Lincoln Park Middle School's Transformation Plan

Our team of eleven people, including two parents, a RESA consultant, the principal, the union district leader, a special education teacher, two science teachers, an English teacher, a social studies teacher, and a math teacher, has been working diligently on our plan since May of 2010. We started by meeting for over 100 hours during the summer to develop a plan to be implemented in September 2010. In our school district, there is an annual bid meeting in June for the following year's placement of staff. We included in the guidelines the requirements of the transformation plan, and therefore, any person who was assigned to or bid into our building knew of the requirements and embraced the challenge. We completed our SIG application for the first round, but funds were not approved. Nevertheless, staff understood the need to increase student achievement and was able to implement significant changes this school year.

The transformation team continued collaboration with union officers, RESA consultants, central office administration, parents and staff members after submitting our first application. An informational staff meeting was held on August 24, 2010 to present the plan to the staff, including teachers, para-pros, maintenance staff, kitchen staff and administrators. We purchased t-shirts for everyone with our slogan "Committed to Educational Excellence" printed on the back. We fed them lunch and got them all on board and were very excited to implement the plans. On August 26th the staff and the team held a Parent Open House to present our plan. Staff members were present and answered all questions by parents and students. The energy was amazing. The D.J. and food, along with the overwhelming attendance, provided an exciting atmosphere.

After hearing we did not receive the grant, we were disappointed, but still ready to get to work, knowing our goal: to increase student achievement. We held a staff meeting and explained that we were going ahead with our plan without some of the items that were quite costly. Administration met with the Superintendent and the Assistant Superintendent to discuss the plan and get creative with funds. We also met with the local union to discuss a letter of understanding to add to the current contract. The letter states that any requirements put forth by the transformation plan would supersede the contract language for the duration of the transformation.

Central office administration is very supportive of our initiatives and was able to support our Math Assistants for every Math class and Literacy Assistants for English classes. Every MA and LA is a certified teacher and is doing an effective job of assisting students. They pull students out for small group instruction, they circulate and keep students on task, they team teach to vary instruction, and the teachers are able to create learning groups based on ability to be sure some aren't falling behind.

The Superintendent and Assistant Superintendent also approved a team of four intervention specialists to help with our struggling students. These intervention specialists work with our truant students and their parents, student discipline issues, and the safety of our students and school. In addition to this, they were able to purchase six cell phones for our Ring for Help initiative.

Our teachers stepped up, unpaid, to man the phones for Ring for Help each night. One person from each department; English, Social Studies, Science, Math, Spanish and Special Education, has a cell phone that students and parents may call each night for assistance. This has been a very effective resource for students, parents and teachers. Logs are kept and discussed in

department meetings. The departments meet and review the logs. This gives teachers direction for re-teaching or clarification of concepts.

In creating our master schedule we made several changes. We added a Math Essentials class and an English Essentials class for every student. Math Essentials' curriculum focuses on teaching the concepts in a more hands-on approach. The lessons compliment the required Math classes and give students more time with math. The English Essentials class focuses on reading literacy. We are currently running labs with Compass Learning and using a Guided Reading Library for leveled reading. This was supplemented through special education funds. Each of the Special Education Resource teachers are being trained, who in turn are training the ELA Essential teachers. Also in our schedule we added an advisory class and a study lab each day for every student. The students are scheduled with the same teacher for advisory and study lab. The intent is to have those teachers build relationships and track the success of their students. Teachers have access to all student's attendance and grades. They address student's missing work, direct them to other teachers for one on one help, have the students fill out their planners with the assignments for the day, and track the parent's signatures in their planners as a requirement of study lab. When progress reports came out, administration met with teachers to discuss the student's grades in their study labs. We asked for a plan of action to increase student achievement. From those conversations, students were identified as having discipline or attendance issues. Administration then made appointments with every parent and student identified. The principal then met with them to discuss a plan and informed each parent of the resources available and made sure they understood the expectation.

In addition to the classes we added, we also restructured our schedule to include common prep time each day for departments and every Wednesday is "Dragon Day," where staff comes early to collaborate with the cluster and students have a late start. In these cluster meetings the teachers meet to rate each student, "Red, Yellow, or Green". This is to identify students at-risk and those potentially at-risk. The counselor and administration circulate during this time to add assistance when necessary. The intervention specialists also meet to discuss students and plans for improvement. This provides much needed time to address individual students so no student is left behind.

We also implemented a rotational schedule to address our high truancy rate. Our rotational schedule begins each day with a different class period. By rotating our school day schedule, the habitually tardy student does not repeatedly miss the same class each day.

In September, Superintendent Flanagan visited our school. We presented a power point of our plan and he visited the classrooms. He saw the Math Assistants and Literacy Assistants in action, visited a study lab and witnessed the intense work the teachers and students were doing, spoke with students and met with the staff. The Superintendant was very impressed and complimentary of our efforts. Since his visit, we have been informed that he has made references at several conferences and meetings regarding our initiatives.

We feel we have made great strides and are working very hard every day to increase student achievement. The Board of Education, local union, parents, students, central office administration, school administrators, secretarial staff, maintenance staff, kitchen staff, para-professionals, and most of all, the teachers are on board working toward a common goal – to increase student achievement.

Develop and increase school leader effectiveness

Required Activity 1: Replace the principal

According to the document from the U.S. Department of Education, *Frequently Asked Questions for Local Educational Agencies on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, Section G-1:*

> "…*if a tier I or tier II school has replaced its principal in the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal.*"

The current principal has been in place for only 1.5 years. Please see attachment for further information. (Attachment 1) The principal has experience as an alternative education principal. As an alternative education principal, she increased student attendance and decreased the drop out rate. She opened the school and developed the curriculum, policies, and hired staff. The students placed in the program were unsuccessful in the traditional setting and at-risk of dropping out of school. Throughout her six year tenure at that school, students found success, changed behavior, and the graduation rate increased. She was then hired to be the middle school principal to improve student achievement and culture. The middle school currently has a 75% free/reduced lunch rate thus making a principal, with tracked success helping at-risk students, a necessity.

Since coming to the middle school in January 2009, she has implemented several programs and changes. Some of these initiatives include: changing the administrative duties to dedicate one administrator to work solely with academically low performing and truant students and their families; changing the discipline procedure to include interventions at the teacher and administrator level; and working with the math department to implement Algebra classes for students for high school Algebra credit. This October's MEAP tests will be the first test reflective of a full year of instruction under her leadership. We are very confident that with the changes she has brought to the middle school, we will see an increase in student achievement. If the school has demonstrated no improvement in student achievement as required by the grant, the principal will be replaced.

Required Activity 2: Use rigorous, transparent evaluation systems for teachers and principal   --Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance

In the attached teacher evaluation, student growth is a significant part of the teacher evaluation. (page 40) Teachers are currently and will be formally evaluated three times per year and informal walk-throughs (page 26) will be conducted monthly. The teachers are given the rubric used for evaluation purposes. Administration was trained by central office to use the rubric and it was discussed at a staff meeting to ensure all staff members were clear on the expectations.

