"	Grade Level Teams K-6 <sup>th</sup>	Book Study: "Math Talk", Chapter 4, Essential Skills; Teacher strategies to engage students in math problem solving skills.
May 1, 2013	Differentiated Instruction, Response to Intervention, Professional Learning Communities	Teachers, Administrators, Support Staff, Paraprofessionals	Staff will learn what to do when students need additional understanding with concepts (RtI). Staff will understand the importance of discussing student data with colleagues, students and parents.

October 2012	SRA "Walk to Read" Reading Mastery Program	K – 2 <sup>nd</sup> grade teachers	Introduction to program and materials
Nov. 2012	SRA "Walk to Read" Reading Recovery Program	3 – 8 Reading Teachers	Introduction to program and materials
January, March and April 2013	K-6 Common Core Math Unit Rollouts & Classroom Discourse	K – 6 Math Teachers	Review of Math Common Core Curriculum; Power Standards; Essential Skills; "Math Talk" teacher strategies to engage students in math problem solving skills
May 2012	SRA "Walk to Read"	K – 2 teachers	Direct Instruction strategies for teaching reading; effective use of progress monitoring tools
TBD	PLC (Common Core Curriculum, Power Standards, and CFAs)	Instructional Staff	Aligning instruction with rigorous assessments; assessing and understanding Smarter Balance Assessments (Science)
TBD	PLC Common Core Curriculum, Power Standards, and CFAs	Instructional Staff	Aligning instruction with rigorous assessments (Social Studies)
TBD	Designing Meaningful and Content related Enrichment Activities	Instructional Staff, Community Partners, Parents	Identifying and developing resources to enhance and extend the curriculum with enrichment activities in Science and Social Studies
TBD	Non-fiction Writing	Instructional Staff	Review of Smarter Balance Assessment and MDE Writing Rubrics; Analyzing student work samples using rubric
TBD	PLC	Instructional Staff	Writing rigorous common formative assessments
TBD	PLC (Reviewing Student Work)	Instructional Staff	Reviewing student work through grading rubrics; CFA's and common scoring tools

TBD	PLC	Instructional Staff	Developing interventions to support student mastery of essential skills in math
TBD	Instructional Strategies to Implement the Common Core Curriculum	Elementary & Secondary Core Content Teachers	Techniques to increase student engagement and higher order thinking skills in ready to use classroom activities

School District of the City of Pontiac  
 Kindergarten through 12<sup>th</sup> Grade School Calendar – 2012-2013



