



Redesign Plan

Forrest G. Averill School

Lansing Public School District

Mrs. Rosa Thill
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LANSING, MI 48911-1403

TABLE OF CONTENTS

Executive Summary

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

Priority School Assurances

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

Operational Flexibility Assurance

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

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	20

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 32

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 49

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 53

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?

Averill Elementary is an urban school in the Lansing School District, housing a Pre Kindergarten-through-third grade dual Spanish/English Immersion program. Many cultures and ethnicities are represented among the approximately 327 elementary students and 32 preschool students at Averill. Our cultural diversity is changing with our new dual immersion program. We have a 78% minority enrollment, which includes African American, Hispanic, Asian, American Indian and Multiracial. Over 70% of the student population qualifies for free or reduced lunch. Our dual immersion program is also bringing in new students to our school from outside our neighborhood including out of district students who are supportive of the dual immersion program.

Last school year the school changed from a Pre K - 5 building to a Pre K - 3 building through our school district reconfiguration educational model. Additionally, the Spanish Immersion program went from an 80/20 Spanish Immersion model program, to a 50/50 program dual immersion Spanish and English model. The changes have created a new atmosphere within the building that has embraced the new change. Both parents and staff have collaborated in professional development to ensure the development of a researched based scientific dual immersion model. Students are learning all the content area in both English and Spanish in the new 50/50 immersion model.

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.

The purpose of our dual immersion school is to promote high levels of bilingual proficiency in Spanish and English. Students will be bi-literate by speaking, reading and writing in both languages. Students gain a sense of cultural awareness for their own culture and other cultures. Students are challenged academically in all subject content areas. We are preparing our students for a life in a global society where they can compete as divergent thinkers and problem solvers.

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.

Averill has successfully implemented a dual Spanish/English Immersion program throughout the school. Pre K, First, Second, and Third Graders had been engaged in the 80/20 immersion program model for the past 3 years and changed successfully to the new 50/50 dual immersion model. The school is now following a 50/50 dual immersion model program. This new 50/50 program model has included the Pre K and Kindergarten grades inclusively in the 2012-13 school year. In the next three years our plan is to include a new grade so that the whole school will be a total dual immersion school.

Our school has been recognized by Michigan State University, Central Michigan University and the University of Phoenix for successful partnership in their teacher training programs. We have been recognized by our community for offering opportunities to both students and families in community projects.

Our school was recognized by both the Michigan Department of Education and the Lansing School District for making improvements in English Language.

Our school has successfully implemented PBIS, (Positive Behavior Intervention Support). Our school culture is a positive caring community that includes positive behavioral and academic outcomes. Averill School was recognized by the Bucket Filler Team organization as a "Bucketfilling School" for positive behavioral support to both students and community.

Additional Information

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

Averill works closely with the Averill Wood's Neighborhood Association, working cooperatively to promote both school and neighborhood community activities. Averill teachers and students participate in joint neighborhood projects on school grounds and within the neighborhood. Averill staff works cooperatively with our PTA to promote parent participation, collaborating together on school activities and fundraisers that support student achievement and family participation in our school community.

Averill School also participates in the SPLASH nutrition and exercise program that promotes healthy lifestyles for both our students and families through educational lessons and family activities.

The Averill staff is working on a new professional learning project with the Wharton Center for Performing Arts and Ingham Intermediate School District to integrate the Arts. This will give our students and staff opportunities to be involved in workshops with guest artists such as storytellers, playwrights, musicians, visual artists and actors. Our school community will also participate in cultural events and performances the the Wharton Center.

Priority School Assurances

Introduction

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

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		LSD.Eval.TeacherAdministrator.2013

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Comments to be submitted prior to the MDE-identified January 2014 due date.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	Comments to be submitted prior to the MDE-identified January 2014 due date.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Comments to be submitted prior to the MDE-identified January 2014 due date.	LSD.MOU 2014

Redesign Plan

Forrest G. Averill School

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	No	Comments to be submitted prior to the MDE-identified January 2014 due date.	Averill Signature Page

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Rosa Thill, Principal, Rosa.thill@lansingschools.net

Maria Halsey, Special Ed. Teacher, Maria.halsey@lansingschools.net

Ann Wesley, Third Grade, awesley200@sbcglobal.net

Marian Stepter, First Grade, Marian.stepter@lansingschools.net

Frank Estrada, Literacy Specialist, Frank.estrada@lansingschools.net

Tamara Bashore-Berg, IISD, School Improvement Consultant, tbashore@inghamisd.org

Nora Evers, MSU MI Excel Intervention Specialist, Nora.evers2@gmail.com

Benjamin C. Botwinski, LSD, District Transformation Coordinator, Ben.botwinski@lansingschools.net

PART B: TEACHING AND LEARNING PRIORITIES

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

Forrest G. Averill Elementary School underwent reconfiguration in 2012-13; previously a K-5 building, this school now serves preschool through 3rd grade. In addition, the school has been reconfigured to a 50/50 Spanish Immersion School.

Averill utilizes data from multiple sources in order to drive instruction. Data is obtained from the following:

- MEAP
- DRA2
- DIBELS
- End of year math assessments in grades 1-3
- Perception data from staff, parents, students, and community

Based on data from previous years, it is clear that the areas of literacy (Big Idea 1) and numeracy (Big Idea 2) are essential components of the Transformation plan. 2012-13 MEAP data for Averill Elementary indicate that only 38% of students at the 3rd grade level were proficient in mathematics, and 42% of 3rd grade students tested proficient in reading.

2012-13 DIBELS screening data for students currently attending Averill elementary indicate that in the spring 2013 testing, 5% percent of Averill's current first grade students were at or above grade level benchmark for Nonsense Word Fluency. Sixty-nine percent of Averill's current second grade students were at benchmark in spring 2013 for Oral Reading Fluency-Retelling of passage.

In 2013-2014 academic year, Averill will be using AIMSWeb Math to obtain data on math proficiency for all students in Kindergarten through Third grade. This data will be used to drive instruction in mathematics. Teachers at grade level PLCs will analyze the data when it becomes available, at least 3 times each academic year begin in the fall of 2013.

State what data were used to identify these ideas

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available, at least 3 times each academic year.

In addition, the data suggests significant deficiencies in numeracy and literacy (MEAP, DIBELS, DRA2, basal and teacher-created assessments) and school process data indicates uneven delivery of instruction across teachers in terms of both content and instructional practices.

Therefore, we need to:

- Increase frequency/scope of assessments, align curriculum, instruction and assessment, and support greater coherence across staff in terms of delivery of the Common Core State Standards and grade-level content expectations (CCSS/GLCEs).
- Look at instructional materials we currently have access to; address CCSS/GLCEs, and assess what gaps might exist
- Provide consistent, relevant, well-planned professional learning that is scaffolded and make connections regarding the alignment referenced above
- Create true professional learning communities that are centered on student learning, engagement, and results (e.g. biweekly at grade level), focus on common assessments and review of data
- Continue expansion of MTSS practices
- Continue participation in the district-wide Snapshot initiative to provide information on classroom engagement
- Participate in the Superintendent's Dropout Challenge

State what data were used to identify these ideas:

- MEAP: This assessment allows us to measure how our students and school are doing compared to others in the State of Michigan. The MEAP is used as a measure of accountability for all Michigan schools. Our results on the MEAP test serve as a measure of the strengths and weaknesses of our curriculum, interventions, and teaching practices. MEAP data allows us to disaggregate information by minority status, gender, SES, and students with disabilities.
- DIBELS: This assessment was used as a universal screener to identify students who need Tier Two and Tier Three support in literacy and provide an opportunity to progress monitor student success and achievement throughout the school year.
- DRA2: This assessment will function as a universal screener to identify students who need Tier Two and Tier Three support in literacy and provide information/strategies to differentiate instruction in the classroom during Guided Reading Blocks. It will also provide an opportunity to progress monitor student success and achievement throughout the school year.
- Basal "chapter" tests: This data is an integral part of our district basal reading series. Chapter tests are aligned with core standards, DOLCH common sight words, vocabulary development, spelling benchmarks, narrative and informational text structure, genres, etc., and are used as summative chapter and unit evaluations.
- IXL's math skills are aligned to the Common Core State Standards, the Michigan Grade Level Content Expectations, and the Michigan Early Childhood Standards of Quality for Preschool, providing comprehensive preparation for the Michigan Educational Assessment Program (MEAP). With IXL's state standards alignments, you can automatically track student progress and displays proficiency scores in the state standards reports. These reports allow teachers to quickly evaluate student aptitude and identify trouble spots in both instruction and student learning.
- CGI is an elementary-level mathematics professional development program developed at WCER in the 1980s and 1990s by education professors Eliz Fennema, Tom Carpenter, Megan Franke, Linda Levi, Susan Empson, Victoria Jacobs, and colleagues. CGI Math expects students to solve problems with strategies that haven't been taught to them and asks students to explain and justify their thinking. This has a major impact on students' learning. Not only are students' learning specific ways to solve problem, they are also increasing their knowledge of the fundamental principles of mathematics.

Research:

Carpenter, Fennema, Franke, Levi, & Empson (1999). CGI - Cognitively Guided Instruction.

Grober, K. Focus on MEAP - Supporting On-Grade Level GLCEs.

Jacobs, K.L. (2005) supports a variety in question types which are a particular innovation shown to improve students' cognitive understanding. Using technology provides multi-dimensional instruction giving students new perspective on math which ultimately leads to better understanding of abstract concepts.

McTighe, J. & Ferrera, S. (1998) showed in their research that the most effective form of assessment is ongoing assessment. "Effective teachers employ formative assessment at the beginning of instruction to determine prior knowledge and they assess regularly throughout the unit or course of study to obtain information to help adjust their teaching based on the learning needs of students."

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

(1A)

In March of 2012 the Lansing School District Board of Education approved a bold initiative to reconfigure the entire district around three grade span cohorts: PreK - 3rd grades; 4th - 6th grades; and 7th - 12th grades. This reconfiguration was based on research that supports appropriate child development principles, focuses on a solid early learning foundation, targets the "reading to learn" ages with multiple student support structures, and moves students into a career and college ready program before the 9th grade.

Because of this reconfiguration coupled with the need to redefine the role of the principal in light of declining student performance and graduation rates, the district identified approximately 27 administrative positions that would be considered for non-renewal by the Board of Education as is required by MCL 1229 of the school code. All of the administrative positions in the high schools and several of the elementary schools were posted for both internal and external candidates. Interviews were held in April and all of the available school leadership positions were filled by the end of April when, according to MCL 1229 the Board of Education must give final notice for non-renewal to administrative contracts. The district is bound to adhering to a bargaining agreement with district administrators as well as with MCL 1229 which states that non-renewals cannot be determined based on "capricious or arbitrary" decisions. In addition to seniority and union contract language, placement decisions were made based on: administrative certification, successful leadership experience, responses to the interview questions, engagement beyond the school day, and references.

Averill's principal is Ms. Rosa Thill. She has been a strong principal in the district for 11 years. Prior to working at Averill she was a successful classroom teacher for 20 years. Mrs. Thill has strong experience in school improvement strategies and in bilingual education. Her experience has been helpful in supporting teachers, students, parents, and the surrounding community. During the 2012-2013 academic year, Forrest G. Averill elementary was converted to a Spanish Immersion school. Mrs. Thill's strong leadership and ability to identify and focus on early wins has been instrumental in helping to successfully convert Averill into an immersion school. During this conversion, Mrs. Thill demonstrated her ability to break organizational norms by challenging the predetermined Spanish to English language ratio (80:20) that was initially suggested for the program. Through the use of data and research, Mrs. Thill was able to make a compelling case for a more balanced ratio (50:50) between Spanish and English language use in regards to instruction. Although recently identified as a Priority School, Mrs. Thill has already been able to galvanize her staff around many of the rapid turnaround strategies outlined in this document.

These strategies include:

- Compare and Contrast
- Small group instruction
- Vocabulary development

(1B)

Averill has a thriving school improvement team, consisting of strong teacher-leaders who are given every opportunity to assist in the decision making and implementation of ongoing improvement efforts including efforts related to the "big ideas" outlined in this plan. Averill also has an iCollaborate team and PBIS team to spearhead the implementation of both initiatives within the building. Teachers at Averill are strongly encouraged to continue their leadership skills and expertise through Ingham ISD opportunities including the Math Academy.

In addition, to the building level efforts to build leadership capacity, the district also encourages teachers to obtain National Board Certification. Teachers are given opportunities to become leaders on district-wide steering committees as well as the district's Instructional Council. In addition to building level leadership development, the district hosts a district wide PLC for administrators. During the 2013-2014 academic year, the administrators will focus their time on completing a superintendent-lead book study. The group will be reading "Harvard Business Review's 10 Must Reads on Leadership. They will be sharing insights and applications to their work as building leaders.

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

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

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

(2A)

All teachers in the Lansing School District meet the definition of Highly Qualified. For the 2013-14 academic year the evaluation criteria have been raised substantially. Beginning this school year teachers in the Lansing School District will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness and 25% of their teacher evaluation will be student achievement (i.e., student growth) scores, as collaboratively agreed to through collective bargaining for 2013-14. For the 2014-15 academic year, the student achievement rate climbs to 40% district-wide.

(2B)

Principals will be evaluated using an instrument collaboratively agreed upon through collective bargaining and will adhere to the same student achievement percentages (25% for 2013-14 and 40% for 2014-15) as for teachers. Please refer to assurances for teacher and principal evaluation instruments.

For Averill, the Danielson model holds great promise. The process for teachers requires them to:

- examine individual student data to assess the effectiveness of their instruction
- develop and use assessment tools (folders, documentation)
- collaborate with other teachers to refine practices
- establish individual professional goals

These practices are known to support increased student achievement, in that a focus on student outcomes is a more targeted approach. It aligns perfectly with the needs identified by analysis of student and school process data; particularly with the need to strengthen core instructional delivery. The collaborative thrust directly addresses the splintered approach previously in use at the building wherein teachers were essentially on their own relative to all curriculum, instruction, and assessment challenges.

The data collected includes both formative and summative assessments.

Redesign Plan

Forrest G. Averill School

- Formative include (but are not limited to): Basal pretests, DRA2(as a reading level check and Universal screener), teacher-made assessments
- Summative include (but are not limited to): Basal posttests, MEAP, DRA2, end-of-year, teacher-made assessments

Assessments currently in use include ...

Reading assessments:

- Kindergarten - DRA2, WIDA Screening, MLPP, & Basal
- First grade - DRA2, MLPP, & Basal
- Second grade - DRA2 & Basal
- Third grade - DRA2, WIDA, MEAP, & Basal
- Perception Data

Math assessments:

- K - Harcourt Basal, AIMSweb
- First grade - Harcourt Basal, AIMSweb, end of year district assessment
- Second grade - Harcourt Basal, AIMSweb, end of year district assessment
- Third grade - Harcourt Basal, AIMSweb, end of year district assessment & MEAP
- Perception Data

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

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

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

(3A)

School leaders, teachers, and staff will be rewarded for increased student growth and implementing the instructional improvements with fidelity through Board of Education and district recognition processes (i.e., district newsletter, etc.) District administrators, principals, and teachers are allowed to submit recommendations for formal recognition. Criteria for such recognition will vary but could include improvements in student achievement, outstanding leadership related to improvement, etc. Recognition occurs in an ongoing fashion, through district newsletters. Teachers are able to receive the Elsie Maille Award for effective teaching and leadership skills. Averill has housed three winners of this award over the years. Thus, opportunities for recognition, resume-building, and leadership experience abound.

In addition, at Averill there are a variety of opportunities for teacher recognition. Teachers who demonstrate competence and excellence are invited by the building principal, to participate in school improvement initiatives, district-level curriculum steering committees, and to serve as teacher-in-charge. Every staff member is provided the opportunity to serve as leader on the school improvement team. Grade-level

teams/PLCs provide another opportunity for individual staff members to directly affect the curriculum and instruction at Averill.