The principal and assistant principal are evaluated by the Superintendent of Schools. The Superintendent met with each administrator to establish goals for the school year. One of the goals in place had to address student achievement. These goals will be monitored through data reports throughout the year and if student achievement does not increase, the administration will be replaced. (Attachment 3)

Required Activity 3: Evaluation systems are designed and developed with teacher and principal involvement

Lincoln Park uses a common evaluation system for every teacher in the district. The evaluation system was developed and agreed upon by The Teacher Evaluation Committee which consists of teachers, union leaders and administration. The committee meets monthly to develop/address the evaluation system for all staff members. (Attachment 2 and 11)

Required Activity 4: Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement

The process for determining staff that have not increased student achievement will consist of a compilation of assessment data for use in measuring student annual growth (MEAP and local assessments). We will work through Class A with provided training through Wayne RESA to collect assessment data. We will also use AIMS Web testing for all incoming 7th grade students and current 8th grade students to use as a benchmark for teacher effectiveness displayed through student growth.

Successful teachers will be rewarded several ways.

- Implement a "Wall of Fame" in the main hallway. On this wall will be effective teacher's pictures and biographies. The teacher's chosen will change monthly to highlight new successful teachers.

- Successful teachers will be recognized through daily announcements and a small gift will be purchased for the teacher. The teacher's doorway will also be decorated for the month to which they are recognized.

- LPMS will also provide prime parking for the high achieving teachers. These spots will be painted and have signs to identify them as successful teachers.

- LPMS will also form a committee to attend the Board of Education meetings and City Council meetings to recognize the teachers who are increasing student achievement.

- This same committee will work with local restaurants to reward teachers who are increasing student achievement with gift certificates for dinner and/or movies.

- Any teacher that increases student achievement will also receive an extra prep period one day with administration covering their classroom.

Any teacher, who has not increased student achievement, will be placed on an Individualized Development Plan. The administrator will provide reasonable support for the teacher upon request and identify a timeline for improvement. If improvement is not proven, the teacher will be removed from the middle school. (Attachment 2)

After one semester of student/teacher data, the Superintendent of Schools will review data to determine the success of administration. The school administrators will then be placed on a plan for improvement or removal. After one year of improving student achievement, administration will be rewarded by central office. The rewards for administration will include:

- Recognition at a board meeting and city council meeting.

- An article in the local newspaper highlighting the school's achievement.

- A plaque will be purchased and displayed at the Board of Education to honor those administrators, along with future successful administrators. Administrators that increase student achievement should earn a place on the plaque for community members to see.

Required Activity 5: Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning

Incorporated into the extended learning program, our teachers will be asked to do before/after school, Saturday and summer staff professional development. The purpose of this program is to allow staff the opportunity to receive job-embedded training on many initiatives going on concurrently as well as technology training for the 21st century classroom. To ensure the implementation of true instructional reform, the transformation team, will strategically plan and implement a change in culture for the school that re-focuses on data-driven individualized student instruction and intervention strategies targeting specific student learning deficiencies. In addition, the program shall ensure the delivery of intense, high-quality on-the-job/classroom based professional development in all aspects of this transformational model. Staff will receive professional development in CLASS A, Marzano and Reading Apprenticeship. The professional development will be ongoing with teachers having time for collaborating and reflecting on the new skills. The content and curriculum assistants will assist teachers with strategies in making decisions with data to guide behavior and academic planning to increase grade level promotion, decrease truancy, and improve student attendance. In addition, curriculum coaches will model best practices and mentor teachers with a focus on delivering the curriculum and teaching strategies with fidelity. Logs will be kept as to strategies and work completed. (Attachment 6) Since this professional development is outside of the regular work day, it will have to be supplemental in nature. Some topics that will be included are: Ruby Payne: A Framework of Poverty, Class A , Reading Apprenticeship, PBS, using and interpreting MEAP data, parent engagement, teacher leadership, NCA process training, and Marzano's *Classroom Instruction that Works*. Additionally, all staff will be trained in using a PBS matrix. Ruby Payne specifically addresses student achievement based on environmental factors that impact all students, including English language learners and least restrictive environment. Implementation of the Reading Apprenticeship program was specifically chosen to focus instruction based on student ability and growth.

These trainings are to remain flexible to address staff needs as they arise. All staff will be afforded the opportunity to attend the trainings.

These strategies will be implemented with support from the Lincoln Park Superintendent, director of curriculum and instruction, director of human resources, director of business and finance, director of special services, technology coordinator, other administrative staff, the

principal, assistant principal, instructional/leadership coaches, instructional technology/data coach, onsite technical support, data analysis consultants, teachers, parents, community members, and staff.

In addition to our local teacher association, Central Office administration and the Board of Education, Lincoln Park Middle School also has a great amount of support from our local ISD, Wayne County RESA. Wayne RESA has been working with the middle school on a continuous basis since we began the transformation model development. In addition to guidance, RESA will provide the following:

- train teachers and monitor the implementation of Guided Reading;
- Class A training for staff
- PBS support
- RtI support
- support with revision of Math and ELA curriculum
- researching the latest best practices in education
- use of Parent Connect and Zangle data programs

RESA is committed to servicing any initiative that surfaces regarding training, instructional practice and student achievement. This will be altered as the school's needs change.

Required Activity 6: Implement financial incentives, opportunities for career growth, and more flexible work conditions

A staff incentive program that is fair and equitable to all parties will look at individual teachers, departments and other staff or the staff as a whole as a means to reward employees for increasing student achievement. The district and union are currently negotiating a program to allow for teacher incentives based on satisfactory evaluations.

Permissible Activity 1: Provide additional compensation to attract and retain staff

This will be reviewed when the district is out of deficit.

Permissible Activity 2: Institute system for measuring changes in instructional practices resulting from PD

Evaluation forms have been developed to give staff an avenue for evaluating and measuring instructional practices before and after professional development. (Attachment 4) This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data.

Permissible Activity 3: Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority

According to the letter of understanding between the union and administration, any contractual or other seniority system that would otherwise be applicable shall not apply at LPMS for the sole purpose of teacher assignment. (Attachment 10)

Permissible Activity 4: Include in the planning teachers and principals from other buildings in the LEA.

Middle school staff will design a program that will work with sixth grade teachers and elementary principals to ensure smooth transitions into the middle school in light of the whole child. We will also develop a program to work with the high school staff and administration to ensure smooth transition from building to building.

LPMS will incorporate and support a well-defined and fully articulated school improvement model with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.

Comprehensive instructional reform strategies

Required Activity 1: Use data to identify and implement instructional program

Data used to identify the Middle School's academic needs included MEAP and local assessments. A three year trend study of data on the MEAP indicates 8th grade students dropping in math proficiency from 64% in 2007 to 60% in 2008 to 49% in 2009. Students with disabilities scored 21% proficiency in 2007 to 38% in 2008 to 10% in 2009. Students with disabilities in reading scored 34% proficiency in 2007 to 24% in 2008 to 55% in 2009. Seventh grade reading proficiency was 71% in 2007 to 70 % in 2008 and 74% in 2009. Students with disabilities scored 30% in 2007 to 38% in 2008 to 35% in 2009. An academic achievement gap continues between African American, Caucasian, Hispanic and Economically Disadvantaged students as well.

Lincoln Park Middle School is committed to providing evidence-based practices that incorporate (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit, district-level, and student-level action plan, (d) time for data analysis, evaluation, and use, (e) multi-tiered differentiated interventions, and (f) a flexible, data-supported decision making process that is transparent and includes evidence-based measures of student achievement. Additionally, departments will continue meeting to develop formative assessments. Achievement data will drive staff to differentiate instruction.

To address all areas of identified needs, LPMS will further implement a content standard driven assessment developer and data disaggregation tool, (CLASS A) which allows the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systematically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: the development of curriculum maps for all levels, the

development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculum will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the transformation team to progress monitor student achievement growth through the identified tiered instructional strategies. Professional development will be provided to all administrators, instructional leaders and coaches, counselors and teachers.