August 28, 2012 (Tuesday)  
 August 29, 2012 (Wednesday)  
 August 30, 2012 (Thursday)  
 August 31, 2012 (Friday)  
 September 3, 2012 (Monday)  
 September 4, 2012 (Tuesday)  
 September 19, 2012 (Wednesday)  
 October 3, 2012 (Wednesday)  
 October 11, 2012 (Thursday)  
 October 12, 2012 (Friday)  
 October 9 – 31, 2012 (Tuesday – Wednesday)  
 October 8 – November 16, 2012 (Monday – Friday)  
 October 25, 2012 (Thursday)  
 October 31, 2012 (Wednesday)  
 November 2, 2012 (Friday)  
 November 6, 2012 (Tuesday)  
 November 14 – 15, 2012 (Wednesday – Thursday)  
 November 15, 2012 (Thursday)  
 November 21, 2012 (Wednesday)  
 November 21, 2012 (Wednesday)  
 November 22 – 23, 2012 (Thursday – Friday)  
 December 12, 2012 (Wednesday)  
 December 24 – January 4, 2013 (Monday – Friday)  
 January 7, 2013 (Monday)  
 January 16 – 17, 2013 (Wednesday – Thursday)  
 January 17, 2013 (Thursday)  
 January 18, 2013 (Friday)  
 January 21, 2013 (Monday)  
 January 22, 2013 (Tuesday)  
 January 30, 2013 (Wednesday)  
 February 6, 2013 (Wednesday)  
 February 22 – 25, 2013 (Friday – Monday)  
 February 11 – March 22, 2013 (Monday – Friday)  
 February 26, 2013 (Tuesday)  
 February 27, 2013 (Wednesday)  
 March 4 – April 12, 2013 (Monday – Friday)  
 March 5, 2013 (Tuesday)  
 March 6 – 7, 2013 (Wednesday – Thursday)  
 March 8, 2013 (Friday)  
 End of 4<sup>th</sup> Marking Period for High School  
 (1<sup>st</sup> and eligible 12<sup>th</sup> grade students report at 7:10 a.m.)  
 End of 3<sup>rd</sup> Marking Period for High School  
 End of 2<sup>nd</sup> Marking Period for Elementary & Middle School  
 Final Exams for 9<sup>th</sup> – 12<sup>th</sup> graders (½ Day STUDENTS)  
 Teachers and Students Return  
 Winter Break (NO STUDENTS AND TEACHERS)  
 Building Prof. Development (NO STUDENTS)  
 Thanksgiving Break (NO STUDENTS AND TEACHERS)  
 (½ Day for STUDENTS AND TEACHERS)  
 Teacher Compensation Day  
 End of 2<sup>nd</sup> Marking Period for High School  
 Middle School P/T Conferences (½ Day STUDENTS)  
 AM/PM MSRP P/T Conferences (NO PRE-SCHOOL)  
 Elem. P/T Conferences (½ Day STUDENTS)  
 District Prof. Development (NO STUDENTS)  
 End of 1<sup>st</sup> Marking Period for Elementary & Middle School  
 District-wide two hour delay start for students only  
 High School P/T Conferences (½ Day STUDENTS)  
 MI Access Testing (Grades 3 – 8)  
 MEAP Testing (Grades 3 – 9)  
 Teacher Preparation Day (NO STUDENTS)  
 End of 1<sup>st</sup> Marking Period for High School  
 1<sup>st</sup> Count Day (October 3 – October 18)  
 District-wide two hour delay start for students only  
 First Day for Students (FULL DAY)  
 Labor Day (NO STUDENTS AND TEACHERS)  
 NO SCHOOL FOR STUDENTS AND TEACHERS  
 Teacher Preparation (NO STUDENTS)  
 P.M. – Building Professional Day (NO STUDENTS)  
 A.M. – Opening Day Summit – Prof. Dev. (ALL STAFF)  
 Building Professional Development (NO STUDENTS)  
 Teacher Preparation (NO STUDENTS)  
 First Day of Second Semester  
 District Professional Development (NO STUDENTS)  
 2<sup>nd</sup> Count Day (February 6 – February 27)  
 Mid-Winter Break (NO STUDENTS & TEACHERS)  
 MI – Access (Grade 11)  
 Teachers and Students Return  
 District-wide two hour delay start for students only  
 ELPA Testing (Grades Kindergarten through 12<sup>th</sup> grade)  
 ACT Testing 11<sup>th</sup> grade only  
 MME/MEAP – (High School) Grade 11, Eligible Grade 12  
 End of 4<sup>th</sup> Marking Period for High School



**School District of the City of Pontiac**  
 Kindergarten through 12<sup>th</sup> Grade School Calendar – 2012-2013

March 13, 2013 (Wednesday)  
 March 19, 2013 (Tuesday)  
 March 20, 2013 (Wednesday)  
 March 19 – March 21, 2013 (Tuesday – Thursday)  
 March 28, 2012 (Friday)  
 March 29 – April 5, 2013 (Friday – Friday)  
 April 8, 2013 (Monday)  
 April 10, 2013 (Wednesday)  
 April 17 – 18, 2013 (Wednesday – Thursday)  
 April 18, 2013 (Thursday)  
 April 26, 2013 (Friday)  
 May 1, 2013 (Wednesday)  
 May 22, 2013 (Wednesday)  
 May 27, 2013 (Monday)  
 June 12 – 13, 2013 (Wednesday – Thursday)  
 June 13, 2013 (Thursday)  
 June 14, 2013 (Friday)

Building Prof. Staff Development (NO STUDENTS)  
 High School P/T Conferences (½ Day STUDENTS)  
 District-wide two hour delay start for students only  
 MME Make-Up (11<sup>th</sup> and Eligible 12<sup>th</sup> Graders)  
 End of 3<sup>rd</sup> Marking Period for Elem. and Middle School  
 Teacher Comp. Day (½ Day for STUDENTS & TEACHERS)  
 Spring Break (NO STUDENTS AND TEACHERS)  
 Teachers and Students Return  
 District-wide two hour delay start for students only  
 Elementary P/T Conference (½ Day STUDENTS)  
 AM/PM MSRP Parent/Teacher Conf. (NO PRE-SCHOOL)  
 Middle School P/T Conferences (½ Day STUDENTS)  
 End of 5<sup>th</sup> Marking Period for High School  
 District Professional Development (NO STUDENTS)  
 District-wide two hour delay start for students only  
 Memorial Day (NO STUDENTS AND TEACHERS)  
 Final Exams for 9<sup>th</sup> – 12<sup>th</sup> Graders (½ Day STUDENTS)  
 End of 4<sup>th</sup> Marking Period for Elementary & Middle School  
 End of 6<sup>th</sup> Marking Period for High School  
 Last Day for Students (½ Day STUDENTS)  
 Teacher Preparation Day (NO STUDENTS)