(3B)

Removal of teachers who have not yet increased student achievement is a 2-year process that has already been established by state legislation. Removal of school leaders who have not improved practice or student achievement is subject to MCL1229 timelines and criteria. Notification for consideration of non-renewal of administrators must be done by the Board of Education 90 days prior to the termination of their contracts; final non-renewal consideration must be done 60 days prior to the termination of their contracts. Non-renewal decisions cannot be based on "capricious or arbitrary" reasons. Decisions about recognition and removal will only be made after there is sufficient data (achievement and other) to make informed, non-arbitrary, assessments of school and district personnel. Teachers who are deemed ineffective are subject to the legal/contractual processes which direct the replacement procedures. However, prior to removal, they will be provided with opportunities for learning and growth through individual improvement plans (part of the formal evaluation process), involvement in PLCs, and collegial support aimed at implementing positive instructional changes.

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

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

Goal 1:

All students at Forrest G. Averill will maintain or improve in ELA (vocabulary, informational text, comprehension in reading and in writing responses).

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level benchmarks in English Language Arts by 05/30/2014 as measured by classroom assessments, DRA, and MEAP.

Strategy1:

Academic Support for At Risk Students - Teachers and support staff will use best practice strategies for tier I and tier II through the school RTI program in English Language Arts.

Research Cited: What Really Matters for Struggling Readers, Richard L. Allington;

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Multiple Intelligences-The Complete MI book, Dr. Spencer Kagan & Miguel Kagan;

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Tier II and Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Literacy Teacher will support students within the Tier II and Tier III RTI program; *Assist and supervise instructional assistants in Tier II and Tier III intervention activities; *Instructional assistants will provide Tier II and Tier III interventions for small groups of students; *Tier II and Tier III supports for special student populations; *Media Tech support through the use of technology;	Academic Support Program			09/03/2013	06/06/2014	\$5000 - Title I Schoolwide \$21727 - Section 31a \$1699 - Section 31a \$7638 - Title I Schoolwide \$98000 - Section 31a	Principal; Literacy Teacher; Intervention Specialists Instructional Assistants, School Improvement Team

Strategy2:

Use of Best Practices - Teachers will use best practice strategies which focus on phonemic awareness, alphabetic principle, fluency, vocabulary, informational text, comprehension in reading and verbal and written responses.

Research Cited:

Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Guiding Readers and Writers, Fountas/Pinnell;

7 Keys to Comprehension, Susan Zimmermann and Chryse Hutchins;

What Really Matters for Struggling Readers, Richard L. Allington;

Reading with Meaning, Teaching Comprehension in the Primary Grades, Debbie Miller,

Reading & Writing Informational Text in Primary Grades, Nell K. Duke, Ed.D, &V Susan Bennett-Armistead;

Best Practice, New Standards, S. Zemelman, H. Daniels, A. Hyde

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock;

The Art and Science of Teaching, Robert J. Marzano;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for Students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Direct Instruction in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide, in English and Spanish:</p> <ul style="list-style-type: none"> *Effective direct instruction in Reading/Vocabulary from District adopted reading series; *engage students in variety of best practice strategies; balanced literacy approach, five components of reading, guided reading; Phonemic Awareness, Alphabetic Principle, Fluency, Vocabulary, Comprehension; *vocabulary, informational text, comprehension in reading and in writing responses; oral format, written format, demonstration format; *technology practicing skills in vocabulary, informational text, comprehension in reading and in writing (Accelerated Reader); responses, integrating the arts, science, social studies, and math; *90 minutes of literacy, 5 days a week; *Tier II and Tier III Reading Intervention: Provide additional reading support at K-3 through the use of RTI; *all teachers will provide daily one-on-one or small group guided reading and/or basic reading skills support; *all teachers will use Multiple Intelligences to differentiate instruction; *Use of Cooperative Learning structures and Multiple Intelligence activities in the classroom; *provide additional reading support through technology; *participate in professional development in order to develop PLC's to view instructional strategies; *MSU involvement through intern teachers, MSU seniors and juniors, MSU service learning students; *Kids Hope USA through University Baptist Church to provide mentoring for at risk students; *Other community outreach volunteers for support; *Using SNAP SHOT data and Action Plan in order focus on transitions and Vocabulary Instruction; 	Direct Instruction			09/03/2013	06/06/2014	\$748 - Title II Part A \$3138 - Title I Schoolwide \$750 - Title II Part A \$65181 - Title I Schoolwide \$2500 - Section 31a	Principal, Teachers, Literacy Teacher, Instructional Assistants, Intern Teachers, Trained MI/Cooperative Learning Teachers;

Strategy3:

Behavior Interventions - Teachers will use behavior strategies and behavior data to improve student achievement and provide a safe learning environment.

Research Cited: PBIS;

SWIS;

WIN-WIN Discipline, Spencer Kagan & Miguel Kagan;

Redesign Plan

Forrest G. Averill School

Tier:

Activity - Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will use the WIN-WIN behavior management strategies; *Use of SWIS behavior data to provide support for students with behavioral concerns; *Use of Behavior Plans for students with behavioral concerns; *Use of Fill the Bucket activities	Behavioral Support Program			09/03/2013	06/06/2014	\$0 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Trained PBIS Team; MSU Interns;

Strategy4:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Reading Night to involve parents in reading activities with their children; *Borrow A Book Program to provide reading at home opportunities for parents/students; *School Improvement Team Meetings to support Reading/Math/Writing;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Literacy Teacher; Instructional Assistants; Teachers; MSU student volunteers; Community volunteers;

Goal 2:

All students at Forrest G. Averill will maintain or improve in mathematics, based on problem solving, focusing on computation, fractions, geometry, and area/perimeter.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on classroom assessments and MEAP in Mathematics by 06/05/2014 as measured by monitoring the progress on Common Core Standards, Grade Level Expectation (GLECs) and State mathematics assessment..

Strategy1:

Best Practice & Cognitively Guided Instruction (CGI) - Teachers will use best practice strategies focusing on problem solving, computation, fractions, and geometry.

Redesign Plan

Forrest G. Averill School

The 2000 NCTM Standards offer a vision for mathematics based on six major principles

1. Equity (maintaining high expectations and support for all students).
2. Curriculum (articulating coherent, important mathematics across the grades).
3. Teaching (challenging and supporting students in building new knowledge).
4. Learning (helping students build an understanding of mathematics by actively creating meaning by connecting new knowledge with their prior knowledge).
5. Assessment (supporting the learning of important mathematics through formative and summative assessment of what students actually understand).
6. Technology (expanding the mathematics that can be taught and enhancing student learning);

CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking.

Research Cited: Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

Best Practice, New Standards, - (2005) S. Zelman, H. Daniels, A. Hyde;

COGNITIVELY GUIDED INSTRUCTION: A Research-Based Teacher Professional Development Program for Elementary School

Mathematics --(2000) T. Carpenter, E Fennema, M. Franke, L. Levi, & S. Empson;

Teaching Problems and the Problems of Teaching - Magdalene Lampert;

Focus on MEAP-Supporting On-Grade Level GLCEs - Keith Grober;

About Teaching Mathematics, -Marilyn Burns;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano, & Debra J. Pickering

The Art and Science of Teaching - Robert J. Marzano

A Framework for Understanding Poverty, Ruby K. Payne;

Under-Resourced Learners: Strategies to Boost Student Achievement, Ruby K. Payne;

National Educational Technology- Standard for Students - Connecting Curriculum and Technology,

International Society for Technology in Education;

Golden Package - MEAP Data;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan;

CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

Redesign Plan

Forrest G. Averill School

Tier:

Activity - Explicit and Systematic Instruction in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide: *direct instruction in mathematics; *engage students in variety of best practice strategies; cooperative groups, manipulative & journal writing to implement Common Core; *problem solving activities; oral format, written format, demonstration format; *math manipulative using technology practicing skills in geometry, fractions and area/perimeter; *40 - 60 minutes of math daily; *Tier II and Tier III Math Intervention: Provide additional math support at K-3; *all teachers will provide daily one-on-one or small group guided math or basic math skills support; *provide additional math support through technology; Jump Start summer school/after school program focusing on math and reading;	Direct Instruction			09/03/2013	06/06/2014	\$5000 - Title I Schoolwide \$3138 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Intern Teachers; MSU student volunteers

Strategy2:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Math Night to involve parents in math activities with their children;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; MSU Interns; MSU Volunteers; Community volunteers;

Narrative:

The Lansing School District has launched a wide-scale professional development initiative in the 21 PreK - 3rd grade and 4th - 6th grade school classrooms during the 2012-2013 academic year. The district will be expanding those efforts into 7-12 schools during the 2013-2014 academic year. Two instructional process instruments will be used, Snapshot and CLASS.

The Snapshot is a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. CLASS is a rubric-based classroom observation instrument that

Redesign Plan

Forrest G. Averill School

determines the extent to which there is positive/negative climate; development of content; productivity; language modeling. The data from these two instruments will serve as the grist for collaborative inquiry (part of the professional learning taking place in the district) about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next.

With this project, each school is responsible for identifying those areas of growth that are specific to their needs as dictated by their Snapshot or CLASS data. The district is providing an overall structure through these tools and will guide their work in a coherent and congruent way so that when students move from school to school, they are working in a similar district-wide environment.

In addition to the elements noted above, Averill will invest heavily in small group instruction around literacy and numeracy (i.e., our "big ideas").

Professional Learning Calendar

August 29, 2013 ... Building wide RTI Plan and MTSS

September 19, 2013 ... Staff training for DRA2, Curriculum Crafter, AIMSweb

October 17, 2013 ... Building: Arts Integration

December 5, 2013 ... District wide - iCollaborate

February 27, 2014 ... District wide - iCollaborate

March 4, 2014 ... District wide - iCollaborate; Building wide

April 24, 2014 ... District wide - iCollaborate

Averill is also putting in place, monthly PLCs to support literacy and numeracy strategies/activities in an ongoing and job-embedded manner, data review, and alignment of curriculum to CCSS. In addition, monthly staff meetings (which are now run like professional development workshops) will be focusing on strategies outlined in the transformation plan.

The outline (above) reflects specific days for the current (planning) year. We will encourage staff to take advantage of these opportunities to "jump start" our transformation efforts.

Expectations for PD calendar activities from this point forward:

- Facilitate effective teaching and learning with the use of job-embedded learning and feedback amongst grade-level team members
- Core specialists will be working with staff regarding feedback from job-embedded strategies and learning
- Look at materials we currently have, how they currently address CCSS, and assess what gaps might exist
- Provide consistent, relevant, well-planned professional learning for staff regarding the alignment referenced above (not a series of one-shot, disconnected meetings)
- Create true professional learning communities that are centered on student learning, engagement, and results (e.g. biweekly at grade level),

focus on common assessments and review of student data

- Continue expansion of Multi-tiered System of Support (MTSS) practices
- Participate in the district-wide Snapshot initiative
- Use of Snapshot Instructional Process data in order to drive literacy and numeracy strategies
- Continue to implement existing school-wide PBIS strategies
- Ensure that teachers attending professional learning experiences (past and future) bring the learning back to the whole staff
- The expectation that teachers will use information/strategies that other teachers have learned and shared with school community
- Teachers will assess the success of new strategies learned in Professional Development (i.e., pre and posttests, anecdotal records, chapter and teacher made tests, etc.
- Implement Accelerated Reader and IXL Math as supplemental learning and assessment programs in both math and reading

Redesign Plan

Forrest G. Averill School

- We will implement a universal screener to help identify student needs in math and reading. Averill is using DRA2 and AIMSweb-Math as Universal Screeners. Charts and graphs of students will be created at grade level meetings biweekly to monitor individual student progress, intervention effectiveness, and to establish grade level alignment. Minutes will be taken at all PLC meetings as evidence of data analysis and curriculum/instructional alignment.

The PLC structure will provide a mechanism for assessing the implementation and impact of ongoing improvement efforts. Routine walkthroughs will also yield data about implementation and impact of ongoing professional learning.

Research supporting Averill's Professional Development Action Plan:

- Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>

- Using Student Achievement Data to Support Instructional Decision Making <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12>

Averill will implement a universal screener to help identify student needs in math and reading. Averill is using DRA2 and AIMSweb-Math as Universal Screeners. Charts and graphs of students will be created at grade level meetings biweekly to monitor individual student progress, intervention effectiveness, and to establish grade level alignment. Minutes will be taken at all PLC meetings as evidence of data analysis and curriculum/instructional alignment.

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

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

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

(5A)

Building principals and school improvement teams are provided operational flexibility in regards to the use of building and priority set-aside funds. These funds can be used (if student need and data suggest appropriate) to provide additional support to buildings by recruiting individuals to serve as school assistance providers, behavior intervention specialists, content coaches in core academic areas, etc. In addition, funds such as 31a (at-risk) can be used to provide additional support to students based on their learning needs in core content areas.

MEAP data for Averill (Fall of 2012) indicates that only 38% of students at the 3rd grade level were proficient in mathematics, and 42% of 3rd grade students tested proficient in reading. Furthermore, 2012-13 DIBELS screening data for students currently attending Averill elementary indicate that in the spring 2013 testing, 5% percent of Averill's current first grade students were at or above grade level benchmark for Nonsense Word Fluency. Sixty-nine percent of Averill's current second grade students were at benchmark in spring 2013 for Oral Reading Fluency-Retelling of passage. Two examples of positions created at Averill based on this data-driven student needs are the Literacy and Math Specialists. Both specialists work with students who have been identified as Tier II or Tier III. Support is provided to students in both push-in and pull-out formats depending on student need.

Averill's Principal plays an active role in recruiting personnel to meet the unique needs of students in the building. This happens through a paper screening of potential candidates for positions in the building and sitting on the interview committee. In addition, the principal at Averill has "right of assignment" within the building, therefore she has the ability to assign personnel within her building to meet the unique needs of the students.

(5B) The district will focus its retention efforts on providing opportunities for career growth (an incentive) through identifying teacher mentors, chairpersons of district-wide committees, internships as school leaders, teacher-in-charge, etc. Criteria for these opportunities would be based on, but not limited to, the teacher or school leader with few absences, those with demonstrated ability to increase student achievement, participation in ongoing school improvement initiatives, and participation in extended learning and enrichment opportunities, etc.

For teachers at Averill, there are a number of opportunities for career growth (a significant factor in retention).

- Teachers who demonstrate competence and excellence are invited to participate in curriculum steering committees at the district level, to join Averill leadership teams, and to serve as teacher-in-charge.
- The previously-mentioned (above and in Question 3) opportunities for recognition undergird the opportunities for promotion and career growth at Averill. For example, one common path to the principalship in the Lansing School District is for a teacher to serve on a curriculum steering committee, then to be recognized and serve as one of six teachers on the Instructional Council (comprised of six teachers, six administrators, six parents, and six students). Individuals who have been successful in formulating district-wide curriculum, instruction, and assessment efforts in this way are much stronger principal candidates in the eyes of selection committees.

Relative to communication of these efforts, it is worth noting that multiple teacher-leaders have already participated in drafting this plan. As plan writing became more technical and fewer staff was directly involved, progress of the plan was communicated to all staff via weekly bulletins and monthly staff meetings. Teachers at Averill have already been alerted to the need for them to commonly adopt and implement rapid turnaround strategies. As a building we have already planned for professional learning around literacy (one of our big ideas) and teachers are discussing strategy implementation through building PLCs. Additionally, staff meetings will include a permanent "plan progress" agenda item. These efforts are all designed to inform staff, model transparency of our ongoing improvement efforts, and create opportunities for aspiring teacher leaders to exercise leadership within the building and across the district.

The district demonstrates its support of this work through Board and central office approval. The district and building set-asides from Title I funds receive technical support from the office of State and Federal Programs. Periodic meetings with MSU staff and central office staff, and district responsiveness to Priority School principal-surfaced needs, are other ways the district supports the Plan.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

Goal 1:

All students at Forrest G. Averill will maintain or improve in ELA (vocabulary, informational text, comprehension in reading and in writing responses).

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level benchmarks in English Language Arts by 05/30/2014 as measured by classroom assessments, DRA, and MEAP.

Strategy1:

Use of Best Practices - Teachers will use best practice strategies which focus on phonemic awareness, alphabetic principle, fluency, vocabulary, informational text, comprehension in reading and verbal and written responses.