Specific instruments used for reviewing achievement include: CLASS A, MEAP, and common assessments. A process will be established for the purpose of focusing on this data and collaboratively developing effective strategies and interventions.

LPMS staff will pull from a variety of sources to implement interventions needed to help students be successful. This may include after school programs, tutoring, behavior interventions, mentoring, online programming, special education testing, child study, parent communication and/or training, college preparation, enrichment, leadership, community involvement, removing various social and educational barriers, study skill training, etc. Plans would be reviewed biweekly and analyzed to see if interventions are having a positive effect. All findings would be reported to the building administrator and distributed to impacted staff and parents.

Required Activity 2: Continuous use of student data (formative, interim, summative) to inform and differentiate instruction

To address all areas of identified needs, LPMS will continue to implement a content/standard driven assessment developer and data disaggregation tools through Class A assessments. Professional development will be provided to all administrators, instructional leaders, counselors, and teachers. This tool includes the implementation of a system where real-time data is provided daily to teachers, instructional assistants, assistant principals, and principals for daily grade level data to systematically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculums will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the reform team and the LPMS leadership team to monitor student achievement growth through the identified tiered instructional strategies.

Permissible Activity 1: Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement.

Lesson plans, common assessments and pacing guides are collected and reviewed by administration. Discussions with departments regarding curriculum occur regularly.

Permissible Activity 2: Implement school-wide Response to Intervention (RtI) model

The middle school will work to establish a comprehensive RtI Program, based on current research, for the purpose of providing tiered interventions. Response to Intervention Program (RtI) is a tiered system of support for struggling students.

Permissible Activity 3: Provide PD to implement strategies to support students with disabilities and English language learners

Ruby Payne specifically addresses student achievement based on environmental factors that impact all students, including English language learners and least restrictive environment. Implementation of the Reading Apprenticeship program was specifically chosen to focus instruction based on student ability and growth.

Permissible Activity 4: Use and integrate technology-based interventions

Compass Learning program is being used in ELA Essentials classes to address deficiencies and enhance student learning. LPMS is fortunate to house the Assistive Technology Resource Center for the county. This allows teachers to have easy access to several assistive technology devices to differentiate instruction.

Permissible Activity 5: (In high schools) Increase rigor (AP, IB, STEM and others)

Not applicable

Permissible Activity 6: Improve student transition from middle to high school

The middle school will provide eighth grade students opportunities to visit the high school to meet administration and counselors as well as tours to familiarize them with the building. Collaboration between eighth and ninth grade content teachers ensures continuation of academic success. Small learning communities are established at the ninth grade level based on eighth grade teacher recommendation to address at-risk students.

Permissible Activity 7: (In high schools) Increase graduation rates through credit recovery and other strategies

Not applicable

Permissible Activity 8: Establish early-warning systems to identify students at risk of failure or dropping out

We will provide a later start on Wednesdays so teachers can meet as a team. In these cluster meetings, the teachers will rate each student, "Red, Yellow, or Green". (Attachments 5 and 8) This is to identify students at-risk and potentially at-risk. The counselor and administration will circulate during this time to add assistance when necessary. The intervention specialists also will meet to discuss students and plans for improvement. This will provide much needed time to address individual students so no student is left behind.

We will have a rotational schedule to address our high truancy rate. Our rotational schedule will begin each day with a different class period (Attachment 9). By rotating our school day schedule, the habitually tardy student will not repeatedly miss the same class each day.

The Superintendent and Assistant Superintendent also approved a team of four intervention specialists to help with our struggling students. These intervention specialists will work with our truant students and their parents, student discipline issues, and the safety of our students and school.

Increase learning time and creating community-oriented schools

Required Activity 1: Establish schedules to provide increased learning time -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD

Increased learning time is attributed to the addition of the Math Essentials classes, the English Essentials classes and study labs. The other core classes, Science and Social Studies have also been lengthened daily. We have added Spanish for 7th and 8th grade students to help satisfy the two year requirement. In addition to the regular school day, we have added 172 hours of Ring for Help in all subject areas (as described in the introduction) with the allowable 38 hours of Professional Development. All contact time is monitored by the state and additional programs are monitored by the transformation team through the use of logs. (Attachment 7)

In the most recent round of collective bargaining, the district and the LPEA began to talk about effective ways of increasing student instructional contact time without increasing the district's operating costs. Ultimately, both parties recognized that increased student instructional time was a vital component on the district's educational offerings. After a substantial amount of discussion and negotiation, Lincoln Park Public Schools and the LPEA agreed to a provision in the collective bargaining agreement which increased the number of instructional periods in the secondary program from seven (7) periods per day to eight (8) instructional periods per day. This was accomplished, in part, by converting an elective class time to core class instructional time. The district is committed to continuing to discuss, now and in the future, additional proposals with the LPEA to add instructional time to the calendar, including a bifurcated instructional program in which some secondary teachers would work from 8:00 a.m. to 3:00 p.m., and others would teach from 9:00 a.m. to 4:00 p.m., thus extending the student's instructional day by one hour, or having some teaching staff start working later in the year than other staff members, so that the instructional year is increased.

Required Activity 2: Provide ongoing mechanisms for family and community engagement

The staff has created a number of opportunities for community and parent involvement including: a Back to School picnic, Coffee with the Principal, monthly parent academic workshops and parent/child relationship support workshops.   In addition to these, LPMS utilizes the following programs:

- The Public Relations Committee created posters regarding positive changes in Lincoln Park Middle School and distributed them to local businesses to display. The posters were rotated quarterly throughout the entire year. These posters were developed to highlight school programs and inform the community of all the wonderful programs offered at Lincoln Park Middle School. Some examples of these posters include: Science labs, Band, Parent Connect, etc.
- Our Parent Teacher Student Association has been an integral part in aiding school programs. They not only donate their time but raise money for projects that increase community involvement. They supply money for planners, food for the carnival, Honor Roll bumper stickers, etc.
- Our Student Council promotes a community blood drive, dances, school pride and the opportunity for students to be leaders.
- Our National Junior Honor Society provides the school carnival, community Easter Egg Hunt and the Relay for Life 24 hour Cancer Walk student/parent team, MEAP decorations for the school and other activities that promote community and school involvement.
- Our school marquee keeps parents informed about school events.
- Our school website keeps students and parents apprised of all school events past and present including information and pictures. It also includes school hours, teacher email addresses and lunch menus.
- Clusters also provide dances, candy grams at the holidays, hat days and other events to help raise school pride and money for cluster activities and needs.
- Dragon Report is a class offered where a news program is produced, directed and acted out by students for students to keep our school community informed of school and world events.
- Dragon Newsletter is a class offered to students to write and send out a newsletter to keep parents informed of our school events

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

Permissible Activity 1: Partnering with parents and community organizations to create safe school environments that meet students' needs

Our school will continue to work with successful programs that service hundreds of local families by offering free food baskets, clothes, school supplies, and vision, hearing and dental screenings. Additionally, in the fall we will be using the Safe and Supportive Schools grant to survey the staff, students and parents to analyze our student staff relations, mental health and bullying. Based on that data, we will add interventions to address the identified needs. Our district currently offers free

breakfast through Michigan School Breakfast Challenge, which the middle school participated in and the district won for two years in a row.

Permissible Activity 2: Extend or restructure school day to add time for advisory periods to build relationships between students and staff

The extension of time for the advisory class and the addition of an 8th hour study skills class for all students promote the development of relationships. Advisory is a time when teachers and students will be able to meet in a non-academic atmosphere to build relationships. Study labs serve as a time for an academic collaboration between teacher and student to continue building the relationships formed in Advisory (same group of students) as well as increase student achievement and awareness of student growth. Additional opportunities stated previously outline relationship development opportunities to stakeholders.