2012 – 2013 Full Days of Professional Development

Wednesday, August 29, 2012  
 Tuesday, November 6, 2012  
 Wednesday, December 12, 2012  
 Wednesday, January 30, 2013  
 Wednesday, March 13, 2013  
 Wednesday, May 1, 2013

Building Professional Development (No Students)  
 A.M. – Opening Day Summit – Prof. Dev. (All Staff)  
 P.M. – Building Staff Meetings (No Students)  
 District Professional Development (All Staff)  
 Building Professional Development (No Students)  
 District Professional Development (No Students)  
 Building Professional Development (No Students)  
 District Professional Development (No Students)

WHRC Student Schedule

2011/12

Fourth Grade

9:00 -- 9:05	Bell work
9:05 - 10:15	Reading
10:15 - 10:45	Reading Intervention
10:55 - 11:40	Monday - Gym
	Tuesday - Art
	Wednesday - Music
	Thursday/Friday - ELA
11:45 - 12:15	Writing
12:15 - 12:45	Lunch
12:50 - 1:45	Math
1:45 - 2:00	Recess
2:05 - 2:45	Math
2:55 - 3:40	Social Studies/Science
3:40 - 3:47	Wrap up/Bus

WHRC Student Schedule  
2012-2013

Fourth Grade

9:00-9:05	Bell work
9:05 – 11:00	Reading
11:00 – 11:45	Monday, Wednesday, Friday - Reading Intervention
Tuesday – Health; Thursday – Gym	
11:45 – 12:10	Writing
12:10 – 12:40	Lunch
12:45 – 2:15	Math
2:15 – 2:30	Recess
2:55 – 3:40	Social Studies or Science
3:40 – 3:47	Wrap up/Bus

WHRC 2011/2012 Schedule

9:00 – 9:10	9:10 -11:35	11:35-12:05	12:05-12:35	12:35 – 1:10	1:15 – 2:00	2:05-2:50	2:55-3:40	3:40 – 3:47
Bell Work	Reading	Lunch	Intervention	Writing	ART, PE, or Music	MATH	Science/SS	WRAP UP/Bus

WHRC 2012/2013 Schedule

9:00 – 9:05	9:05 -11:00	11:00-11:30	11:35 – 12:05	12:10 – 12:40	12:45 -2:50	2:55-3:40	3:40 – 3:47
Bell Work	Reading	Lunch	Intervention	Writing	MATH	Science/SS	WRAP UP/Bus

The change in schedules added 55 minutes of instructional time.

# *Tentative Agreement*

## MEMORANDUM OF UNDERSTANDING BETWEEN PONTIAC EDUCATION ASSOCIATION AND CITY OF PONTIAC SCHOOL DISTRICT

Joint Commitments to Address the Needs of Schools Designated by the State of Michigan Department of Education as “Priority Schools”. The Pontiac City School District and the Pontiac Education Association share a common goal in strengthening academic performance at “Priority Schools” – Pontiac High School, Herrington Elementary, and Whitmer Human Resource School (WHRC).

### I. Purpose and Intent

- A. The purpose of this Memorandum of Understanding (“MOU”) between the Pontiac City School District (PSD) and the Pontiac Education Association (PEA), referred to collectively as “the parties”, is to set forth joint commitments regarding working conditions which will apply to all bargaining unit members who work at schools which have been designated by the State of Michigan as “Priority Schools”.
- B. The parties endorse the call for innovation contained in this MOU and acknowledge that such efforts will be enhanced and facilitated by providing a degree of flexibility regarding working conditions that may not already be contained in the negotiated Agreement between the parties. As such, the provisions set forth in this MOU apply only to schools covered herein, and except as specifically set forth below, the provisions of the Agreement shall continue to apply in the same manner as existed prior to the execution of this MOU.
- C. Notwithstanding any provision of this MOU or the Agreement, the parties agree that the cost of implementing these joint commitments shall not cause or result in a “contribution” from the District’s unrestricted general fund; instead, these efforts shall be supported exclusively by funds received expressly for this purpose.