Research Cited:

Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Guiding Readers and Writers, Fountas/Pinnel;

7 Keys to Comprehension, Susan Zimmermann and Chryse Hutchins;

What Really Matters for Struggling Readers, Richard L. Allington;

Reading with Meaning, Teaching Comprehension in the Primary Grades, Debbie Miller,

Reading & Writing Informational Text in Primary Grades, Nell K. Duke, Ed.D, &V Susan Bennett-Armistead;

Best Practice, New Standards, S. Zemelman, H. Daniels, A. Hyde

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering,

Jane E. Pollock;

Redesign Plan

Forrest G. Averill School

The Art and Science of Teaching, Robert J. Marzano;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for Students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Direct Instruction in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide, in English and Spanish: *Effective direct instruction in Reading/Vocabulary from District adopted reading series; *engage students in variety of best practice strategies; balanced literacy approach, five components of reading, guided reading; Phonemic Awareness, Alphabetic Principle, Fluency, Vocabulary, Comprehension; *vocabulary, informational text, comprehension in reading and in writing responses; oral format, written format, demonstration format; *technology practicing skills in vocabulary, informational text, comprehension in reading and in writing (Accelerated Reader); responses, integrating the arts, science, social studies, and math; *90 minutes of literacy, 5 days a week; *Tier II and Tier III Reading Intervention: Provide additional reading support at K-3 through the use of RTI; *all teachers will provide daily one-on-one or small group guided reading and/or basic reading skills support; *all teachers will use Multiple Intelligences to differentiate instruction; *Use of Cooperative Learning structures and Multiple Intelligence activities in the classroom; *provide additional reading support through technology; *participate in professional development in order to develop PLC's to view instructional strategies; *MSU involvement through intern teachers, MSU seniors and juniors, MSU service learning students; *Kids Hope USA through University Baptist Church to provide mentoring for at risk students; *Other community outreach volunteers for support; *Using SNAP SHOT data and Action Plan in order focus on transitions and Vocabulary Instruction;</p>	Direct Instruction			09/03/2013	06/06/2014	\$65181 - Title I Schoolwide \$748 - Title II Part A \$2500 - Section 31a \$3138 - Title I Schoolwide \$750 - Title II Part A	Principal, Teachers, Literacy Teacher, Instructional Assistants, Intern Teachers, Trained MI/Cooperative Learning Teachers;

Strategy2:

Academic Support for At Risk Students - Teachers and support staff will use best practice strategies for tier I and tier II through the school RTI program in English Language Arts.

Research Cited: What Really Matters for Struggling Readers, Richard L. Allington;

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

Redesign Plan

Forrest G. Averill School

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Multiple Intelligences-The Complete MI book, Dr. Spencer Kagan & Miguel Kagan;

Tier:

Activity - Tier II and Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Literacy Teacher will support students within the Tier II and Tier III RTI program; *Assist and supervise instructional assistants in Tier II and Tier III intervention activities; *Instructional assistants will provide Tier II and Tier interventions for small groups of students; *Tier II and Tier III supports for special student populations; *Media Tech support through the use of technology;	Academic Support Program			09/03/2013	06/06/2014	\$98000 - Section 31a \$1699 - Section 31a \$5000 - Title I Schoolwide \$21727 - Section 31a \$7638 - Title I Schoolwide	Principal; Literacy Teacher; Intervention Specialists Instructional Assistants, School Improvement Team

Strategy3:

Behavior Interventions - Teachers will use behavior strategies and behavior data to improve student achievement and provide a safe learning environment.

Research Cited: PBIS;

SWIS;

WIN-WIN Discipline, Spencer Kagan & Miguel Kagan;

Tier:

Activity - Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will use the WIN-WIN behavior management strategies; *Use of SWIS behavior data to provide support for students with behavioral concerns; *Use of Behavior Plans for students with behavioral concerns; *Use of Fill the Bucket activities	Behavioral Support Program			09/03/2013	06/06/2014	\$0 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Trained PBIS Team; MSU Interns;

Strategy4:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Reading Night to involve parents in reading activities with their children; *Borrow A Book Program to provide reading at home opportunities for parents/students; *School Improvement Team Meetings to support Reading/Math/Writing;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Literacy Teacher; Instructional Assistants; Teachers; MSU student volunteers; Community volunteers;

Goal 2:

All students at Forrest G. Averill will maintain or improve in mathematics, based on problem solving, focusing on computation, fractions, geometry, and area/perimeter.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on classroom assessments and MEAP in Mathematics by 06/05/2014 as measured by monitoring the progress on Common Core Standards, Grade Level Expectation (GLECs) and State mathematics assessment..

Strategy1:

Best Practice & Cognitively Guided Instruction (CGI) - Teachers will use best practice strategies focusing on problem solving, computation, fractions, and geometry.

The 2000 NCTM Standards offer a vision for mathematics based on six major principles

1. Equity (maintaining high expectations and support for all students).
2. Curriculum (articulating coherent, important mathematics across the grades).
3. Teaching (challenging and supporting students in building new knowledge).
4. Learning (helping students build an understanding of mathematics by actively creating meaning by connecting new knowledge with their prior knowledge).
5. Assessment (supporting the learning of important mathematics through formative and summative assessment of what students actually understand).
6. Technology (expanding the mathematics that can be taught and enhancing student learning);

CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

is a professional development program based on an integrated program of research focused on

(a) the development of students' mathematical thinking; (b) instruction that influences that development;

- (c) teachers knowledge and beliefs that influence their instructional practices; and
- (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking.

Research Cited: Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

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Mathematics --(2000) T. Carpenter, E Fennema, M. Franke, L. Levi, & S. Empson;

Teaching Problems and the Problems of Teaching - Magdalene Lampert;

Focus on MEAP-Supporting On-Grade Level GLCEs - Keith Grober;

About Teaching Mathematics, -Marilyn Burns;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano, & Debra J. Pickering

The Art and Science of Teaching - Robert J. Marzano

A Framework for Understanding Poverty, Ruby K. Payne;

Under-Resourced Learners: Strategies to Boost Student Achievement, Ruby K. Payne;

National Educational Technology- Standard for Students - Connecting Curriculum and Technology,

International Society for Technology in Education;

Golden Package - MEAP Data;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan;

CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Explicit and Systematic Instruction in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide: *direct instruction in mathematics; *engage students in variety of best practice strategies; cooperative groups, manipulative & journal writing to implement Common Core; *problem solving activities; oral format, written format, demonstration format; *math manipulative using technology practicing skills in geometry, fractions and area/perimeter; *40 - 60 minutes of math daily; *Tier II and Tier III Math Intervention: Provide additional math support at K-3; *all teachers will provide daily one-on-one or small group guided math or basic math skills support; *provide additional math support through technology; Jump Start summer school/after school program focusing on math and reading;	Direct Instruction			09/03/2013	06/06/2014	\$3138 - Title I Schoolwide \$5000 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Intern Teachers; MSU student volunteers

Strategy2:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Math Night to involve parents in math activities with their children;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; MSU Interns; MSU Volunteers; Community volunteers;

Narrative:

(6A)

Based on data from previous years, it is clear that the areas of literacy and numeracy need to be essential components of the transformation plan and were essential in determining our priority status. 2012-13 MEAP data for Averill Elementary indicate that only 38% of students at the 3rd grade level were proficient in mathematics, while only 42% of 3rd grade students tested proficient in reading. Z-scores in both areas are also negative (-1.09 in reading and -1.80 in math). This low performance could be attributed to students not receiving sufficient, targeted or differentiated instruction based on their specific needs. While other factors may play a part in the achievement data, such as mobility, attendance, and behavior, our focus will be to screen, identify and intervene quickly with low-performing students using a multi-tiered system of support.

Redesign Plan

Forrest G. Averill School

Also, as previously noted, 2012-13 DIBELS screening data for students currently attending Averill elementary indicate that in the spring 2013 testing, 5% percent of Averill's current first grade students were at or above grade level benchmark for Nonsense Word Fluency. Sixty-nine percent of Averill's current second grade students were at benchmark in spring 2013 for Oral Reading Fluency-Retelling of passage.

Another data source that will be used to provide information on classroom instruction is "Snapshot," a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. These data will be used to examine and modify student engagement and time involved in higher-yield learning experiences. Implementation of improvement efforts based on Snapshot data will aid classroom teachers in increasing student learning time.

In order to address concerns that arise from these data, Averill will implement a robust, data-driven, multi-tiered system of support (MTSS) that will begin being rolled out this year and will evolve (to include additional content areas, more nuanced changes in instruction, and more robust/systemic data collection) over the three years that Averill remains in a priority school cohort.

Specifically, Averill will begin implementation of the literacy efforts in January of 2014. Over the course of the following year (based on data and student need) efforts will be expanded to include additional literacy interventions and math. As noted above, the sequencing and pacing of intervention expansion will be driven by data and student needs. The Averill leadership team and staff will use data (i.e., MEAP, DIBELS, DRA2, and AIMSweb) disaggregated by gender, English language proficiency, students with disabilities, and ethnicity to inform and differentiate instruction.

(6B) This MTSS will include universal screening of all students in literacy - our first big idea - (DRA2), numeracy - our second big idea - (AIMSweb Math) which may include small-scale, teacher-by-teacher or grade-level screening (e.g., use existing end-of-yr. and/or chapter tests), ongoing progress monitoring, and research-based interventions for students not achieving at grade-level.

The MTSS will also ensure implementation of strong core (Tier 1) instruction. Teachers are participating in professional learning communities revolving around research-based instructional strategies based on student level data in two key areas; core classroom (Tier 1) instructional strategies and Tier 2 intervention strategies. Averill utilizes the expertise of a Literacy Teacher, Math Specialist and highly trained instructional assistants, along with classroom teachers, to implement Tier 2 intervention strategies.

Screening and progress monitoring data will be used to identify students in need of intervention. Staff will research literacy and math intervention programs that align most strongly with our core work, being careful to identify and serve the lowest achieving students in order to supplement core instruction. These programs will be researched and selected for full implementation in 2014-15.

Currently being investigated are the following programs:

Tier 1 Strategies:

- Direct instruction and modeling
- Guided Practice
- Differentiated instruction and learning/scaffolding
- Quality instruction adhering to multiple intelligences
- Think Alouds
- Setting goals/stating objectives

Research:

Redesign Plan

Forrest G. Averill School

- Kagan, S. & Kagan, M. Multiple Intelligences-The Complete MI Book
- Marzano, R.J. The Art and Science of Teaching
- Harvey, S. & Goudvis, A. Strategies that Work
- Marzano, R.J., Pickering, D., & Pollock, J. Classroom Instruction that Works - Research based strategies for increasing student achievement
- Marzano, R.J. & Pickering, D. Building Academic Vocabulary - Teacher's Manual

Tier 2 Interventions:

- Differentiated Instruction
- Small group instruction
- Use of multiple intelligences in instruction
- Accelerated Reader
- Read Naturally
- IXL Math
- Fountas & Pinnell Literacy Intervention

Research:

- Harvey, S. & Goudvis, A. Strategies that Work
- Kagan, S. & Kagan, M. Multiple Intelligences-The Complete MI Book
- Citation - What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - October 2008 - Accelerated Reader.
- What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, WWC Intervention Report - July 16, 2007 - Read Naturally.
- Fountas & Pinnell. Leveled Literacy Intervention
- Pinnell, G.S. & Fountas, I.C. When Readers Struggle: Reading that Works

Teachers at Averill have already been alerted to the need for them to commonly adopt (across grade-levels) and implement rapid turnaround strategies. As a building, we have already planned for professional learning around literacy (one of our big ideas) and teachers are discussing strategy implementation through building-wide PLCs. Additionally, staff meetings will include a permanent "plan progress" agenda item. These efforts are all designed to inform staff, model transparency of our ongoing improvement efforts, and create opportunities for aspiring teacher leaders to exercise leadership within the building and across the district.

Documentation of student progress will be created at grade-level meetings biweekly to monitor individual student achievement, intervention effectiveness, and to establish grade level alignment. Minutes will be taken at all PLC meetings as evidence of data analysis and curriculum/instructional alignment.

Another significant issue involves student (and teacher) mobility. We will work with the district to identify strategies to decrease movement of students to the extent possible, and to explore and adopt practices shown to be effective with new transfers in order to ensure equitable access to a curriculum aligned with the CCSS. In addition, we will support district-level dialogue regarding staff placement and length of assignment especially as it impacts priority school work. We believe that the current district restructuring plan has already positively impacted our building mobility levels.

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

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as;

Redesign Plan

Forrest G. Averill School

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

Goal 1:

All students at Forrest G. Averill will maintain or improve in ELA (vocabulary, informational text, comprehension in reading and in writing responses).

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level benchmarks in English Language Arts by 05/30/2014 as measured by classroom assessments, DRA, and MEAP.

Strategy1:

Behavior Interventions - Teachers will use behavior strategies and behavior data to improve student achievement and provide a safe learning environment.

Research Cited: PBIS;

SWIS;

WIN-WIN Discipline, Spencer Kagan & Miguel Kagan;

Tier:

Activity - Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will use the WIN-WIN behavior management strategies; *Use of SWIS behavior data to provide support for students with behavioral concerns; *Use of Behavior Plans for students with behavioral concerns; *Use of Fill the Bucket activities	Behavioral Support Program			09/03/2013	06/06/2014	\$0 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Trained PBIS Team; MSU Interns;

Strategy2:

Academic Support for At Risk Students - Teachers and support staff will use best practice strategies for tier I and tier II through the school RTI program in English Language Arts.

Research Cited: What Really Matters for Struggling Readers, Richard L. Allington;

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Redesign Plan

Forrest G. Averill School

Multiple Intelligences-The Complete MI book, Dr. Spencer Kagan & Miguel Kagan;

Tier:

Activity - Tier II and Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Literacy Teacher will support students within the Tier II and Tier III RTI program; *Assist and supervise instructional assistants in Tier II and Tier III intervention activities; *Instructional assistants will provide Tier II and Tier interventions for small groups of students; *Tier II and Tier III supports for special student populations; *Media Tech support through the use of technology;	Academic Support Program			09/03/2013	06/06/2014	\$1699 - Section 31a \$98000 - Section 31a \$5000 - Title I Schoolwide \$7638 - Title I Schoolwide \$21727 - Section 31a	Principal; Literacy Teacher; Intervention Specialists Instructional Assistants, School Improvement Team

Strategy3:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Reading Night to involve parents in reading activities with their children; *Borrow A Book Program to provide reading at home opportunities for parents/students; *School Improvement Team Meetings to support Reading/Math/Writing;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Literacy Teacher; Instructional Assistants; Teachers; MSU student volunteers; Community volunteers;

Strategy4:

Use of Best Practices - Teachers will use best practice strategies which focus on phonemic awareness, alphabetic principle, fluency, vocabulary, informational text, comprehension in reading and verbal and written responses.

Research Cited:

Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Redesign Plan

Forrest G. Averill School

Guiding Readers and Writers, Fountas/Pinnel;

7 Keys to Comprehension, Susan Zimmermann and Chryse Hutchins;

What Really Matters for Struggling Readers, Richard L. Allington;

Reading with Meaning, Teaching Comprehension in the Primary Grades, Debbie Miller,

Reading & Writing Informational Text in Primary Grades, Nell K. Duke, Ed.D, &V Susan Bennett-Armistead;

Best Practice, New Standards, S. Zemelman, H. Daniels, A. Hyde

Classroom Instructions that Works-Research Based Strategies for Increasing Student Achievement, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock;

The Art and Science of Teaching, Robert J. Marzano;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano & Debra J. Pickering;

A Framework for Understanding Poverty, Ruby K. Payne;

National Educational Technology-Standard for Students-Connecting Curriculum and Technology, International Society for Technology in Education, M.G. Kelly;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Redesign Plan

Forrest G. Averill School

Activity - Direct Instruction in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide, in English and Spanish:</p> <ul style="list-style-type: none"> *Effective direct instruction in Reading/Vocabulary from District adopted reading series; *engage students in variety of best practice strategies; balanced literacy approach, five components of reading, guided reading; Phonemic Awareness, Alphabetic Principle, Fluency, Vocabulary, Comprehension; *vocabulary, informational text, comprehension in reading and in writing responses; oral format, written format, demonstration format; *technology practicing skills in vocabulary, informational text, comprehension in reading and in writing (Accelerated Reader); responses, integrating the arts, science, social studies, and math; *90 minutes of literacy, 5 days a week; *Tier II and Tier III Reading Intervention: Provide additional reading support at K-3 through the use of RTI; *all teachers will provide daily one-on-one or small group guided reading and/or basic reading skills support; *all teachers will use Multiple Intelligences to differentiate instruction; *Use of Cooperative Learning structures and Multiple Intelligence activities in the classroom; *provide additional reading support through technology; *participate in professional development in order to develop PLC's to view instructional strategies; *MSU involvement through intern teachers, MSU seniors and juniors, MSU service learning students; *Kids Hope USA through University Baptist Church to provide mentoring for at risk students; *Other community outreach volunteers for support; *Using SNAP SHOT data and Action Plan in order focus on transitions and Vocabulary Instruction; 	Direct Instruction			09/03/2013	06/06/2014	\$748 - Title II Part A \$750 - Title II Part A \$3138 - Title I Schoolwide \$2500 - Section 31a \$65181 - Title I Schoolwide	Principal, Teachers, Literacy Teacher, Instructional Assistants, Intern Teachers, Trained MI/Cooperative Learning Teachers;

Goal 2:

All students at Forrest G. Averill will maintain or improve in mathematics, based on problem solving, focusing on computation, fractions, geometry, and area/perimeter.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on classroom assessments and MEAP in Mathematics by 06/05/2014 as measured by

monitoring the progress on Common Core Standards, Grade Level Expectation (GLECs) and State mathematics assessment..