Permissible Activity 3: Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying

Positive Behavior Supports (PBS) is a researched based program that addresses the social-emotional needs of the students. The program creates a tiered system that looks at the individual child and determines what type of supports—academic or behavioral—should be put into place. It creates a culture for learning in the school because students know, understand and practice a set of common expectations. A team meets monthly to review data and develop a targeted or all school intervention to address the needs. The program is embedded in the school culture and is sustainable. Parents will be recruited to participate in the process. The middle school will revise the advisory period to focus on not only a time to monitor student progress, but also a time to develop positive and caring relations between students and staff. The heart of Positive Behavior Supports is to change the way that students interact with other students and staff by providing on-going teambuilding, behavior training and other supports.

The PBS program coordinator will prepare monthly behavior data analysis reports, using best practices/research based techniques to support/address identified needs. Adding study labs, improving our PBS program, modifying the advisory program and including innovative technology and resources into the school environment will result in significant positive changes in our school's climate and culture which will have favorable results for school discipline and truancy.

In conjunction with Wayne RESA, a Safe and Supportive Schools grant has been made available to schools eligible for SIG money. The purpose of the grant is to help schools address the needs of students at risk of educational failure, the project will focus on two major areas of development and service delivery: 1) development of a comprehensive measurement system, and 2) effective implementation of research-based interventions. Some examples of interventions include; Bully-Free Schools, Coordinated School Health, Eliminating Barriers for Learning and Talk Early/Talk Often. This grant will make some funds available for implementing programs to address the whole child. We will also partner with the Safe and Supportive Schools grant to survey parents, students and staff. Based on survey data, we will incorporate an intervention model. Additionally, this grant has a connection piece to school climate that will be utilized.

Permissible Activity 4: Offer full-day kindergarten or pre-kindergarten

Not applicable

Providing operational flexibility and sustained support

Required Activity 1: Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach

The Administrators at Central Office (Superintendent, Superintendent of Instruction, and Business Manager) and the Board of Education understand the need for support of these interventions, and have granted the middle school flexibility in time, budget and staffing. Additionally, the local unions have been cooperative in this initiative. To this end: additional time has been added to the school day and school year; job descriptions have been developed for hiring new/additional staff with interviews conducted by transformation team members from the school; the transformation team will approve and monitor spending; at the building level, staff members who have not increased student achievement will be placed on a plan for removal, which includes a formal evaluation and a plan for improvement that includes frequent monitoring. Specifically, the evaluations will now include all staff and evaluations will occur more frequently for those staff members who need additional support; while we follow the basic common calendar of the county, adjustments have been made to incorporate the PD/training specific to our building plan.

Required Activity 2: Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization

LPMS will receive ongoing technical assistance from the central office administration and board of education with full support from Wayne County RESA. Evaluation of services from RESA will be discussed and monitored. Central office and school administration will meet to review data from classroom walk-throughs, evaluations and student data. Surveys from teachers reporting the effectiveness and amount of support regarding curriculum and professional assistance will be conducted. Through department meetings the provider's services will be documented. (Attachment 6) Student growth will be a major factor in the evaluation of the external provider.

Permissible Activities 1: Allow the school to run under new governance in LEA or SEA

Not applicable

Permissible Activities 2: Implement weighted per-pupil school-based budget formula based on student needs

Not applicable

Attachments

Attachment 1	Letter of Explanation
Attachment 2	Lincoln Park Public Schools Evaluation Handbook
Attachment 3	Administrative Evaluation Process
Attachment 4	Professional Development Surveys
Attachment 5	Cluster Summary Logs
Attachment 6	Curriculum Coach/Departmental Meeting Summary Logs
Attachment 7	Ring for Help Logs
Attachment 8	Red/Yellow/Green Information
Attachment 9	Rotational Schedule
Attachment 10	Letter of understanding with LEA
Attachment 11	Evaluation Committee agenda

Lincoln Park Public Schools

OFFICE OF THE SUPERINTENDENT
Randall H. Kite

1650 Champaign
Lincoln Park, Michigan 48146
Phone: (313) 389-0200
Fax: (313) 389-1322

August 2, 2010

Mr. Mark Coscarella
Interim Assistant Director
Office of Education Improvement and Innovation
608 West Allegan
P.O. Box 30008
Lansing, MI 48909

Dear Mr. Coscarella:

Lincoln Park Middle School has selected the Transformational Model to implement as its intervention plan for the School Improvement Grant. Also, please be aware that it is felt that the removal of the principal is not necessary to implement this model since Mrs. Randall was only made principal of the school as of January 20, 2007. Since she does not meet the criteria of removal (i.e., having served as building administrator when test data was collected). The district, based on previous scores, recognized a leadership need to address behavior/curricular issues in the building. Those are the reasons Mrs. Randall was hired.

If you need any more information regarding this matter, do not hesitate to call this office at 313-389-0205.

Sincerely,

Randall H. Kite
Superintendent of Schools

RHK/dmr

Teacher Evaluation Handbook

Lincoln Park Public Schools

1650 Champaign

Lincoln Park, MI 48146

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Appendix B

Appendix C

Appendix D

Appendix E

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

PROBATIONARY TEACHERS

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

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

TENURED TEACHERS

ALL TENURED TEACHERS

All tenured teachers will be evaluated annually. This may include but is not limited to formal and informal observations, walk throughs and other criteria for evaluating professional performance. See Appendix A for the Walk Through Form and the Year End Summary Form.

THREE-YEAR TENURE EVALUATIONS

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

TENURED TEACHERS WITH IDENTIFIED AREAS OF CONCERN

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

INDIVIDUAL DEVELOPMENT PLAN (IDP)

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

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

Part 1: Establishing the improvement goals and building the plan

Overview

1. The teacher will be continuously involved in the improvement goals setting process.

2. The improvement goals will be established for one year and will be reviewed and revised as needed or at least annually.

3. Improvement goals will be selected from the four domains of teaching.
4. The teacher and the administrator will participate in the goals setting process.

Process

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

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

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

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

Informal Observation

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

Formal Observation: Classroom Teacher Evaluation Form and Rubric

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

Reflection Conference

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

Artifact Collection

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

Achievement Data

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

Part 3: Summative Evaluation Report

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

<u>Appendix A</u>

Lincoln Park School's Walk Through Form

Teacher: _____ School: _____ Grade/Subject _____

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

Part of Lesson Being Taught: Beginning ☐   Middle ☐   End ☐

Posted:　　Classroom Schedule ☐　　　Classroom Rules ☐

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

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

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

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

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

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

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

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

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

Appendix B

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DOMAIN 1   Planning and Preparing for Student Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Acquisition of Information About Individual Learners	• Teacher acquires extensive and detailed information about individual students as learners from a variety of sources, and in an ongoing manner.	• Teacher acquires detailed information about individual students as learners from a variety of sources and/or in an ongoing manner.	• Teacher acquires general or global information about students as learners from a variety of sources and/or an ongoing manner.	• Teacher does not acquire knowledge of individual students as learners. -or- • Teacher does not acquire knowledge from a variety of sources or in an ongoing manner. -or- • Evidence not provided.
B. Use of Acquired Information	• Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: ＊ Flexible grouping ＊ Activities that invite student interaction and choice ＊ Strategies that address various learning styles, special needs and cultural heritage ＊ Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher analyzes and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	• Teacher clearly communicates how planning shows consideration for students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: ＊ Flexible grouping ＊ Activities that invite student interaction and choice ＊ Strategies that address various learning styles, special needs and cultural heritage ＊ Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	• Teacher clearly communicates how planning shows general awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through few of the following: ＊ Flexible grouping ＊ Activities that invite student interaction and choice ＊ Strategies that address various learning styles, special needs and cultural heritage ＊ Instruction that addresses strengths and gaps in students background knowledge and skills • Teacher uses achievement data and other assessment results to plan instruction for the entire class.	• Teacher planning shows, little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: ＊ Flexible grouping ＊ Activities that invite student interaction and choice ＊ Strategies that address various learning styles, special needs and cultural heritage ＊ Instruction that addresses strengths and gaps in students background knowledge and skills • There is little evidence that the teacher uses achievement data or other assessment results to plan instruction. -or- • Evidence not provided.