### II. Time

- A. Teachers have repeatedly expressed the need for more time to collaborate. Best practices in high performing, urban schools also demonstrate the need for structured, dedicated time for planning, professional development and collaboration.
- B. For the 2013 - 14 school year teachers with any assignment at a “Priority School” will participate in 5 additional duty days of Professional Development/Collaboration prior to the start of the school year that is beyond what is agreed to in the master CBA between PSD and PEA.
- C. These additional days shall be utilized by unit members to engage in activities that address and seek solutions to instructional practices and student learning issues. Such activities may include, but are not limited to professional learning, teacher planning, targeted student support/intervention/pre-assessment, and development of transition programs. In no event, however, shall these

## Tentative Agreement

additional days be utilized for extended or additional direct classroom instruction of students.

- D. The specific schedule and topics to be addressed during the Professional Development/Collaboration days, will be determined by each school's Instructional Leadership Team after seeking input from the teaching staff and approved by the district's Associate Superintendent.
- E. Teachers will be compensated for the additional duty days at workshop pay rate which is \$28.23 per hour.

### III. Extended Learning Opportunities

- A. The district will develop a plan for additional instructional time for students in Priority Schools. The District will work collaboratively with PEA, teachers, parents, students and community partners to develop and review possible options that may include:
  - 1. A summer school option at Priority Schools for all students.
  - 2. Additional instructional days beyond the days in the District school calendar approved by the Board of Education. Teachers will be compensated for this time at a rate of pay to be determined.
  - 3. An alternative option that meets the objective of providing additional instruction, increasing student achievement and closing the achievement gap.
- B. By March 1, 2013, the PEA and District will meet and confer on the rollout for the upcoming 2013-14 school year for Priority Schools. The options for additional instructional time will be submitted to the Superintendent for recommendation to the Board of Education.

### IV. Duty Year

- A. By the last day of the duty year, all affected bargaining unit members will be notified as to the length of their subsequent duty year. The length of the subsequent year may be modified at a later date upon agreement of the site administration and site teacher leadership team, and with the approval by the PSD and PEA joint committee.

### V. Monitoring of Transformation Plans and Progress

- A. The parties agree to meet at least bimonthly to review the implementation of the MDE approved site Transformation Plan. These meetings will address contractual, curricular, and other areas which may be impacting bargaining unit members at these sites.

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Amy McKeever, President/Pontiac Education Association

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Date

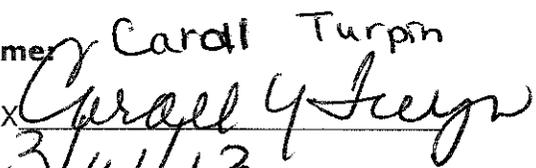
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Kelley Williams, PSD Associate Superintendent

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Date

## Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: School District of the City of Pontiac School Name: Whitmer Human Resources Center Address: 60 Parkhurst, Pontiac, MI 48342 School Code: 6213	Name: Kelley Williams Position and Office: Assistant Superintendent Curriculum and Instruction Telephone: 248-451-6847 Fax: 248-451-6884 Email: Kewilliams@pontiac.k12.mi.us
<b>LEA SUPERINTENDENT/PSA ADMINISTRATOR</b> Printed Name: Brian Dougherty Signature:  Date: 3/13/2013	Telephone: 248-451-6883 Fax: 248-451-6890 Email: bdougherty@pontiac.k12.mi.us vrowe@pontiac.k12.mi.us
<b>SCHOOL PRINCIPAL</b> Printed Name: Wendy Fitzpatrick Signature: x  Date: 3/14/2013	Telephone: 248-451-7545 Fax: 248-451-7536 Email: wfitzpatrick@pontiac.k12.mi.us
<b>LEA/PSA SCHOOL BOARD PRESIDENT</b> Printed Name: Carol Turpin Signature: x  Date: 3/14/13	Telephone: 248-451-6817 Fax: 866-929-1023 Email: cturpin@pontiac.k12.mi.us
<b>PRESIDENT OF LOCAL TEACHER UNION</b> Printed Name: Aimee McKeever Signature: x  Date: 3-19-13	Telephone: 248-253-1869 Fax: Email: amckeever@pontiac.k12.mi.us

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 school into the State School Reform/Redesign School District, imposing for the school 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.