Strategy1:

Best Practice & Cognitively Guided Instruction (CGI) - Teachers will use best practice strategies focusing on problem solving, computation, fractions, and geometry.

The 2000 NCTM Standards offer a vision for mathematics based on six major principles

1. Equity (maintaining high expectations and support for all students).
2. Curriculum (articulating coherent, important mathematics across the grades).
3. Teaching (challenging and supporting students in building new knowledge).
4. Learning (helping students build an understanding of mathematics by actively creating meaning by connecting new knowledge with their prior knowledge).
5. Assessment (supporting the learning of important mathematics through formative and summative assessment of what students actually understand).
6. Technology (expanding the mathematics that can be taught and enhancing student learning);

CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

is a professional development program based on an integrated program of research focused on

- (a) the development of students' mathematical thinking; (b) instruction that influences that development;
- (c) teachers knowledge and beliefs that influence their instructional practices; and
- (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking.

Research Cited: Research shows that data driven instruction is the foundation of instruction, instruction should be direct and explicit. Research also indicates that we need to constantly monitor and individualize instruction for students using multiple methods. Research also shows that teachers need to use a lot of positive and engaging activities.

Best Practice, New Standards, - (2005) S. Zelman, H. Daniels, A. Hyde;

COGNITIVELY GUIDED INSTRUCTION: A Research-Based Teacher Professional Development Program for Elementary School

Mathematics --(2000) T. Carpenter, E Fennema, M. Franke, L. Levi, & S. Empson;

Teaching Problems and the Problems of Teaching - Magdalene Lampert;

Focus on MEAP-Supporting On-Grade Level GLCEs - Keith Grober;

About Teaching Mathematics, -Marilyn Burns;

Building Academic Vocabulary-Teacher's Manual, Robert J. Marzano, & Debra J. Pickering

The Art and Science of Teaching - Robert J. Marzano

A Framework for Understanding Poverty, Ruby K. Payne;

Under-Resourced Learners: Strategies to Boost Student Achievement, Ruby K. Payne;

Redesign Plan

Forrest G. Averill School

National Educational Technology- Standard for Students - Connecting Curriculum and Technology,
 International Society for Technology in Education;
 Golden Package - MEAP Data;
 Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan;
 CGI - Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999)

Tier:

Activity - Explicit and Systematic Instruction in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide: *direct instruction in mathematics; *engage students in variety of best practice strategies; cooperative groups, manipulative & journal writing to implement Common Core; *problem solving activities; oral format, written format, demonstration format; *math manipulative using technology practicing skills in geometry, fractions and area/perimeter; *40 - 60 minutes of math daily; *Tier II and Tier III Math Intervention: Provide additional math support at K-3; *all teachers will provide daily one-on-one or small group guided math or basic math skills support; *provide additional math support through technology; Jump Start summer school/after school program focusing on math and reading;	Direct Instruction			09/03/2013	06/06/2014	\$5000 - Title I Schoolwide \$3138 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; Intern Teachers; MSU student volunteers

Strategy2:

Parent Involvement - Provide school wide activities to involve parents in student achievement.

Research Cited: A Framework for Understanding Poverty, Ruby K. Payne;

Strategies that Work, Stephanie Harvey and Anne Goudvis;

Multiple Intelligences-The Complete MI Book, Dr. Spencer Kagan & Miguel Kagan

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Make-It-Take-It workshop in order to provide activities for parents to aid their child(ren) in academic achievement; *Math Night to involve parents in math activities with their children;	Parent Involvement			09/03/2013	06/06/2014	\$1686 - Title I Schoolwide	Principal; Teachers; Instructional Assistants; MSU Interns; MSU Volunteers; Community volunteers;

Narrative:

Redesign Plan

Forrest G. Averill School

(7A)

At Averill, ongoing student data analysis will occur at grade-level planning meetings/PLCs. Staff will review and refine existing student data in order to examine individual student progress and overall grade-level success. Staff will determine whether instructional interventions are being successful. These data will be used as a basis for guiding differentiated instruction and will be discussed, at least monthly, at building-level staff meetings. We will also study and discuss the quality of our data and the accuracy of the assessments.

These data sheets include both formative and summative assessments.

- Formative include (but are not limited to): Basal pretests, DRA2(as a reading level check and Universal screener), teacher-made assessments
- Summative include (but are not limited to): Basal posttests, MEAP, DRA2, end-of-year, teacher-made assessments

Assessments currently in use ...

Reading assessments:

- Kindergarten - DRA2, WIDA Screening & Basal
- First grade - DRA2 & Basal
- Second grade - DRA2 & Basal
- Third grade - DRA2, WIDA, MEAP, & Basal
- Perception Data from teachers, parents, students

Math assessments:

- K - Harcourt Basal, AIMSweb
- First grade - Harcourt Basal, AIMSweb, end of year district assessment
- Second grade - Harcourt Basal, AIMSweb, end of year district assessment
- Third grade - Harcourt Basal, AIMSweb, end of year district assessment & MEAP
- Perception Data from teachers, parents, students

Tier 2 and Tier 3 students will be identified using the assessments noted above. Interventions are to be developed in concert with the data collected from the above assessments. In addition we will implement a universal screener to help identify student needs in math and reading. Averill is using DRA2 and AIMSweb-Math as universal screeners. Documentation of student progress will be created at grade-level meetings biweekly to monitor individual student achievement, achievement gaps, intervention effectiveness, and to establish grade-level alignment.

Data will also be collected and analyzed (in a regular and ongoing manner) through instructional learning cycles that will be "piloted" in the building in the spring of 2014 and will be fully implemented in the fall of 2014.

The district is committed to creating relevant curricular Pacing Guides based on Core Standards. Given the mobility rate of the district (50%), it is imperative that all content is paced evenly across the district. Beginning this year, the district is spearheading an initiative to return to Pacing Guides. In school year 1999-2000 fifty-six teams of approximately 500 teachers met to design and develop Pacing Guides that reflected content expectations. They also built formative assessments that were given every quarter. Professional development was provided with data feedback so that schools could monitor and adjust before the MEAP. With the development of the GLCE's and HSCE's, the district abandoned the Pacing Guides. Now with Core Standards, there is an expressed need to return to some sort of sequence on content delivery so that the entire district is congruent and coherent. Different from previous iterations of Pacing Guides, the district will go beyond the "what" and begin outlining the "how." The iCollobrate data (Snapshot) will give teachers and administrators a keen sense of ways to improve the

"how" and increase meaningful instructional time.

The district recognizes that one-time state assessment data does not provide enough meaningful information to identify and implement a valid and relevant instructional program. Our district has therefore, developed a school dashboard which would display a variety of data including, but not limited to, MEAP and MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. Averill uses the dashboard data to identify student needs and inform instruction to better meet the needs of their students.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

Given the complexity of transportation in a district of our size, the district will approve increased instructional time only before the beginning of the school year (JumpStart) or at the end of the school year. Teachers will be compensated according to the bargaining agreement and only those classes that are directly related to the core curriculum and the MME or MEAP will be approved. The district will use the 20% set-aside for this effort.

(8A)

At Averill, teachers will increase student learning time in multiple ways. First through recapturing existing instructional minutes via the capture and analysis of Snapshot data. Specifically, we will use Snapshot data to identify how instructional time is currently being used. We will increase instructional time by increasing multiple modalities of instruction to allow for deep engagement in learning activities; minimize lesson transitions, use data-driven instruction, and implementing research-based MTSS interventions. We anticipate recapturing approximately 10 minutes of instruction per day through this important work.

Instructional time will also be re-purposed by implementing a 90 minute uninterrupted reading block, a 40-60 minute uninterrupted math block every day, and an uninterrupted 40-60 minute block of writing instruction 2 to 3 days per week. Time has also been re-purposed during Lunch by including academic activities during the lunch routine, for example, flashing sight words on the wall and rotating students between computer lab and outside recess throughout the week. Averill will also provide an extended day for all students in kindergarten through third grade students (All-Star Scholars Club). Students will remain after school for 1 hour per day for 4 days a week in order to gain extra support in core academic subjects. Teachers will be compensated for providing the extended day opportunities to students in order to raise student achievement. Monitoring this implementation will be accomplished through PLC discussion, principal supervision, and reporting out at staff meetings.

(8B)

Enrichment opportunities will be addressed via emphasis on enrichment activities in all core areas. For example, twice a week for a period of six weeks, teachers will specifically incorporate enrichment activities in two core areas, for at least ten minutes per activity. The next six weeks they will do so in two other core areas, etc. Enrichment will provide students at Averill with an opportunity to transfer learning in an

Redesign Plan

Forrest G. Averill School

interdisciplinary fashion. Monitoring this implementation will be accomplished through PLC discussion and reporting out structures. Increased enrichment is required for all students.

(8C)

Increased teacher collaboration time will be provided by way of teacher professional learning communities (PLCs - see answer to numbers 4 & 6 above - one hour of grade level PLC planning time per week will equal three hours per month, for an additional twenty-four hours per school year to examine data and implement research - based interventions). This data analysis will be connected most strongly with but not limited to MEAP, IXL Math and DRA2. The district has embedded 5 half-days for collaborative professional learning time within the parameters of the scheduled work year for teachers. The district will approve plans that outline teacher collaboration and/or professional development after the work day, before or after the school year, and/or days on which students are not present and it is not a scheduled work day (i.e., weekend). The district will not approve the accumulation of instructional time in order to have half-days for professional learning or teacher collaboration.

Relative to teacher collaborative time at Averill, when teachers attend literacy and math academies provided through Ingham Intermediate School District, staff will connect with other schools within the ISD region to learn what intervention strategies have been implemented with strong results for students similar to our student population.

Averill staff is also committed to consistent instruction both within and across classrooms. Through professional learning opportunities, the staff will gain a strong set of research-based interventions, and will ensure fidelity of implementation across classrooms through such practices as instructional learning walks, observation checklists, PLCs, looking at student work, and instructional strategy effectiveness.

Our PLC will be built around grade-level planning teams. These teams will meet bi-weekly. Members of the grade-level planning teams will examine data generated from a variety of resources. These resources include IXL Math, MEAP, AIMS Web-Math, DRA2, and pre/posttests. The data will be examined in order to monitor the effectiveness of delivery of the core curriculum through data analysis. Alignment to state standards will be ensured through use of district generated pacing guides.

Monthly cross- grade level meetings will be established for the purpose of monitoring alignment between grades with the use of Curriculum Crafter. We will integrate instructional supports into our PLCs by ensuring that grade level meetings include an analysis of lesson studies, classroom observations, and feedback from other teachers using job-embedded observations, school policy review, and curriculum alignment. We also will provide structures and processes for monitoring and sharing PLC work within the school via Dropbox, Google drive (or something similar) for sharing updates and using dedicated scheduling and principal attendance at PLC meetings.

The overall goal of the PLC structure is to align curriculum, assessment, and instruction, to review student data to monitor progress and determine changes needed to core instruction, and/or interventions required. The structure supports fidelity of the adoption of innovations throughout the building.

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

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

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

(9A)

Schools in the district implement a wide variety of family and community engagement activities. Minimal evidence of this kind of outreach

Redesign Plan

Forrest G. Averill School

would be: monthly newsletters, Parent-Teacher Conference attendance exceeding 50%; monthly PTA meetings; updated web pages; family nights; involvement of volunteer organizations; community mentoring programs, to name a few.

The Averill plan for parental involvement includes three emphases:

- Support for ongoing, existing parental involvement activities
- Increasing structures and support for the PTA
- Reframing our efforts to align with the categories noted below

Research indicates there are some key areas to support increased parent/community involvement and identifies the following components of family participation: Random, Compliance-driven, and Student-Centered family engagement. Averill will focus on student-centered family engagement. This type of involvement is strategic, research-based, and data-driven, demonstrating a deep understanding of the community the school serves.

Parents are strongly encouraged to actively participate in their child's education. Averill uses a Parent/Teacher/Student Compact that all responsible parties must read and sign at the start of every academic year. This Compact describes in detail the importance of parent involvement at home and school. The Compact will be reviewed at Parent-Teacher conferences in order to cement the partnership between home and school. Preschool and Kindergarten teachers are required to make face to face contact with all parents of incoming students. This face to face meeting can be a home visit to the child's home or a scheduled conference time at school. This contact aids in forming a school/family partnership in the education of all students. Parents and the outside community are invited to work closely with the school in helping the school reform efforts.

As a staff, we have chosen to focus on the following categories of parent and family involvement:

- Caring Relationships and High Expectations, Opportunities for Meaningful Participation, Perceptions of Safety, and School Connectedness. The quality of relationships at the school is among the strongest known predictors of both student academic achievement and teachers' career satisfaction (Hattie, 2009; Grayson & Alvarez, 2008).
- Opportunities for Meaningful Participation: Meaningful participation at school helps cultivate students' autonomy; decision-making and leadership skills; and personal talents and strengths. In fact, teachers in high-performing schools tend to report that influence over decisions is shared among all groups, including students (Leithwood & Mascall, 2008).
- Perceptions of Safety: Schools are perceived as safe when they are free from harassment, bullying, violence, and substance use and are rich in positive supportive relationships and interesting and rigorous opportunities for learning (Hong & Eamon, 2011).
- School Connectedness: Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993).
- Current Family/Community Involvement Initiatives: University Baptist Church/Kids Hope USA mentoring program, monthly PTA meetings, Fall and Spring Parent/Teacher Conferences, MSU Service Learning students, YMCA before and after school programs, parent volunteers in the building, classroom and field trips.

We will collect evidence that we are ensuring and building family and community engagement by collecting lists of parent volunteers and their roles, by creating flyers for specific events (including photos), collecting commitment letters from businesses and university partners, and continuing our community bulletin board. We currently have a very active PTA.

(9B)

We currently have at least 13 active community organizations involving students, parents, teachers, administration, and community members. In this way, the Averill Community and all its partners are also helping with school reform efforts.

- MSU Teacher Interns, MSU partnership for teaching math within Spanish Immersion, MSU Veterinary Partnership providing Science Club,

Redesign Plan

Forrest G. Averill School

MSU Service Learning Students, Community Literacy & Math Nights, University Baptist Church and Kids Hope USA, Averill Neighborhood Association, Retired School Teacher providing leadership for Explorer Club, Westside YMCA for before and after school child care, Riverview Church providing support through beautifying our school and providing athletic equipment for all students.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

(10A)

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and Title I expenditures. This allows schools to put in place student and staff supports aligned to the transformation plans. In addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building.

Staff placement and assignment is still regulated by collective bargaining; however, building leaders are invited to sit on interviewing committees and do have some discretion over certain positions. In addition, building leaders have discretion over support personnel such as content coaches (an option provided through IISD). Principals also have right of assignment within their buildings as long as teachers are being placed in classroom in which they are highly-qualified.