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

Revised 1.11.11

DOMAIN 1   Planning and Preparing for Student Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)

A. Alignment and Techniques	• Teacher uses assessments that:
	  * Are aligned to objectives
	  * Demonstrate a variety of techniques
	  * Are formal and informal
	  * Are used for both summative and formative purposes
	• Assessments demonstrate rigor towards mastery of *standards-based objectives.
		• Teacher uses assessments that:
		  * Are aligned to objectives
		  * Are formal and/or informal
		  * Are used for both summative and formative purposes
		• Assessments demonstrate rigor towards mastery of *standards-based objectives.
			• Teacher uses assessments that:
			  * Are aligned to objectives
			  * Are formal and/or informal
			  * Are used for summative and/or formative purposes
			• Assessments do not demonstrate rigor towards mastery of *standards-based objectives.
				• Teacher uses assessments that are not aligned to lesson objectives.
				• Assessments do not demonstrate rigor.
				-or-
				• Evidence not provided.

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

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DOMAIN 1   Planning and Preparing for Student Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)

A. Lesson Effectiveness	• Teacher makes a thoughtful and accurate assessment of the lesson's effectiveness which includes:
	  * the extent to which the lesson achieved its goals
	  * citing specific examples from the lesson
	  * strengths and/or weaknesses related to individual student success
	• Teacher clearly communicates the evidence.
		• Teacher makes an accurate assessment of the lesson's effectiveness which includes:
		  * the extent to which the lesson achieved its goals
		  * examples from the lesson
		• Teacher clearly communicates the evidence.
			• Teacher makes a generally accurate assessment and uses that reflection in planning future instruction of the lesson's effectiveness which includes:
			  * the extent to which the lesson met the instructional goals
			• Teacher clearly communicates the evidence.
			-or-
			• Teacher did not submit the Evidence of Reflection form or the Evidence of Reflection form was turned in late.
				• Teacher misjudges and/or makes an inaccurate assessment of the lesson's effectiveness or the instructional goals of the lesson were not met.
				• Teacher does not assume responsibility for lesson effectiveness.
				• Teacher does not address the lesson observed.
				-or-
				• Teacher does not clearly communicate the evidence.
				-or-
				• Teacher did not submit the Evidence of Reflection form or the Evidence of Reflection form was turned in late.

B. Student Engagement	• Teacher makes a thoughtful and accurate assessment of the level of student engagement which is supported with details and addresses specific examples of positive and/or negative student actions. • Teacher clearly communicates the evidence.	• Teacher makes an accurate assessment of the level of student engagement which lists positive and/or negative examples of student actions. • Teacher clearly communicates the evidence.	• Teacher makes a generally accurate assessment of the level of student engagement. • Teacher clearly communicates the evidence.	• Teacher makes an inaccurate assessment of the level of student engagement. • Teacher does not assume responsibility for student engagement. • Teacher does not clearly communicate the evidence. -or- • Teacher does not address the lesson observed. -or- • Teacher did not submit the Evidence of Reflection form.
C. Future Instruction	• Teacher offers insightful explanation for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- • Teacher offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the lesson. • Teacher clearly communicates the evidence.	• Teacher offers appropriate explanations for why content and/or delivery of lesson would not be changed for future instruction. -and/or- • Teacher offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the lesson. • Teacher clearly communicates evidence.	• Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- • Teacher makes general suggestions about how the lesson would be changed for future instruction. • The teacher clearly communicates the evidence.	• Teacher does not explain why changes may or may not be necessary. • Teacher gives up and/or blames the students or the environment for the students' lack of success. -or- • Teacher does not address the lesson observed. -or- • Teacher did not submit the Reflection form. • Teacher does not clearly communicate the evidence.

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

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DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.4: The teacher demonstrates knowledge of resources.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Resources for Classroom Use	• Teachers knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the Internet.	• Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet.	• Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	• Teacher does not acquire resources for classroom use available through the school or district.
B. Resources to Extend Content Knowledge and Instruction	• Teachers knowledge of resources to enhance content and instructional knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the internet.	• Teacher displays awareness of resources to enhance content and instructional knowledge available through the school or district and some familiarity with resources external to the school and on the internet.	• Teacher displays awareness of resources to enhance content and instructional knowledge available through the school or district but no knowledge of resources available more broadly.	• Teacher does not acquire resources to enhance content and instructional knowledge available through the school or district.
C. Resources for Students	• Teacher's knowledge of resources for students is extensive, including those available through the school or district and some familiarity with resources external to the school and on the internet.	• Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the internet.	• Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	• Teacher does not acquire resources for students available through the school or district.

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

DOMAIN 2   Creating an Environment for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Teacher Interaction with Students	• Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate.	• Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate.	• Teacher interactions with students are generally appropriate.	• Teacher interactions with students are negative, demeaning, and/or inappropriate.
B. Interactions Among Individuals	• Teacher routinely encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions. An inclusive and caring classroom environment is maintained. -and/or- • Interactions are respectful.	• Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals.	• Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals.	• Teacher tolerates inappropriate and/or disrespectful interactions among individuals.

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

DOMAIN 2   Creating an Environment for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Routines/Procedures	• Teacher establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment. • Teacher acts to maintain a safe environment.	• Teacher establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. • Teacher acts to maintain a safe environment.	• Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time. • Teacher acts to maintain a safe environment.	• Teacher uses procedures for managing student groups, supplies, and equipment that result in a considerable loss of instructional time. • Teacher maintains an environment where hazards exist.
B. Transitions	• Teacher establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost.	• Teacher establishes and directs procedures for managing transitions. No instructional time is lost.	• Teacher establishes procedures for some transitions. Instructional time is lost.	• Teacher does not establish procedures for most transitions. Considerable instructional time is lost.

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

DOMAIN 2 Creating an Environment for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Monitoring of Student Behavior and Response to Misbehavior	• Teacher monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task. • Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained. -or- Student misbehavior is not evident.	• Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task. • Teacher response to misbehavior is appropriate and consistent.	• Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task. • Teacher does not respond appropriately to some off-task or disruptive behavior.	• Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. • Teacher does not respond to off-task or disruptive behavior. -or- • Teacher response to student misbehavior is inconsistent and/or has minimal results.
B. Expectations	• Standards of conduct are clear to all students and appear to have been developed with student participation.	• Standards of conduct are clear to all students.	• Standards of conduct appear to have been establish, and most students seem to understand them.	• No standards of conduct appear to have been established, or students are confused as to what the standards are.