The district and buildings share the responsibility for deciding upon professional learning topics. The district requires five days (or half days) or professional learning. That time is dedicated to implementing the district's iCollaborate initiative. However, our district also recognizes the importance of providing buildings with some discretion (or operational flexibility) over their PD. As such, buildings are given time to provide support to their staff's around the instructional program outlined in their transformation plans. In addition, buildings are provided time (i.e., staff, department, grade-level, or PLC meetings) to implement their transformation plans.

For Averill, we have significant flexibility in the development and implementation of our school operations given the above. How we spend our allocation, our structures for supporting teaching and learning, our responses to assessment data all depend upon the district parameters but also rely heavily with the school improvement team and staff agreement. Professional development, teacher collaboration, and staff meetings do, in fact, allow for examination of methods to increase student achievement within district boundaries. For example, we have the flexibility to use Snapshot and changes in teacher scheduling to increase learning time and enrichment for all students.

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

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

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

(11A)

For the elementary schools that have been identified as a Priority School (Averill, Riddle, Rio), the district will support it through the iCollobrate (Snapshot) initiative already described herein.

Ongoing technical assistance and related support will also be provided through Ingham Intermediate School District. Ingham ISD staff will provide support and assistance for the Transformation Plan, as outlined below:

- Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development:
- Professional development needed for Professional Learning Communities
- Multi-tier systems of support
- On-going universal screening
- On-going progress monitoring
- Data driven decision-making through the use of a problem solving process
- Collection, analysis and use of appropriate data
- Core curriculum and delivery modifications based on data
- Curriculum realignment to the Common Core State Standards
- Comprehensive Instructional Reform Strategies include:
 - Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS and PBIS initiatives
 - Data-driven Decision Making Through the Use of a Problem Solving Process
 - Ingham ISD staff will support building staff in analyzing screening assessment data for students
 - Ingham ISD staff will provide training and support in the implementation and use of screeners and data analysis.
 - Ingham ISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.

Additional support is provided via an Intervention Specialist. This resource is provided by a grant from the MDE to MSU, and supports multiple days of work at the district and school levels directly relating to this transformation plan (as well as additional school/district improvement trainings). Technical assistance regarding leadership coaching, selection of initiatives, structuring PLC work, and monitoring progress are among the resources provided. District-level work includes work with the central office and the District Transformation Coordinator to remove barriers and increase flexibility and support for priority schools.

<p style="text-align: center;">Lansing School District Administrative Performance Review</p>
--

Employees' Name _____

Title _____

Evaluator _____

School Year _____

Timelines	Due Date	Date Completed
Agreement on Goals	September 30	
Year-end Evaluation	March 31 March 1 for Administrators who may be non-renewed for performance	

Lansing School District

The Administrative Performance Review instrument is designed to focus on job responsibilities, leadership qualities and individual performance objectives. It is intended to provide a mechanism for feedback and communication between individual employees and their supervisors to encourage personal growth and skill development. The Administrative Performance Review will also be used to determine annual administrator effectiveness ratings.

Part One: Job Responsibilities

The employee will satisfactorily meet the responsibilities summary and will be assessed by the evaluator at the end of the evaluation period.

Part Two: Objectives

Using information from a variety of sources, the employee and the evaluator will mutually develop objectives for the employee at the initial evaluation meeting. These objectives will be aligned with the district and school building improvement plans. An objective is required in each of these areas for all administrators:

- Student Growth
- School Improvement
- Professional Growth

Part Three: Year-End Evaluation

Individual performance shall be the majority factor in making the decision about administrator effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing an administrator's individual performance in a year-end evaluation as shown in the chart below.

Job responsibilities, leadership qualities, and performance on school improvement and professional growth objectives are additional factors that will be used to determine administrator effectiveness.

School Year	% of Student Growth in Year-end Evaluation
2012-2013	5%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Part One: Job Responsibilities (85 % of total evaluation)

The employee’s performance of the following job responsibilities will be rated by the evaluator on a scale of 0-3 as follows:

- 0** – Ineffective < 70%
- 1** – Minimally Effective 61% - 75%
- 2** – Effective 76% - 89%
- 3** – Highly Effective > 90%

		0	1	2	3
1.	Supervises the instructional programs of the school, evaluating lesson design and observing classes on a regular basis to assure instructional strategies and materials are consistent with student learning needs.				
2.	Leads development and implementation of the building’s School Improvement Plan. Uses student achievement data to establish SIP goals and monitors progress.				
3.	Manages, evaluates and supervises effective and clear procedures for the safe and orderly operation of the school.				
4.	Ensures compliance with all laws, board policies, and state and federal regulations.				
5.	Administers school budget and maintains system to account for all student activity funds, fund raising activities, extra curricular and athletic funds.				
6.	Maintains positive, collaborative and mutually supportive relationships with parents and staff.				
7.	Communicates effectively and regularly with parents, staff and district administration.				
8.	Maintains current, complete student records. Has established procedures for maintaining confidentiality of student information as required by law.				
9.	Supervises and evaluates teachers and staff in accordance with collective bargaining agreements and legal requirements in a timely manner.				
10.	Maintains high standards for student behavior and applies consistent disciplinary measures in accordance with Board policy and administrative guidelines.				
11.	Completes reports thoroughly and promptly and responds to requests promptly and efficiently.				
12.	Is present in the building, attends meetings and participates in school and community activities.				

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities	
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective
<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:	

Part Two: Objectives (15% of the total evaluation)

Date of Initial Goal Setting Meeting: _____

An annual objective will be developed in each of the three areas: Student Growth, School Improvement and Professional Growth. Administrators will provide multiple measures from relevant data sources to demonstrate progress or completion of an annual objective.

Performance Areas	Performance Objectives (Includes Statement of Measurable Outcome) <ul style="list-style-type: none"> • MEAP Data is required 	Evidence you will provide to demonstrate successful completion of objective
Student Growth 5%		
School Improvement 5%		
Professional Growth 5%		

This section to be completed by the Evaluator

Assessment of Employee's Performance of Job Responsibilities			
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:			

***Attach additional documentation to this tool to demonstrate successful completion of objectives.**

Part Three: Year-End Evaluation
Overall Performance Rating and Evaluator's Summary/Recommendations

This section to be completed by the Evaluator before March 31

Assessment of Employee's Performance of Job Responsibilities							
<input type="checkbox"/>	Ineffective < 60%	<input type="checkbox"/>	Minimally Effective 61% - 75%	<input type="checkbox"/>	Effective 76% - 89%	<input type="checkbox"/>	Highly Effective > 90%
Comments:							

Evaluator's Signature: _____ **Date:** _____

This section to be completed by the employee

Employee's Comments (Optional)

- I have reviewed this Performance Review with my immediate supervisor and I agree with the performance rating.
- I have reviewed this Performance Review with my immediate supervisor and I disagree with the performance rating. (A summary including the reason(s) for your differing viewpoint must be submitted to your immediate supervisor within two weeks of your review meeting. This summary should be attached to the Performance Review and submitted to Human Resources for inclusion in your personnel file.

Employee's Signature: _____ **Date:** _____

FRAMEWORK FOR PROFESSIONAL PRACTICE

AND

TEACHER EVALUATION PROCESS

**Lansing School District
519 W. Kalamazoo St.
Lansing, MI 48933**

Table of Contents

Overview of Teacher Evaluation Process	1
Evaluation Cycle: Probationary Teachers	2
Evaluation Cycle: Tenured Teachers	3
Framework for Professional Practice	4
Domain 1: Planning and Preparation.....	5 - 12
Domain 2: Classroom Environment.....	13 - 19
Domain 3: Instruction	20 - 27
Domain 4: Professional Responsibilities	28 – 34
Domain 5: Student Growth.....	Appendix
Analysis of Self-assessment Worksheet.....	35
Track I – Initial Staff Development.....	36 - 38
Forms	39 - 44
Track II – Professional Growth	45 - 48
Forms	49 - 50
Track III – Specific Professional Development	51 - 53
Forms	54 – 59
Track IV – Specific Professional Development.....	60 - 62
Forms	63 - 68
Professional Growth Plan	69 - 70
Professional Reading.....	71 - 72

LANSING SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROCESS

Framework for Professional Practice

Domain 1. Planning and Preparation
Domain 2. Classroom Environment

Domain 3. Instruction
Domain 4. Professional Responsibilities

Domain 5. Student Growth

Track I	Track II	Track III	Track IV
<p>Initial Professional Development</p> <p>Who:</p> <ul style="list-style-type: none"> Teachers new to the district Probationary teachers <p>Purpose:</p> <ul style="list-style-type: none"> To ensure that the Domains within the Framework for Professional Practice are understood, accepted and demonstrated To provide support in implementing the components and elements in the Domains To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> Formal observations Reflection Mentoring Professional development <p>Method:</p> <ul style="list-style-type: none"> Three formal classroom observations, feedback and dialogue Initial self assessment using Framework for Professional Practice Collaborative development of <i>Individualized Development Plan</i> Mentor teacher support Discussion of professional practices Administrative support Summative evaluation by administrator 	<p>Ongoing Professional Growth</p> <p>Who:</p> <ul style="list-style-type: none"> Tenured teachers who consistently demonstrate successful practices in the five Domains. <p>Purpose:</p> <ul style="list-style-type: none"> To enhance professional growth To promote reflection on practice <p>What:</p> <ul style="list-style-type: none"> Informal observations Development and implementation of a <i>Professional Growth Plan</i> <p><i>A summative individual evaluation at least once every three years</i></p> <p>Method:</p> <ul style="list-style-type: none"> Ongoing informal observations and discussion of teacher performance Initial self assessment using Framework for Professional Practice Teacher teams or individual teacher develop a <i>Professional Growth Plan</i> •Establishment of indicators of progress • Feedback to teacher Summative evaluation by teacher and administrator 	<p>Specific Professional Development</p> <p>Who:</p> <ul style="list-style-type: none"> Tenured teachers in need of specific professional guidance in identified area(s) of the Domains within the Framework for Professional Practice <p>Purpose:</p> <ul style="list-style-type: none"> To provide a tenured teacher the opportunity to seek assistance in any component or element of the Domains <p>What:</p> <ul style="list-style-type: none"> Assistance (<i>Individualized Improvement Plan</i>) <p>Method:</p> <ul style="list-style-type: none"> Formal observations and feedback, focused on identified areas of needed improvement in teacher's performance Initial self assessment using Framework for Professional Practice <i>Individualized Improvement Plan</i> as directed by administrator Summative evaluation by administrator 	<p>Specific Professional Development</p> <p>Who:</p> <ul style="list-style-type: none"> Tenured teachers in need of specific professional guidance in identified area(s) of the Domains within the Framework for Professional Practice <p>Purpose:</p> <ul style="list-style-type: none"> To provide a tenured teacher the opportunity to seek assistance in any component or element of the Domains To provide a more structured process for a tenured teacher who needs improvement and/or may benefit from more support and specific professional development To provide due process for disciplinary action <p>What:</p> <ul style="list-style-type: none"> Disciplinary/Competency (<i>Individualized Development Plan</i>) <p>Method:</p> <ul style="list-style-type: none"> Formal observations and feedback, focused on identified areas of needed improvement in teacher's performance Initial self assessment using Framework for Professional Practice <i>Individualized Development Plan</i> as directed by administrator Summative evaluation by administrator

Lansing School District
Evaluation Cycle for Probationary Teachers

Track I

**Initial Professional
Development
Probationary Teacher**

Non-Tenured
(5 years probation)

Tenured in Michigan
(2 years probation)

Annual Individualized
Development Plan
(each of 5 years)

Annual Individualized
Development Plan
(each of 2 years)

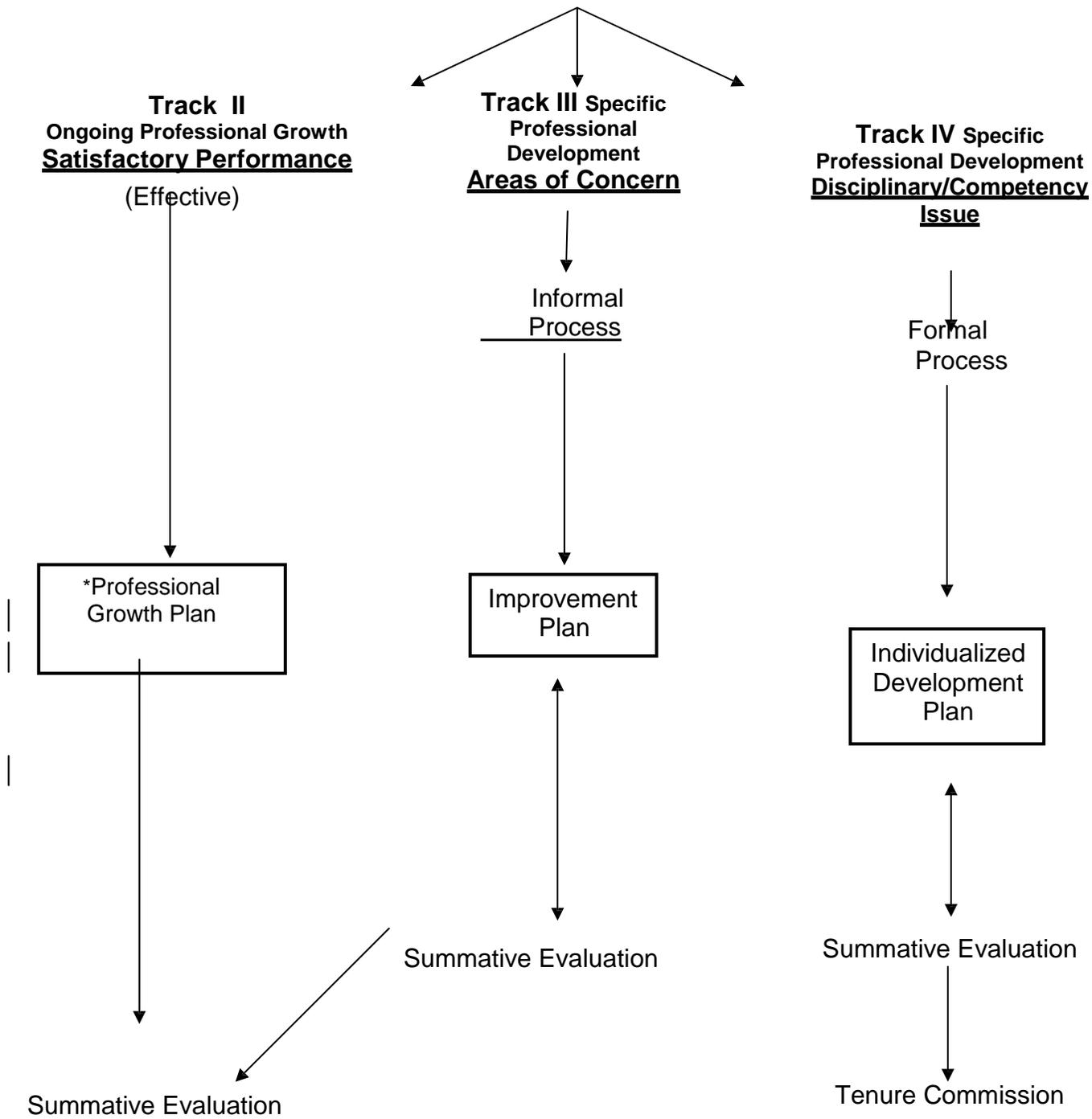
Annual Summative
Evaluation

Individualized
Development Plan
(annually during
probationary period)

Non-renewal

Tenured
(Completion of
probationary period: Yearly
evaluation cycle)