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

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Lesson Planning	• Teacher writes lesson plans with clear and measurable objectives and with *standards-based instructional benchmarks and/or grade level indicators identified. • Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding * standards, and makes connections within and across disciplines. • Lesson plans are aligned with the lesson observed.	• Teacher writes lesson plans with clear and measurable *standards-based instructional objectives. • Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students toward meeting the *standards, and makes connections within or across disciplines. • Lesson plans are aligned with the lesson observed.	• Teacher writes lesson plans with *standards-based instructional objectives. • Teacher selects instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines. • Lesson plans are aligned with the lesson observed.	• Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. • Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. -or- • There are no lesson plans available. -or- • Lesson plans are not aligned to the lesson observed.
B. *Standards-based Instructional Objectives	• Teacher clearly and accurately communicates *standards-based instructional objectives and an instructional rationale for this learning.	• Teacher clearly and accurately communicates *standards-based instructional objectives.	• Teacher communicates *standards-based instructional objectives.	• Teacher communicates little or nothing about the *standards-based instructional objectives. -or- • The instructional objectives are not *standards-based.
C. Instructional Directions and Procedures	• Teacher clearly and accurately communicates instructional directions and procedures for the activity. • Teacher anticipates possible student misunderstanding.	• Teacher clearly and accurately communicates instructional directions and procedures for the activity.	• Teacher communicates instructional directions and procedures for the activity that are unclear. -and/or- • Teacher makes repeated attempts to clarify direction and procedures.	• Teacher does not communicate instructional directions or procedures for the activity. -or- • Teacher communicates instructional directions or procedures inaccurately.

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

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DOMAIN 3 Teaching for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
D. High Expectations	• Teacher communicates high expectations based on individual student abilities for *standards-based student work. • Teacher routinely emphasizes completion of work and consistently encourages students to expend their best effort.	• Teacher communicates high expectations for *standards-based student work. • Teacher emphasizes completion of work and encourages students to expend their best effort.	• Teacher communicates expectations for *standards-based student work. • Teacher emphasizes completion of work but does not encourage the students to expend their best effort.	• Teacher does not communicate expectations for *standards-based student work. • Teacher does not emphasize completion of work and/or does not encourage students to expend their best effort.
E. Assessment Criteria	• Teacher clearly communicates assessment criteria that are aligned with the *standards-based instructional objectives and includes the task-specific criteria for various performance levels.	• Teacher clearly communicates to students the assessment criteria that are aligned with the *standards-based instructional objectives.	• Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the *standards-based instructional objectives.	• Teacher does not communicate assessment criteria to students. -or- • Assessment criteria is not aligned with the *standards-based instructional objectives.

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

DOMAIN 3   Teaching for Learning

Standard 3.2: The teacher demonstrates content knowledge by using content specific <u>instructional strategies.</u>

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. <u>Instructional strategies &</u> <u>Content Knowledge</u>	• Teacher <u>routinely</u> uses a broad range of multiple <u>instructional</u> strategies that are effective and appropriate to the content. • Teacher conveys accurate content knowledge, including *standards-based content knowledge.	• Teacher uses <u>instructional</u> strategies that are effective and appropriate to the content. • Teacher conveys accurate content knowledge, including *standards-based content knowledge.	• Teacher uses a limited range of instructional strategies that are effective and appropriate to the content. • Teacher conveys some minor content inaccuracies that do not contribute to making the content incomprehensible to the students.	• Teacher uses <u>instructional</u> strategies that are ineffective and/or inappropriate to the content. • Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.

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

DOMAIN 3 Teaching for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Conceptual Understanding	• Teacher uses challenging *standards-based activities at the appropriate cognitive level that promote conceptual understanding and meet individual needs.	• Teacher uses challenging *standards-based activities at the appropriate cognitive level that promote conceptual understanding.	• Teacher uses *standards-based activities at the appropriate cognitive level that do not promote conceptual understanding. -or- • Teacher uses *standards-based activities at the inappropriate cognitive level that promote conceptual understanding.	• Teacher uses *standards-based activities at the appropriate cognitive level that do not promote conceptual understanding. -or- • Teacher does not use *standards-based activities -or- • Teacher uses inappropriate activities.
B. Extension of Thinking	• Teacher creates situations that challenge students to think independently, creatively or critically about the content being taught, to reflect on their understanding and to consider new possibilities.	• Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught.	• Teacher creates situation that challenge students to think about the content being taught.	• Teacher creates situation that do not challenge students to think about the content.
C. Monitoring, Adjusting and Student Engagement	• Teacher invites input from students in order to monitor and adjust instruction/activities/ pacing to respond to difference in student needs. -or- • The instruction and activities address the needs of the students. • Teacher pursues the active engagement of all students.	• Teacher monitors and adjusts instruction/activities/pacing to respond to differences in student needs. • Teacher pursues the active engagement of all students.	• Teacher has difficulty monitoring or adjusting instruction/activities/pacing to respond to differences in student needs. • Teacher pursues the active engagement of all students.	• Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs. • Teacher does not pursue the active engagement of all students.

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

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DOMAIN 3 Teaching for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Discourse	• Teacher structures and facilitates discourse at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge.	• Teacher initiates and leads discourse at the evaluative, synthesis, and/or analysis levels to explore and extends the content knowledge.	• Teacher frames content-related discussion that is limited to a question and answer session.	• Teacher permits off-topic discussions, or does not elicit student responses.
B. Thought-Provoking Question	• Teacher routinely asks thought – provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. • Teacher seeks clarification and elaboration through additional questions. • Teacher provides appropriate wait time.	• Teacher asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. • Teacher seeks clarification through additional questions. • Teacher provides appropriate wait time.	• Teacher asks questions that are relevant to the objectives of the lesson. • Teacher asks follow-up questions. • Teacher is inconsistent in providing appropriate wait time.	• Teacher frequently asks questions that are inappropriate to objectives of the lesson. • Teacher frequently does not ask follow-up questions. • Teacher answers own questions. • Teacher frequently does not provide wait time.

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

DOMAIN 3   Teaching for Learning

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Quality-Methods and Timeliness	• Teacher <u>routinely</u> provides <u>substantive</u>, accurate, specific and timely <u>feedback</u> to students about their progress toward the learning objectives. • Teacher provides <u>feedback</u> using a variety of methods and facilitates student self-assessment.	• Teacher provides accurate specific and timely feedback to students about their progress toward the learning objectives. • Teacher provides <u>feedback</u> using a variety of methods and facilitates student self assessment.	• Teacher provides accurate and timely, but general <u>feedback</u> to students about their progress toward the learning objectives. • Teacher provides feedback using a limited number of methods.	• Teacher provides insufficient and/or inaccurate <u>feedback</u> to students about their progress toward the learning objectives. -or- • <u>Feedback</u> is not provided in a timely manner.
B. Student Errors/Misconceptions	• Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. • Teacher anticipates and addresses content-related misconceptions.	• Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. • Teacher addresses content-related misconceptions as they arise.	• Teacher corrects student content errors to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. • Teacher addresses some common content-related misconceptions as they arise.	• Teacher does not correct student content errors. • Teacher fails to address content-related misconceptions.