Lansing School District Evaluation Cycle for Tenured Teachers



*Professional Growth
Year 1 and 2
includes 2 Domains

*Year 3 includes all
Domains

Lansing School District Framework for Professional Practice

<p>Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <p>Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i></p> <p>Component 1b: <i>Demonstrating Knowledge of Students</i></p> <p>Component 1c: <i>Selecting Instructional Goals</i></p> <p>Component 1d: <i>Demonstrating Knowledge of Resources</i></p> <p>Component 1e: <i>Designing Coherent Instruction</i></p> <p>Component 1f: <i>Assessing Student Learning</i></p> <p>Component 1g: <i>Utilizing Technology</i></p>	<p>Domain 2 addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <p>Component 2a: <i>Creating an Environment of Respect and Rapport</i></p> <p>Component 2b: <i>Establishing a Culture for Learning</i></p> <p>Component 2c: <i>Managing Classroom Procedures</i></p> <p>Component 2d: <i>Managing Student Behavior</i></p> <p>Component 2e: <i>Organizing Physical Space</i></p> <p>Component 2f: <i>Incorporating Technology into the Environment</i></p>
<p>Domain 3 is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <p>Component 3a: <i>Communicating Clearly and Accurately</i></p> <p>Component 3b: <i>Using Questioning and Discussion Techniques</i></p> <p>Component 3c: <i>Engaging Students in Learning</i></p> <p>Component 3d: <i>Providing Feedback to Students</i></p> <p>Component 3e: <i>Demonstrating Flexibility and Responsiveness</i></p> <p>Component 3f: <i>Providing Instruction in and through Technology</i></p>	<p>Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:</p> <p>Component 4a: <i>Reflecting on Teaching</i></p> <p>Component 4b: <i>Maintaining Accurate Records</i></p> <p>Component 4c: <i>Communicating with Families</i></p> <p>Component 4d: <i>Contributing to the School and District</i></p> <p>Component 4e: <i>Growing and Developing Professionally</i></p> <p>Component 4f: <i>Showing Professionalism</i></p>
<p>Domain 5: Focuses on Student Growth and is evidenced by multiple measures as determined by employee and evaluator. Component 5a: Student Growth Indicators</p>	

Domain One: Planning & Preparation

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

Elements:

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

Elements:

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

Elements:

- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

Elements:

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

Elements:

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

Component 1f: *Assessing Student Learning*

Elements:

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Component 1g: *Utilizing Technology*

Elements:

- Expectations for use

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

Elements: Knowledge of content y Knowledge of prerequisite relationships y Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstandings.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Knowledge of characteristics (intellectual, social, and emotional) y Knowledge of students' varied approaches to learning
y Knowledge of students' skills and knowledge y Knowledge of students' interests and cultural heritage

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that's such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1c: *Selecting Instructional Goals*

Elements: VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. y CLARITY: Goals are clearly stated as student learning and permit sound assessment. y SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. y BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Resources for teaching y Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1f: *Assessing Student Learning*

Elements: Congruence with instructional goals y Criteria and standards y Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN ONE: PLANNING AND PREPARATION
Component 1g: *Utilizing Technology*

Element: Expectations for use

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

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Domain Two: The Classroom Environment

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

Elements:

- Teacher interaction with students
- Student interaction

Component 2b: *Establishing a Culture for Learning*

Elements:

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

Component 2c: *Managing Classroom Procedures*

Elements:

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

Component 2d: *Managing Student Behavior*

Elements:

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

Component 2e: *Organizing Physical Space*

Elements:

- Safety and arrangement of furniture
- Accessibility of learning and use of physical resources

Component 2f: *Incorporating Technology into the Environment*

Element:

- Management of materials and classroom interactions

Lansing School District
Framework for Professional Practice

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

Elements: Teacher interaction with students y Student interaction

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Lansing School District
Framework for Professional Practice

DOMAIN TWO: THE CLASSROOM ENVIRONMENT
Component 2b: *Establishing a Culture for Learning*

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Lansing School District
Framework for Professional Practice

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessional are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Lansing School District
Framework for Professional Practice

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

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

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

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Lansing School District
Framework for Professional Practice

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

Elements: Safety and arrangement of furniture y Accessibility to learning and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

**Lansing School District
Framework for Professional Practice**

**DOMAIN TWO: THE CLASSROOM ENVIRONMENT Component
2f: *Incorporating Technology into the Environment***

Element: Management of materials and classroom interactions

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Management of Materials and Classroom Interactions	Teacher's attempts to manage technology and student interactions fail to create a positive environment.	Teacher creates an environment in which technology can be introduced without negatively impacting interpersonal relationships.	Teacher creates an educational environment that utilizes technology to complement classroom interpersonal interactions.	Both students and teacher consistently maintain an educational environment that utilizes and promotes technology to complement classroom interpersonal interactions.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Domain Three: Instruction

Component 3a: *Communicating Clearly and Accurately*

Elements:

- Directions and procedures
- Oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

Elements:

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

Component 3d: *Providing Feedback to Students*

Elements:

- Quality: Accurate, substantive, constructive, and specific
- Timeliness

Component 3e: *Demonstrating Flexibility and Responsiveness*

Elements:

- Lesson adjustment
- Response to students
- Persistence

Component 3f: *Providing Instruction in and through Technology*

Element:

- Integration of technology

DOMAIN THREE: INSTRUCTION
Component 3a: *Communicating Clearly and Accurately*

Elements: Directions and procedures y Oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Quality of questions y Discussion techniques y Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Representation of content y Activities and assignments y Grouping of students
y Instructional materials and resources y Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Representation of content y Activities and assignments y Grouping of students
 y Instructional materials and resources y Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN THREE: INSTRUCTION
Component 3d: *Providing Feedback to Students*

Elements: Quality: accurate, substantive, constructive, and specific y Timeliness

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Lesson adjustment y Response to students y Persistence

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

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN 3: INSTRUCTION
Component 3f: *Providing Instruction In and Through Technology*

Element: Integration of technology

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

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Domain Four: Professional Responsibilities

Component 4a: *Reflecting on Teaching*

Elements:

- Accuracy
- Use in future teaching

Component 4b: *Maintaining Accurate Records*

Elements:

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Component 4c: *Communicating with Families*

Elements:

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

Component 4d: *Contributing to the School and District*

Elements:

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

Elements:

- Enhancement of content knowledge and pedagogical skill
- Service to the profession
- Use of technology

Component 4f: *Showing Professionalism*

Elements:

- Service to students
- Advocacy
- Decision making

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

Elements: Accuracy y Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgement.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

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

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

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

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

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
Component 4d: *Contributing to the School and District*

Elements: Relationships with colleagues y Service to the school y Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Enhancement of content knowledge and pedagogical skill y Service to the profession y Use of technology

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
Use of Technology	Teacher makes little or no effort to improve his/her understanding of how technology impacts learning.	Teacher converses with other professionals on the use of technology.	Teacher investigates new and improved uses of technology in the content areas.	Teacher investigates new and improved uses of technology in the appropriate content areas and designs and shares instructional ideas with other professionals.

Adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

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

Elements: Service to students y Advocacy y Decision making

ELEMENT	LEVEL OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and help ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure decisions are based on the highest professional standards.

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996.

Lansing School District
Framework for Professional Practice for Teachers
Analysis of Self-assessment Worksheet

Track I, Track II, Track III and Track IV

Directions:

Using the specific domains, components and elements in the rubrics of the Lansing School District's Framework for Professional Practice, the teacher will mark his/her assessment of each element in the actual rubric boxes, noting the year that the assessment was made in his/her evaluation cycles. After completing this step, and in preparation for the initial conference with the administrator to discuss possible goal areas for the plan, the teacher will complete this Analysis of Self-Assessment Worksheet. Both the Self-Assessment (actual rubrics) and this Analysis Worksheet will be used as a basis for the dialogue with the supervising administrator in the early fall of the teacher's evaluation year. The administrator will have completed both the rubrics and the Analysis of Self-assessment Worksheet prior to the initial conference with teachers in Tracks One, Two, Three and Four. A copy of both completed Analysis Worksheets will be included in the teacher's personnel file with the teacher's Individual Development Plan (Track I & Track IV Discipline/Competency), Professional Growth Plan (Track II & III), Summative Evaluation Form (Tracks I, II, III & IV), and/or Improvement Plan (Track III Assistance) at the end of the teacher's evaluation year.

Teacher _____ School Year _____ Date of Initial Conference _____

Teacher's Signature _____ Administrator's Signature _____

Noted Areas of Strength Based on the Self-Assessment of the Rubrics in the Framework *(completed prior to conference with administrator)*

Possible Areas for Growth Based on the Self-Assessment of the Rubrics in the Framework *(completed prior to conference with administrator)*

Suggested Growth Areas for Goal Setting for Teacher's Plan *(to be completed during conference between teacher & administrator)*

Lansing School District
Framework for Professional Practice for Teachers

Track I - Initial Professional Development

Who

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

Purpose

The purpose of the Initial Professional Development Track is to:

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

Mentoring

New staff with less than three years of professional experience will be teamed with a mentor. The role of the mentor is to guide and support the new teacher through the probationary period. See mentor guidelines (new for 2013-14).

Professional Development

New staff members with less than three years of teaching experience are required to complete 15 days of professional development, beyond those days established by the school calendar. As long as the professional development days are completed within the first three years of an individual's teaching experience, the 15 days could be a combination of days completed through the Lansing School District, as well as days completed while employed by another school district.

PROCESS

Group Session

It may be a good idea to gather the Track One teachers together as a group in early September to clarify the new evaluation process, the Framework for Professional Practice for Teachers and its domains, components, elements and rubrics, the forms and timelines.

Initial Self Assessment – Framework for Professional Practice for Teachers

The non-tenured teacher will complete an Initial Self Assessment by marking directly on the rubrics in the Framework, providing a source of information to initiate dialogue between administrator and teacher on potential areas of focus for the Individualized Development Plan. The Initial Self Assessment rubrics will remain in the possession of the teacher.

Lansing School District
Framework for Professional Practice for Teachers

Track I - Initial Professional Development

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment using the rubrics in the Framework, the teacher will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This will provide a starting point for the conference with the administrator as both of them work through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (teacher's copy and administrator's copy) and Individualized Development Plan will be attached to the Summative Evaluation at the end of the teacher's evaluation year.

Initial Conference

During the initial conference, the administrator and the Track I teacher compare and discuss their Analysis of Self-assessment Worksheets (and, perhaps the specific rubrics) to determine appropriate goals for the teacher's Individualized Development Plan each year of probation.

Individualized Development Plan

The Individualized Development Plan will be determined during the Initial Conference and **written by the administrator and teacher**, outlining the specific goals for continuing improvement during the school year. It will be attached to the final Summative Evaluation form at the end of the year, along with the Analysis of Self-assessment Worksheet.

Formal Observation

Three formal observations, each one equal to 30 minutes or more shall be completed within sixty-five (60) school days from date of hire. One (1) additional observation may be made with-in one hundred twenty (120) school days from date of hire. This procedure shall be followed each probationary year with the time line beginning from the first teaching day of the school-year. A lesson plan, prepared by the teacher, shall be presented to the evaluator prior to each observation. The lesson plan questions and answers should accompany the prepared lesson plan.

There shall be at least sixty (60) calendar days between the first and third observations.

Written summaries of each observation will be provided to the teacher within five (5) working days of the formal observation. The templates for these summaries are included in this Track I section. A conference regarding the observation may be held at the request of either the teacher or the administrator. **Note the dates** on the Procedural Documentation Form.

Informal Observations & Feedback

The administrator will make ongoing, frequent, informal observations and provide feedback during the year that also will be used as sources of information for the summative evaluation.

Professional Development Log

Teachers in Track I are encouraged to record their professional development on KALPA.

Lansing School District
Framework for Professional Practice for Teachers

Track I - Initial Professional Development

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation Form and conference by the date on the Procedural Documentation Form for those whose date of hire was the first day of the school year. It shall include at least an assessment of the teacher's progress in meeting the goals of his or her Individual Development Plan. Again, copies of the three Classroom Observation Forms, copies of both the teacher's and administrator's Self-assessment Worksheet, and a copy of the Individual Development Plan will be attached to the Summative Evaluation along with the **Evaluation Rubric** and submitted to the Human Resources Office. The teacher and administrator keep their own copies of the completed Framework for Professional Practice rubrics to be continued in the next evaluation cycle.

For teachers hired other than on the first day of the school year or in the case of excessive absences or leaves of absence, these dates shall be adjusted accordingly. Notice of such adjustment shall be sent to the administrator and teacher at the same time.

NEW Requirements 2013-14

Evaluation Rubric

The Evaluation Rubric will be used to evaluate student growth, goal attainment, demonstrated pedagogical skills, maximized instructional time, classroom management, attendance, accomplishments, special training and discipline. The total score will determine the teacher's effectiveness rating.

Lansing School District
Framework for Professional Practice for Teachers

Individual Development Plan Track I

See Template in Track II

Lansing School District
Framework for Professional Practice for Teachers

Lansing School District
Framework for Professional Practice for Teachers

Lesson Planning

1. Briefly describe the students in this class, including those with special needs. (*Component 1b*)

2. What are your goals for the lesson? What do you want the students to learn? (*Component 1c*)

3. How do these goals relate to curriculum standards in the discipline as a whole or in other disciplines? (*Component 1c*)

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (*Component 1e*)

5. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? (*Component 1a*)

6. What instructional materials or other resources, if any, will you use? (*Component 1a*)

7. How do you plan to assess student achievement of the goals? What procedures will you use (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

8. How do you plan to make use of the results of the assessment? (*Component 1f*)

Lansing School District
Framework for Professional Practice for Teachers

Classroom Observation Form

Teacher _____ School _____

Date of Observation (s) _____ Area/Grade _____
(circle year) Probation 1 2 3 4 5

Duration of Visit _____ Outcome of Lesson Observed _____
(observations must be 30 minutes or more)

Observations related to:

a. Lesson Planning:

b. Standard Taught

c. Student Engagement:

Recommendations/Suggested Areas for Further Improvement:

The domains, components, elements and rubrics of the district's Framework for Professional Practice are the basis for the following comments:

Administrator Signature

Date

Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Form Track I

Teacher _____ Building _____

Administrator _____ School Year _____

Probation 1 2 3 4 5 (circle year) for Track I

Summarize the following areas:

A. Domains of the district's Framework for Professional Practice for Teachers:

1. Planning and Preparation

2. The Classroom Environment

3. Instruction

4. Professional Responsibilities

5. Student Growth

Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Form Track I

Summarize the following areas (continued):

B. Individualized Development Plan (attach plan, copies of teacher's and administrator's Evaluation rubric, Self- assessment Worksheet, Single Lesson Plan, IDP, Evaluation Rubric and copies of three Classroom Observation Forms)

C. General Comments:

Administrator's Evaluation:

Circle One

Recommended for continued employment _____

1. Ineffective 2. Minimally Effective

Recommended for tenure? _____

3. Effective 4. Highly Effective

Date of year-end evaluation Summative Evaluation Conference _____

Teacher statement attached? _____ yes _____ no

Teacher Signature

Date

Administrator Signature

Date

c: Personnel File, Employee, Administration

Lansing School District
Framework for Professional Practice for Teachers

Track II – Ongoing Professional Growth

Who

The Professional Development Track is designed for tenured teachers who consistently demonstrate successful practices in the five domains of the district's Framework for Professional Practice for Teachers.

Purpose

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

1. Demonstration of the Framework for Professional Practice for Teachers

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

2. Progress on the Professional Growth Plan

The second component of Track II focuses on planning for Ongoing Professional Growth based on the teacher's self-assessment and the administrator's assessment of the teacher's performance in the elements presented in the rubrics in the Framework for Professional Practice. In a proactive and collaborative process, the teacher and supervising administrator collaborate to identify a goal(s) and an accompanying Professional Growth Plan to meet that goal(s). Although the primary objective of this plan is the accomplishment of the goal(s), it is the process of working toward the goal(s) that demonstrates the teacher's ongoing professional growth.

PROCESS

Group Session

It may be a good idea to gather the Track Two teachers together as a group in early September to clarify the new evaluation process and review/discuss the district's Framework for Professional Practice for Teachers and its domains, components, elements and rubrics, the forms and timelines.

Initial Self Assessment – Framework for Professional Practice for Teachers

The tenured Track II teacher will complete an Initial Self Assessment by marking directly on the rubrics in the Framework, providing a source of information to initiate dialogue between administrator and teacher on potential areas of focus for goal(s) in the Professional Growth Plan. The completed Initial Self Assessment rubrics will remain in the possession of the teacher.

Lansing School District
Framework for Professional Practice for Teachers

Track II – Ongoing Professional Growth

Likewise, the administrator will assess the teacher's performance in each of the rubrics and it will stay in the possession of the supervising administrator.

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment using the rubrics in the Framework, the teacher will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This Analysis will provide a starting point for the collaborative dialogue between the teacher and the administrator as both work together through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (teacher's copy and administrator's copy) and Professional Growth Plan will be attached to the Summative Evaluation at the end of the teacher's evaluation year.

Planning Conference

The teacher will have an initial planning conference with the supervising administrator to:

- 1) Review and discuss the completed Self Assessment using the rubrics; and,
- 2) Use the Analysis of Self-assessment Worksheet to collaboratively identify areas of strength and possible areas for improvement.

Professional Growth Plan

The teacher develops a written Professional Growth Plan and submits it to the administrator for approval and signature by the agreed date, using the template following this section of text. If it becomes necessary to revise a Professional Growth Plan, all revisions must be reviewed with the supervising administrator. Guidelines for the Plan are on the following pages.

Formal Observations

Two formal observations, each equal to 30 minutes or more, shall be completed during the school year. There may be addition formal observations if requested by either the teacher or the Administrator. A lesson plan, developed by the teacher, will be presented to the evaluator prior to the observation, along with the questions and answers.

Written summaries of each observation will be provided to the teacher within five (5) working days of the formal observation. A conference regarding the observation may be held at the request of either the teacher or the administrator. **Note the dates** on the Procedural Documentation Form.

Informal Observations & Feedback

The administrator will make ongoing, frequent, informal observations and provide feedback during the year that also will be used as sources of information for the summative evaluation.

Mid-Year Conference

A mid-year conference, scheduled prior to January 24, will provide an opportunity for dialogue with, and support from the administrator, about progress with the goal(s) in the Professional Growth Plan. Requests for additional 1-1 conferences or classroom observations can be made by the teacher or administrator.

Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Conference

The teacher and supervising administrator will have a Summative Evaluation Conference in the spring, no later than April 30, to review the results of the goals in the Professional Growth Plan and to add the student assessment data to the plan. The teacher will provide a list of the actual products or bring actual artifacts developed as part of the goal accomplishment. The teacher will provide the selected student growth data to this conference. He/she will bring the completed Summative Evaluation Form to this conference for administrator input, approval and signature. All forms shall be submitted to the Human Resources Office by May 20.

NEW Requirements 2013-14

Evaluation Rubric

The Evaluation Rubric will be used to evaluate student growth, goal attainment, demonstrated pedagogical skills, maximized instructional time, classroom management, attendance, accomplishments, special training and discipline. The total score will determine the teacher's effectiveness rating.

Track II – Ongoing Professional Growth

Professional Log

Teachers in Track II are encouraged to record their professional development online through KALPA.

Major Components of the Professional Growth Plan

Goal(s)

The goal(s) for the Professional Growth Plan should emerge from the teacher’s self-assessment of the domains, components and elements of the district’s Framework for Professional Practice for Teachers. Likewise, this goal(s) should reflect building and/or district goals that result in the continuous improvement of student learning and services. The goals must be directly linked to the Framework for Professional Practice through the completion of the Professional Growth Plan. Additional guidelines for goal setting are provided at the end of this document.

In the Track II process, teachers are encouraged to work in a way that best matches the goal(s) they establish for their Professional Growth Plan. Teachers work individually on their goals.

They are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goal(s) and to choose specific indicators of progress to measure their successful accomplishment of the goal(s). These components are outlined on the template for the Professional Growth Plan that follows this section of text.

Rationale for Goal(s)

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

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

Strategies/Activities to Accomplish Goal(s)

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

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

Examples of Strategies/Activities

- | | | | |
|-------------------------------------|--------------------------|---|--------------------------|
| * action research | * peer coaching | * videotaping | * peer observations |
| * mentoring | * college courses | * simulations | * professional writing |
| * teaching a seminar | * visitation experiences | * conferences | * classroom observations |
| * examining student work with peers | | * developing curriculum | |
| * joining a professional network | | * examining new technological resources | |
| * implementing new technology plan | | | |

Lansing School District
Framework for Professional Practice for Teachers

Track II – Ongoing Professional Growth

- * developing of teaching materials/instructional units/discussion groups
- * designing and implementing a curriculum-related field trip for students
- * designing lessons using and/or integrating technology
- * designing model lessons to share with other teachers via the Internet

Resources/Professional Development

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

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

Examples of Resources & Professional Development

- | | | |
|-----------------------|--------------------------|--------------------------|
| * classroom materials | * student materials | * reflective journals |
| * seminars & training | * resources | * professional books |
| * collegial time | * release time | * administrative support |
| * study groups | * educational videotapes | * on-line courses |
| * formal coursework | * video conference | |

Indicators of Progress/Goal Accomplishment

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

- How will you show your progress toward, or accomplishment of, your goal(s)?
- What will be the evidence of success? What artifacts can serve as evidence?

Examples of Indicators

- | | | |
|---------------------------|------------------------------|------------------------------|
| * student work portfolios | * professional portfolios | * videotapes of classes |
| * peer observations | * administrator observations | * parent feedback |
| * anecdotal records | * written curriculum | * statistical measures |
| * artifacts | * performance assessment | * reflective journal entries |
| * analysis of case study | * benchmarks | * student feedback/responses |

Lansing School District
Framework for Professional Practice for Teachers

**Individual Development
Plan and Professional
Growth Plan**

Completed by teacher. **Use multiple sheets, one for each goal.**

Teacher

School

Grade/Department/Team

Date of Initial Planning Conference using the Framework Self-assessment Worksheet: _____

<p>This plan addresses the following domains of the district's Framework for Professional Practice (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Planning and Preparation<input type="checkbox"/> The Classroom Environment<input type="checkbox"/> Instruction<input type="checkbox"/> Professional Responsibilities<input type="checkbox"/> Student Growth	<p>Administrator checks which type of goal has been set (refer to the Addendum at the end of this document for details):</p> <ul style="list-style-type: none"><input type="checkbox"/> Improvement Goal<input type="checkbox"/> Renewal Goal<input type="checkbox"/> Redesign or Restructuring Goal<input type="checkbox"/> "Deepening" Goal<input type="checkbox"/> "Integrating" Goal<input type="checkbox"/> "Engaging" Goal<input type="checkbox"/> "Assessing" Goal
---	---

The goal(s) must be aligned with the domains, components and elements of the Framework for Professional Practice. Guidelines are on the preceding pages. **Goals should be SMART: Specific, Measurable, Achievable, Realistic, and Time-bound.**

Specific Goal: What I want to improve and accomplish

Rationale: Why this goal is important to my teaching practice, and to my students' learning.

Measure of success: What evidence or artifacts will support my successful achievement of this goal?

Lansing School District
Framework for Professional Practice for Teachers

Individual Development Plan and Professional Growth Plan

What obstacles might I need to be aware of?

Possible solutions:

Support from my Supervisor:

Teacher(s) Signature and Date:

Administrator Signature and Date:

Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Form Track II

Narrative completed by teacher on additional sheet.

Teacher _____

School _____

Program/Department/Team _____

Date of Mid-year Progress Conference: _____

Date of Final Summative Evaluation: _____ (by May 15)

Reflection on Goal Accomplishment and/or Progress:

Directions

In an attached document (one-two pages per goal), please write a separate response to each of the following questions and statements based on your progress and/or accomplishment of your Professional Growth Plan.

Part One

Please list the specific indicator(s)/artifacts of goal accomplishment to be shared with the administrator during the Summative Evaluation Conference. For each goal, what evidence/product demonstrates the results of the professional growth plan? Describe the student achievement data, work projects, performance results that document that the Plan was complete and applied.

Part Two

Please respond to each of the following reflective questions:

- a. What went particularly well as you worked on this goal(s) in your Professional Growth Plan?
- b. What did not go as you had expected?
- c. If you had a chance to begin again, is there anything you would do differently?
- d. How do you plan to apply this new learning?
- e. What significance has this Professional Growth Plan made in your work and/or your students learning and/or families' progress?
- f. How has working on this goal helped you form future Framework goals?
- g. What other insights have you gained as a result of this professional growth experience?

Part Three

- a. Attach the Professional Growth Plan to this form.
- b. Attach copies of Analysis of Self-assessment Worksheet (from both parties)

Lansing School District
Framework for Professional Practice for Teachers

New Requirements 2013-14

Evaluation rubric is to be completed by the administrator.

<p>Recommendation for continued employment</p> <p>_____ Yes _____ No</p> <p>Placed on Track III –Informal</p> <p>_____ Yes _____ No</p>	<p><u>Circle One</u></p> <ol style="list-style-type: none">1. Ineffective2. Minimally Effective3. Effective4. Highly Effective
---	--

Administrator’s Comments: Administrator will attach comments on a separate sheet based on observations of the teacher’s performance related to the five Domains.

Teacher(s) Signature and Date:

Administrator Signature and Date:

Lansing School District
Framework for Professional Practice for Teachers

Track III – Specific Professional Development

Who

The Specific Professional Development Track is designed for tenured teachers with single issue concerns with a reasonable probability of being successfully concluded. This track will provide a good-faith effort to support and guide the teacher to meet the expectations set forth in the Lansing School District's Framework for Professional Practice for Teachers.

Purpose

The purpose of the Specific Professional Development Track is to:

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

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that he/she needs assistance with one or more of the components or elements of the district's Framework for Professional Practice for Teachers. **This process may be initiated at any time using a cover memo to the teacher that also informs the Human Resources Office. The teacher may ask to be put on Track IV rather than Track III. This request must be granted.**

The decision regarding implementation of the process should be collaborative, **but may be directive**. Track III, Specific Professional Development, is intended to provide the best possible likelihood for improvement of the teacher's professional performance. Track III is an informal process (Assistance-Improvement Plan).

Informal Process (assistance)

Initial Self Assessment – Framework for Professional Practice for Teachers

The tenured teacher will complete an Initial Self Assessment by marking directly on the rubrics in the Framework, providing a source of information to initiate dialogue between administrator and teacher on potential areas of focus for the Improvement Plan. The Initial Self Assessment rubrics will remain in the possession of the teacher.

Analysis of Self-assessment Worksheet

Upon completion of the Self Assessment, using the rubrics in the Framework, the teacher will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes (this worksheet directly follows the set of rubrics in this document). This will provide a starting point for the conference with the administrator as both work through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (teacher's copy and administrator's copy) the Individualized Development Plan, and any Classroom Observation Forms will be attached to the Summative Evaluation at the end of the teacher's evaluation year or a pre-determined timeline.

Lansing School District
Framework for Professional Practice for Teachers
Track III – Specific Professional Development

Discussion

If through observation, the administrator determines that a concern exists with respect to performance, it shall be communicated to the teacher. If the “observation” is a reflection of parent or student feedback, an investigation is necessary to substantiate the claims. The administrator shall bring the concern to the teacher’s attention.

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

The administrator will offer the teacher the following options:

- He/she may elect the Informal Process (assistance), resulting in the implementation of an **Improvement Plan**.

- He/she may elect the Formal Process (disciplinary or competency issues), resulting in the implementation of an **Individualized Development Plan**.

At each step of this process, an Association Representative selected by that teacher may accompany the teacher, or the administrator may request the presence of an Association Representative through the Association.

Improvement Plan

A specific plan using the template in this section will be developed which includes:

- Mutually developed goals, specific to identified areas for growth
- Strategies for resolution of the concerns
- Resources and support needed
- Suggestions for evidence of adequate progress or accomplishment of the goal(s)

Mid-Year Conference

A mid-year conference, scheduled prior to January 24, will provide an opportunity for dialogue and support about progress with the goal(s) in the Professional Growth Plan. Requests for additional conferences can be made by the teacher or administrator

Observations

At least two (3) formal observations will be completed. There shall be at least 60 calendar days between two of these observations. Additional formal observations may be initiated by either the request of the teacher or administrator. The administrator will make informal observations during the year that will be used as sources of information for the Summative Evaluation.

A written Summary Observation (the form follows this section of text) of each observation will be provided to the teacher. A conference regarding the observation will be held within five (5) working days of the observation.

Track III – Specific Professional Development

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation and conference by March 25 using the templates provided in this Track III section. It shall include an assessment of the teacher's progress in meeting the goal(s) of his/her Improvement Plan. Again, copies of the teacher's and administrator's Self-assessment Worksheet, Evaluation Rubric, a copy of the Improvement Plan and any copies of the Classroom Observation Form will be attached to the Summative Evaluation. The teacher and administrator will keep their own copies of the completed Framework for Professional Practice rubrics to be continued in the next evaluation cycle.

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

1. The goal(s) were achieved in which case the teacher will be returned to Track II.
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the teacher will be continued on the Improvement Plan and informally evaluated in the following school year.
3. There was little to no progress toward the goal(s). Therefore, the teacher will be placed on an Individualized Development Plan (see Formal Process). The Improvement Plan serves as the Informal Discussion and Identification of Areas Needing Improvement required as part of the Formal Process.

NEW Requirements 2013-14

Evaluation Rubric

The Evaluation Rubric will be used to evaluate student growth, goal attainment, demonstrated pedagogical skills, maximized instructional time, classroom management, attendance, accomplishments, special training and discipline. The total score will determine the teacher's effectiveness rating.

Lansing School District
Framework for Professional Practice for Teachers

Improvement Plan

Teacher Name _____

Date _____

Administrator Name _____

Tenure _____

Use additional forms for additional goals

Goal : What needs to improve and be accomplished.

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

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

Rationale: Why this goal is important

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

Measure of Success: What evidence or artifacts will support successful achievement of the goal.

Lansing School District
Framework for Professional Practice for Teachers

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



Mutually developed by:

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

c: Personnel File, Employee, Administrator

Lansing School District
Framework for Professional Practice for Teachers

Single Lesson Plan

Teacher _____ School _____

Grade Level _____ Subject: _____ Date _____

1. Briefly describe the students in this class, including those with special needs. (*Component 1b*)

2. What are your goals for the lesson? What do you want the students to learn? (*Component 1c*)

3. How do these goals relate to curriculum goals in the discipline as a whole or in other disciplines? (*Component 1c*)

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (*Component 1e*)

5. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? (*Component 1a*)

6. What instructional materials or other resources, if any, will you use? (*Component 1a*)

7. How do you plan to assess student achievement of the goals? What procedures will you use (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

8. How do you plan to make use of the results of the assessment? (*Component 1f*)

Lansing School District
Framework for Professional Practice for Teachers

Classroom Observation Form

Teacher _____ School _____

Date of Observation (s) _____ Area/Grade _____

Duration of Visit _____ Outcome of Lesson Observed

(each observation must be 30 minutes or more)

The domains, components, elements and rubrics of the district's Framework for Professional Practice are the basis for the following comments:

Observations related to:

a. Lesson planning:

b. Standard Taught:

c. Student Engagement:

Recommendations:

Administrator Signature

Date of Conference

c: Employee and Administrator

Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Form Track III

Summarize the following areas (continued):

B. Individualized Development Plan/Improvement Plan (attach plan, copies of the teacher's and administrator's Self-assessment Worksheet using the Framework rubrics, and any copies of Classroom Observation Form)

Administrator's Evaluation: Circle One:

1. Ineffective	2. Minimally Effective
2. Effective	4. Highly Effective

Comments:

Recommended for continued employment? yes no

Recommended to return to Track II? yes no

Recommended to continue in Track III? yes no
 If "yes", then check which plan: Improvement Plan (assistance)

Recommended to continue in Track IV? (disciplinary/competency action)

Date of year-end evaluation conference _____

Teacher statement attached? yes no

 Teacher Signature

 Date

 Administrator Signature

 Date

c: Personnel File, Employee, Administration

Lansing School District
Framework for Professional Practice for Teachers

Track IV – Specific Professional Development

Who

The Specific Professional Development Track is designed for tenured teachers with less than satisfactory performance. This track will provide a good-faith effort to support and guide the teacher to meet the expectations set forth in the Lansing School District's Framework for Professional Practice for Teachers.

Purpose

The purpose of the Specific Professional Development Track is to:

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

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that he/she needs assistance with one or more of the components or elements of the district's Framework for Professional Practice for Teachers. **This process may be initiated at any time using a cover memo to the teacher that also informs the Human Resources Office.**

The decision regarding implementation of the process should be collaborative, but may be directive. Track IV, Specific Professional Development, is intended to provide the best possible likelihood for improvement of the teacher's professional performance. Track IV is a formal process – disciplinary or competency issues (Individualized Development Plan).

Formal Process (disciplinary or competency issues)

The teacher may be placed in Track IV at any time because of, but not limited to:

- Failure to satisfactorily demonstrate the components and elements of the district's Framework of Professional Practice after being in the Track III Process (assistance phase)
- Results of the Self Assessment by teacher and/or administrator
- Specific policy or rule violation(s)
- Competency issues
- Selection by teacher of the Formal Process over the Informal Process in Track IV

At each step of this process, an Association Representative selected by that teacher may accompany the teacher, or the administrator may request the presence of an Association Representative through the Association.

Informal Discussion

The information from the Self Assessment and Analysis of Self-assessment Worksheet will be used in this process. The administrator and teacher shall informally discuss perceived problems.

Lansing School District
Framework for Professional Practice for Teachers

Track IV – Specific Professional Development

The informal discussion period shall not exceed twenty (20) school days. Copies of both Analysis of Self-assessment Worksheets (teacher's copy and administrator's copy) and

Individualized Development Plan will be attached to the Summative Evaluation at the end of the evaluation year or other pre-determined timeline.

Identification of Areas Needing Improvement

In the event that the informal discussion does not result in a satisfactory resolution, the administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations, and/or other identified problem areas with colleagues, students, or parents. The written statement shall be discussed with the teacher within ten (10) days of its receipt.

Individualized Development Plan

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

The plan will include:

- Goals relating to problem areas
- Strategies for resolution of concerns
- Resources and support needed
- Timelines
- Suggestions for evidence of adequate progress or accomplishment of the goal(s)

Observations

At least two (2) formal observations will be completed. Two of these observations must be at least sixty (60) days apart. The administrator will make informal observations during the year that will be used as sources of information for the Summative Evaluation.

A written Summary Observation of each classroom observation will be provided to the teacher within five (5) working days of the formal observation. A conference regarding the observation will be held.

Monitoring Progress

The administrator and teacher shall meet monthly, or more frequently upon mutual agreement, to discuss the teacher's progress. The evaluator shall provide a written summary of the meetings within five (5) school days of each meeting. Both parties shall sign the summary. The teacher may attach a written statement.

The final report shall be submitted to the Superintendent no later than six (6) months after the informal discussion. The IDP and the monthly reports shall be attached to the final report.

Lansing School District
Framework for Professional Practice for Teachers

Track IV – Specific Professional Development

Summative Evaluation and Conference

The administrator will complete the year-end written Summative Evaluation and conference by March 25. It shall include an assessment of the teacher's progress in meeting the goal(s) of his/her Individualized Development Plan. Again, copies of the teacher's and administrator's Self-assessment Worksheets, a copy of the Individual Development Plan, and any copies of the Classroom Observation Form will be attached to the Summative Evaluation along with the Evaluation Rubric. The teacher and administrator keep their own copies of the completed Framework for Professional Practice rubrics to be continued in the next evaluation cycle.

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

1. The goal(s) were achieved in which case the teacher can be returned to Track II.
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the teacher will be continued on the Individualized Development Plan and formally evaluated in the following school year.
3. There was little to no progress toward the goal(s) or the Individualized Development Plan was not taken seriously by the teacher. Discussion will be held with the Human Resources Office to determine appropriate next steps.

Lansing School District
Framework for Professional Practice for Teachers

Improvement Plan

Teacher Name _____

Date _____

Administrator Name _____

Tenure _____

Use additional forms for additional goals

Goal 1: What needs to improve and be accomplished

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

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

Rationale: Why this goal is important

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

Measure of Success: What evidence or artifacts will support successful achievement of the goal.

Lansing School District
Framework for Professional Practice for Teachers

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



Mutually developed by:

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

c: Personnel File, Employee, Administrator

Lansing School District
Framework for Professional Practice for Teachers

Single Lesson Plan

1. Teacher _____ School _____
2. Grade Level _____ Subject: _____ Date _____
3. Briefly describe the students in this class, including those with special needs. (*Component 1b*)
4. What are your goals for the lesson? What do you want the students to learn?
(*Component 1c*)
5. How do these goals relate to curriculum goals in the discipline as a whole or in other disciplines? (*Component 1c*)
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (*Component 1e*)
7. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? (*Component 1a*)
8. What instructional materials or other resources, if any, will you use? (*Component 1a*)
9. How do you plan to assess student achievement of the goals? What procedures will you use (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)
(*Component 1f*)
10. How do you plan to make use of the results of the assessment? (*Component 1f*)

Lansing School District
Framework for Professional Practice for Teachers

Classroom Observation Form Track IV

Teacher _____ School _____

Date of Observation (s) _____ Area/Grade _____

Duration of Visit _____ Outcome of Lesson Observed _____
(each observation must be 30 minutes or more)

The domains, components, elements and rubrics of the district's Framework for Professional Practice are the basis for the following comments:

Observations related to:

a. Lesson Planning:

b. Standard Taught:

c. Student Engagement:

Recommendations:

Administrator Signature

Date of Conference

c: Employee and Administrator

**Lansing School District
Framework for Professional Practice for Teachers**

Summative Evaluation Form

Teacher _____ Building _____

Administrator _____ School Year _____

Summarize the following areas:

A. Domains of the district's Framework for Professional Practice

1. Planning and Preparation

2. The Classroom Environment

3. Instruction

4. Professional Responsibilities

5. Student Growth

**Lansing School District
Framework for Professional Practice for Teachers**

Summative Evaluation Form Track IV

Summarize the following areas (continued):

B. Individualized Development Plan/Improvement Plan (attach plan, copies of the teacher's and administrator's Self-assessment Worksheet using the Framework rubrics, and any copies of Classroom Observation Form)

Administrator's Evaluation:

Circle one:

Ineffective	Effective
Minimally Effective	Highly Effective

Comments: **Attach Narrative**

Recommended for continued employment? yes no

Recommended to return to Track II? yes no

Recommended to continue in Track III? yes no
Improvement Plan (assistance)

Recommended to go to Track IV Disciplinary/Competency - action

Date of year-end evaluation conference _____

Teacher statement attached? yes no

Teacher Signature

Date

Administrator Signature

Date

c: Personnel File, Employee, Administration

Professional Growth Plan

Suggestions for Supervisors and Teachers for Goal Setting: Utilizing Framework for Professional Practice for Teachers in Tracks I, II, III & IV

Teaching and Learning Goals

1. Improvement Goals – Refining Current Practices

- Goal addresses Domains 1, 2 or 3 of Framework for Professional Practice for Teachers.
- Purpose of the goal is to improve a more basic skill or a more complex skill.
- Goal reflects a desire to improve something already found in teacher's current practice.
- Goal should be set by an individual, rather than a team.
- Product for this goal generally includes observations or some form of artifact collection to demonstrate desired improvement.
- Goal is usually a one-year goal.

2. Renewal Goals - Acquisition of New Skills or Knowledge

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

3. Redesign or Restructuring Goals - Doing Things Differently

- Goal relates to the components or elements of the Framework for Professional Practice for Teachers.
- Goals should lead to new ways of doing things.
- Goal would require additional resources and time.
- Purpose of goal would be to provide a new way of thinking about and demonstrating the importance of the domains.
- Product for this goal should include a rationale for the change, the desired outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for revaluing all relevant outcomes of the change.
- Teachers should work toward this goal as a team.
- Goal should be a two- or three-year goal.

Program or Curriculum Goals

1. *“Deepening” Goals – Organizing Curriculum around Deepening Student Understanding*
 - Goal focuses on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts).
 - Teachers could work toward this goal individually or as a team.
 - The product for this goal should include a rationale, what students should know and be able to do as a result of this work and a plan for assessing and evaluating the merit of the changes.
 - Goal could be a one-, two-, or three-year goal, depending on the scope of the project.
2. *“Integrating” Goals – Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts across Different Content Areas*
 - Goals would focus on developing integrated lessons, units and courses.
 - This work could be done individually or in teams.
 - Products should include rationale, desired outcomes, necessary materials, recommended strategies or practices, and a plan for assessing and evaluating the merit of the activity.
 - Goals should be for two or three years, depending on the scope of the effort.
3. *“Engaging” Goals – Designing Learning Experiences to Engage Students*
 - Goals would focus on developing curriculum plans, materials and related activities that attend specifically to increasing the engagement of students in the work on the classroom.
 - Goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages.
 - Product should include desired outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and a plan for assessing student outcomes and the merit of the process.
 - This work could be done by an individual or a team.
 - Goals could be for one, two or three years, depending on the scope of the plan.
4. *“Assessing” Goals – Designing Activities and Experiences Determining What Students Have Learned and What They Can Do*
 - Goal would focus on developing new or alternative assessments to measure or describe student learning.
 - Work could be done individually or in teams.
 - Product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction.
 - Goals could be for one, two or three years, depending on the scope of the plan.

Adapted from: *Teacher Evaluation to Enhance Professional Practice*, Danielson & McGreal, 2000,

pages 112-113

EVALUATION RUBRIC

Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
Student Growth	Less than 20% show growth 0 Points	Less than 25% growth 10 Points	25% show growth 20 Points	50% show growth 25 Points	Standard testing data	25
Goal Attainment	No goals met 0 Points	One goal met 6 Points	Two goals met 12 Points	Three goals met w/portfolio 18 Points	IDP	0-18
Demonstrated Pedagogical Skills	Learning activities are not suitable to class instruction Lesson does not follow an organized progression nor reflect research 0 Points	Lesson has a structure but is not uniformly maintained throughout the lesson. Only some of the activities are suitable to the goals. 6 Points	Observed lesson has a clearly defined structure that appropriate activities are organized around. 10 Points	Evidence provided and observed lesson is clear and allows for building higher level understanding and differentiating instruction. 15 Points	Documented Administrator observation notes from walk-throughs, lesson plans for formal observations, and student data	0-15
Maximized Instructional Time	Pacing of Instruction is Not Identified 0 Points	Pacing of instruction has been identified and not in sequence with school or district goals. 6 Points	Pacing of instruction is directed toward a total group and / sub-groups and is in agreement with state and district benchmark 10 Points	Evidence provided demonstrates pacing of instruction is in agreement with state and district goals, allows for flexible grouping and individual student mastery of benchmarks. 15 Points	Documented Administrator observations notes from walk-throughs, lesson plans for formal observations, and student data	0-15
Classroom Management	No standards of conduct appear to have been established (not posted). 0 Points	Standards are posted but teacher is generally unaware of student behavior. Teacher follows plan on occasion. 6 Points	Standards are posted. Teacher response is appropriate and follows plan. 10 Points	Standards are posted with student input. Teacher response is sensitive to individual needs and appropriate to situation. 15 Points	Administrator observations, logs and SWIS reports, office referrals, referrals to Restorative Justice or SAP, student behavior plans.	0-15

EVALUATION RUBRIC

Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
Attendance at Meetings and Mandatory PD (Excludes FMLA)	Less than 85% attendance 0 Points	86-90% attendance 2 Points	91-95% attendance 4 Points	96-100% attendance 6 Points	Attendance sheets, AESOP, KALPA	0-6
Significant Accomplishments/Contributions	No contribution 0 Points	One contribution per year 2 Points	Two contributions per year 4 Points	More than two contributions per year 6 Points	Logs and attendance forms, teacher portfolio or documentation	0-6
Relevant Special Training				Add 5 points for each documented training (limit 2)	Teacher portfolio or documentation	
Disciplinary Record	Subtract 10 points for each documented incident				Personnel file	
TOTALS	0-19	20-55	56-88	89-100		

Evaluation Rubric 2013-2014

Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following factors:

- A. Evidence of student growth, which shall be the predominant factor.
- B. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
- C. The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.
- D. The teacher's attendance and disciplinary record, if any.
- E. Significant relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- F. Relevant special training shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

<p style="text-align: center;">Lansing School District Administrative Performance Review</p>
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Employees' Name _____

Title _____

Evaluator _____

School Year _____

Timelines	Due Date	Date Completed
Agreement on Goals	September 30	
Year-end Evaluation	March 31 March 1 for Administrators who may be non-renewed for performance	

Lansing School District

The Administrative Performance Review instrument is designed to focus on job responsibilities, leadership qualities and individual performance objectives. It is intended to provide a mechanism for feedback and communication between individual employees and their supervisors to encourage personal growth and skill development. The Administrative Performance Review will also be used to determine annual administrator effectiveness ratings.

Part One: Job Responsibilities

The employee will satisfactorily meet the responsibilities summary and will be assessed by the evaluator at the end of the evaluation period.

Part Two: Objectives

Using information from a variety of sources, the employee and the evaluator will mutually develop objectives for the employee at the initial evaluation meeting. These objectives will be aligned with the district and school building improvement plans. An objective is required in each of these areas for all administrators:

- Student Growth
- School Improvement
- Professional Growth

Part Three: Year-End Evaluation

Individual performance shall be the majority factor in making the decision about administrator effectiveness and shall consist of, but is not limited to evidence of student growth, which shall be used in assessing an administrator's individual performance in a year-end evaluation as shown in the chart below.

Job responsibilities, leadership qualities, and performance on school improvement and professional growth objectives are additional factors that will be used to determine administrator effectiveness.

School Year	% of Student Growth in Year-end Evaluation
2012-2013	5%
2013-2014	25%
2014-2015	40%
2015-2016	50%

Part One: Job Responsibilities (85 % of total evaluation)

The employee’s performance of the following job responsibilities will be rated by the evaluator on a scale of 0-3 as follows:

- 0** – Ineffective < 70%
- 1** – Minimally Effective 61% - 75%
- 2** – Effective 76% - 89%
- 3** – Highly Effective > 90%

		0	1	2	3
1.	Supervises the instructional programs of the school, evaluating lesson design and observing classes on a regular basis to assure instructional strategies and materials are consistent with student learning needs.				
2.	Leads development and implementation of the building’s School Improvement Plan. Uses student achievement data to establish SIP goals and monitors progress.				
3.	Manages, evaluates and supervises effective and clear procedures for the safe and orderly operation of the school.				
4.	Ensures compliance with all laws, board policies, and state and federal regulations.				
5.	Administers school budget and maintains system to account for all student activity funds, fund raising activities, extra curricular and athletic funds.				
6.	Maintains positive, collaborative and mutually supportive relationships with parents and staff.				
7.	Communicates effectively and regularly with parents, staff and district administration.				
8.	Maintains current, complete student records. Has established procedures for maintaining confidentiality of student information as required by law.				
9.	Supervises and evaluates teachers and staff in accordance with collective bargaining agreements and legal requirements in a timely manner.				
10.	Maintains high standards for student behavior and applies consistent disciplinary measures in accordance with Board policy and administrative guidelines.				
11.	Completes reports thoroughly and promptly and responds to requests promptly and efficiently.				
12.	Is present in the building, attends meetings and participates in school and community activities.				

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities	
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective
<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:	

Part Two: Objectives (15% of the total evaluation)

Date of Initial Goal Setting Meeting: _____

An annual objective will be developed in each of the three areas: Student Growth, School Improvement and Professional Growth. Administrators will provide multiple measures from relevant data sources to demonstrate progress or completion of an annual objective.

Performance Areas	Performance Objectives (Includes Statement of Measurable Outcome) <ul style="list-style-type: none"> • MEAP Data is required 	Evidence you will provide to demonstrate successful completion of objective
Student Growth 5%		
School Improvement 5%		
Professional Growth 5%		

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities			
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Comments:			

***Attach additional documentation to this tool to demonstrate successful completion of objectives.**

Part Three: Year-End Evaluation
Overall Performance Rating and Evaluator's Summary/Recommendations

This section to be completed by the Evaluator before March 31

Assessment of Employee's Performance of Job Responsibilities							
<input type="checkbox"/>	Ineffective < 60%	<input type="checkbox"/>	Minimally Effective 61% - 75%	<input type="checkbox"/>	Effective 76% - 89%	<input type="checkbox"/>	Highly Effective > 90%
Comments:							

Evaluator's Signature: _____ **Date:** _____

This section to be completed by the employee

Employee's Comments (Optional)

- I have reviewed this Performance Review with my immediate supervisor and I agree with the performance rating.
- I have reviewed this Performance Review with my immediate supervisor and I disagree with the performance rating. (A summary including the reason(s) for your differing viewpoint must be submitted to your immediate supervisor within two weeks of your review meeting. This summary should be attached to the Performance Review and submitted to Human Resources for inclusion in your personnel file.

Employee's Signature: _____ **Date:** _____