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

Revised 1.11.11

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Growth on Standardized Assessments	• All students significantly exceed adequate growth (more than a year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT)	• All students demonstrate significant adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT)	• The majority of students demonstrate significant adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT)	• The majority of students demonstrate less than expected adequate growth (year for a year) on standardized assessments (MEAP, MME, Explore, PLAN, ACT)
B. Growth on Local Assessments	• All students significantly exceed adequate growth (more than a year for a year) on standardized assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web)	• All students demonstrate significant adequate growth (year for a year) on local assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web)	• The majority of students demonstrate significant adequate growth (year for a year) on local assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web)	• The majority of students demonstrate less than expected adequate growth (year for a year) on standardized assessments (DIBELS, DRA, Common Grade Level/Course Assessments, AIMS Web)

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

Revised 1.11.11

DOMAIN 4 Professionalism

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Grading Decisions	• Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades. • Teacher provides evidence for and explains the systematic process used, in an ongoing manner, to track the multiple and varied assessments for each student's progress toward meeting the *standards. • Teachers submits grades in a timely manner. • Teacher clearly communicates an explanation of evidence.	• Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades. • Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the *standards. • Teacher submits grades in a timely manner. • Teacher clearly communicates an explanation of evidence.	• Teacher provides evidence for how records are used as the basis for the assignment of grades. • Teacher provides evidence for tracking student progress toward meeting the *standards. • Teacher submits grades in a timely manner. • Teacher clearly communicates an explanation of evidence	• Teacher maintains no instructional records -or- • Teacher maintains inaccurate or incomplete instructional records that may not support grades, and/or fails to submit them in a timely manner. • Teacher fails to submit grades in a timely manner. • Teacher does not clearly communicate an explanation of evidence. -or- • Evidence not provided.

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

Revised 1.11.11

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DOMAIN 4 Professionalism

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Academic/Social Progress	• Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. • Teacher clearly communicates an explanation of evidence.	• Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. • Teacher clearly communicates an explanation of evidence.	• Teacher communicates with the family about the student's academic and social progress. • Teacher does not clearly communicates an explanation of evidence. -or- • Evidence not provided.	• Teacher fails to communicate with the family concerning the student's academic and social progress. • Teacher does not clearly communicate an explanation of evidence. -or- • Evidence not provided.
B. Instructional Program	• Teacher establishes a pattern of providing information to the family about the instructional program beyond that required by the school. • Teacher clearly communicates an explanation of evidence.	• Teacher provides information to the family about the instructional program when required by the school. • Teacher clearly communicates an explanation of evidence.	• Teacher provides inadequate information to the family about the instructional program when required by the school. • Teacher clearly communicates an explanation of evidence.	• Teacher provides incorrect or no information to the family about the instructional program. • Teacher does not clearly communicate an explanation of evidence. -or- • Evidence not provided.
C. Family Involvement	• Teacher creates and encourages opportunities for family involvement in classroom and/or school-wide activities and in the student's learning. • Teacher clearly communicates an explanation of evidence.	• Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning. • Teacher clearly communicates an explanation of evidence.	• Teacher encourages family involvement in classroom and/or school-wide activities. • Teacher clearly communicates an explanation of evidence.	• Teacher makes few or no attempts to encourage family involvement. • Teacher does not clearly communicate an explanation of evidence. -or- • Evidence not provided.

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

DOMAIN 4 Professionalism

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Development and Implementation of Decisions and Discourse about Professional Issues	• Teacher provides leadership in developing and implementing decisions made at the team/department and school level. • Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in discourse about professional issues. • Teacher clearly communicates the evidence.	• Teacher implements decisions made at the team/department and school level. • Teacher engages in discourse about professional issues. • Teacher clearly communicates the evidence.	• Teacher implements most decisions made at the team/department and school level. • Teacher attends professional development opportunities. • Teacher does not clearly communicate the evidence.	• Teacher does not implement decisions made at the team/department or school level. • Teacher does not engage in discourse about professional issues. • Teacher does not clearly communicate the evidence. -or- • Evidence not provided.
B. Participation in School Events	• Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles. • Teacher clearly communicates the evidence.	• Teacher participates in and engages in required school events and committees. • Teacher clearly communicates the evidence.	• Teacher attends required school events and committees. • Teacher clearly communicates the evidence.	• Teacher does not participate in required school events and committees. • Teacher does not clearly communicate the evidence. -or- • Evidence not provided.
C. Participation at District Level	• Teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. • Teacher clearly communicates the evidence.	• Teacher participates in and implements district initiatives. • Teacher clearly communicates the evidence.	• Teacher participates in and implements the majority of district initiatives. • Teacher does not clearly communicate the evidence.	• Teacher does not participate in and/or implement district initiatives. • Teacher does not clearly communicate the evidence. -or- • Evidence not provided.

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

Revised 1.11.11

DOMAIN 4 Professionalism

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

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Content and Instructional Skills	• Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and instructional methods.	• Teacher participates in required school/district professional development activities.	• Teacher attends required school/district professional development activities.	• Teacher does not attend required school/district professional development activities -or- • Evidence not provided.

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

DOMAIN 4 Professionalism

Standard 4.5: The teacher shows professionalism.

Elements	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
A. Integrity and Ethical Conduct	• Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	• Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.		• Teacher displays dishonesty or lacks confidentiality in interactions with colleagues, students, and the public.
B. Service to Students	• Teacher is highly proactive in serving students, seeking out resources when needed.	• Teacher is active in serving students	• Teacher's attempts to serve students are inconsistent.	• Teacher is not alert to student's needs.
C. Advocacy	• Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	• Teacher works to ensure that all students receive a fair opportunity to succeed.	• Teacher does not knowingly contribute to some students being ill served by the school.	• Teacher contributes to school practices that result in some students being ill served by the school.
D. Decision Making	• Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	• Teacher maintains an open mind and participates in team or departmental decision making.	• Teacher's decisions are based on limited though genuinely professional considerations.	• Teacher makes decisions and recommendations based on self-serving interests.
E. Compliance with School and District Regulations	• Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	• Teacher complies fully with school and district regulations.	• Teacher complies minimally with school and district regulations, doing just enough to get by.	• Teacher does not comply with school and district regulation.

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

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

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

Domain 1 Planning and Preparing for Student Learning	*Standard Ratings*

Standard 1.3: The teacher reflects upon the lesson's effectiveness and <u>student engagement</u> and uses that reflection in planning future instruction.	*Exceeds Expectations*	*Meets Expectations*	*Needs Improvement*	*Unsatisfactory*
A. Lesson effectiveness				
B. <u>Student Engagement</u>				
C. Future instruction				

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

Domain 2 Creating an Environment for Learning	*Standard Ratings*

Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.	*Exceeds Expectations*	*Meets Expectations*	*Needs Improvement*	*Unsatisfactory*
A. Teacher interaction with students				
B. Interactions among individuals				

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

Doman 2 Creating an Environment for Learning	*Standard Ratings*

Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.	*Exceeds Expectations*	*Meets Expectations*	*Needs Improvement*	*Unsatisfactory*
A. Monitoring of student behavior and response to misbehavior				
B. Expectations				

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

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

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

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

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

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

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

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

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

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

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

Evaluator's Signature_____

Appendix C

Lincoln Park Public Schools

INDIVIDUALIZED DEVELOPMENT PLAN

Teacher Name_____Date_____

Administrator Name_____Probationary_____Tenure_____

Goal 1 (Define):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):
___Planning and Preparation
___Classroom Environment
___Teaching for Learning
___Professionalism

Purpose of the Goal (Explain):

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

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

Goal 2 (Define):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):
___Planning and Preparation
___Classroom Environment
___Teaching for Learning
___Professionalism

Purpose of the Goal (Explain):

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

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

Goal 3 (Define):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):
___Planning and Preparation
___Classroom Environment
___Teaching for Learning
___Professionalism

Purpose of the Goal (Explain):

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

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

Goal 4 (Define):

Purpose of the Goal (Explain):

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

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

Developed in consultation with:

Teacher_____ Date_____

Administrator_____ Date_____

Appendix

Lincoln Park Public Schools

SUMMATIVE EVALUATION FORM

Teacher_____Building_____

Administration _____School Year_____

Probationary_____ (Circle Year 1 2 3 4)   Tenured Teacher_____

Summarize the following areas:

Domain 1: Planning and Preparing for Student Learning

Domain 2: Creating an Environment for Learning

Domain 3: Teaching for Learning

Domain 4: Professionalism

Summarize the Individualized Development Plan (attach plan)

General Comments:

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

Date of year-end evaluation conference: _____

Teacher Statement Attached: Yes_____ No_____

Teacher Signature_____ Date_____

Administrator Signature_____ Date_____

Appendix E

Lincoln Park Public Schools

YEAR END TEACHER EVALUATION COVER SHEET

Teacher's Name_____ Date_____

School _____ Administrator's Name_____

Personnel Status

Probationary	**Tenured**
___ 1st Year Teacher	___Annual Teacher Evaluation

___ 1st Year Teacher   ___Annual Teacher Evaluation

___2nd Year Teacher   ___ 3-Year Tenure Evaluation

___3rd Year Teacher

___4th Year Teacher

Performance Observation Dates:

Probationary   **Tenured**

Date:_____   Date:_____

Date:_____   Date:_____

Date:_____

Recommendation:

☐　　　　　　　　　　　☐　　　　　　　　　☐
Continuation of Employment　　　IDP　　　　　Non-Renewal of Contract

Comments

Signatures

Evaluator_____ Date_____

Teacher_____ Date_____

<u>Attachment 3</u>

Administrative Evaluation Process

Lincoln Park Public Schools

Matrix & Evaluation Process for Administrators

Lincoln Park Public Schools

Introduction

This document includes the purpose, Leadership Performance Matrix, steps of the process, templates, and resource materials for conducting the evaluation process for supervisors in the Lincoln Park Public Schools. This process and document were developed as part of the superintendent's goals for the 2010-2011 school year.

Background & Rationale

During the past several decades, the professional literature on the topics of performance appraisal and professional evaluation has changed significantly as have expectations for educational leaders. Whereas there is a growing amount of information about standards and evaluation in the literature, the topic of administrative evaluation is relatively new during the past few years.

Nevertheless, there are guidelines from the research on emerging trends about administrative evaluation processes that can inform new standards and processes. In addition to the literature review, input was obtained from the administrators in the district. The following components are incorporated into the evaluation process for school leaders in the Lincoln Park Public Schools:

- A comprehensive set of standards, written in a rubric format, which establishes clear expectations for school leaders' role and work in the Lincoln Park Public Schools. The standards include ten leadership dimensions from the work of Douglas Reeves at the Center for Performance Assessment:

  1. Resilience
  2. Personal Behavior
  3. Student Achievement
  4. Decision Making
  5. Communication
  6. Faculty Development
  7. Leadership Development
  8. Time/Task/Project Management
  9. Technology
  10. Learning

- A component of self -assessment using the rubrics in the standards to promote self reflection for each administrator and to provide the central office supervisor (or designee) with a specific set of standards for appraisal.

- A requirement of goal setting, based on the administrator's self-assessment and the supervisor's input.

- An opportunity for continuous professional growth in the administrative role that impacts leadership practice and the continuous improvement of student achievement.

- The determination about continuation of the administrator's contract.

- Reciprocity of learning between the administrator and supervisor about his/her role and work.

Purpose

The overall purpose of the administrative evaluation process is three-fold:

- To ensure the highest quality of educational leadership and management in the district;
- To promote continuous professional growth in each administrator; and,
- To foster administrator's reflection on leadership practice.

Roles & Responsibilities

Based on a recommendation of the superintendent, the superintendent and his/her designee will conduct the evaluation process with all principals, assistant principals, directors.

Documents in Evaluation Process

The evaluation process for administrators will be guided by the following steps and will use these documents in the packet of resource materials:

- District Matrix for Administrators
    1. Leadership Performance Matrix written in rubric format for self-assessment (Appendix A)

- Templates to provide structure and consistency in the evaluation process and documentation
  (Appendix A)

    1. Assessment Worksheet
    2. Professional Growth Plan Template
    3. Summative Evaluation Report Template

    Resource Materials to Ensure Quality and Consistency
    Four Levels of Performance in Leadership Performance Matrix (Appendix B)
    Major Components of Professional Growth Plan (Appendix C)
    Outline for Mid-year Conference between Administrator and Supervisor (Appendix D)
    Timeline for Steps in the Evaluation Process (Appendix E)

All templates and other resource materials are available electronically for ease of use by administrator and supervisor.

Steps in Evaluation Process

The steps in the administrative evaluation process are outlined and described below. Additional steps, paperwork, and/or conferences can be requested at any time by the administrator or the supervisor to strengthen the evaluation process.

Step One - Self-assessment: The administrator completes a self-assessment using the rubrics in the Leadership Performance Matrix by marking month and year (9-08) directly on the rubrics in the Matrix document in Appendix A. The supervisor does the same. *Timeline: August.*

Step Two - Assessment Worksheet: The administrator and supervisor individually complete the Assessment Worksheet based on reflection on the rubrics in the Matrix. *Timeline: August.*

Step Three - Planning Conference: The administrator brings the completed rubrics and the Assessment Worksheet to the conference. The supervisor also brings these two items. Using the rubrics and Assessment Worksheets, the administrator and supervisor discuss areas of strength and areas for growth from the worksheets and collaborate to develop three goals for a Professional Growth Plan (PGP). *Timeline: September - October.*

Step Four - Professional Growth Plan: The administrator will write the PGP based on the three goals agreed upon during the Planning Conference. The template for the PGP is located in Appendix A. Description of each component in the PGP is located in Appendix C. <u>A goal to work on Student Achievement is required whereas the other two goals can be developed in any of the remaining nine Leadership Dimensions in the Matrix</u>. Upon agreement about the written Professional Growth Plan, both administrator and supervisor add their signatures to the PGP. Guidelines and suggestions for goal setting are provided in Appendix A. *Timeline: September - October.*

Step Five - Mid-year Progress Conference: The supervisor will hold at least one mid-year conference to review and discuss the administrator's progress with the goals in the PGP. In addition, the supervisor continues to hold informal, ongoing discussions about goals and professional practice, in general, with the administrator as well as conduct on-site visitations via his/her Learning Walks. The steps in the Mid-year Progress Conference are outlined in Appendix D. *Timeline: January - February.*

Additional Step: If an Improvement Plan is needed for the administrator, it must be written and discussed by March 31.

Step Six – Summative Evaluation Report: The administrator writes the Summative Evaluation Report and shares it with the supervisor for review. The template for the Summative Evaluation is located in Appendix A. *Timeline: May - June.*

Step Seven – Summative Evaluation & Conference: The supervisor adds comments to the Summative Evaluation Report and conducts the Summative Conference with the administrator. Upon agreement about the written Summative Evaluation Report, both administrator and supervisor add their signatures to the document. If there is disagreement about the Summative Evaluation Report, another conference may be scheduled. *Timeline: May – June.*

Timelines

The timelines for each of these steps in the evaluation process also are included in Appendix E.

APPENDIX A

Templates for Evaluation Process

Contents

Assessment Worksheet

Administrator _____ School Year _____

Supervisor _____ Date of Planning Conference _____

Leadership Dimensions		
Resilience	Decision Making	Leadership Development
Personal Behavior Management	Communication	Time/Task/Project
Student Achievement *(required goal)*	Faculty Development	Technology Learning

Using the specific domains and elements in the rubrics of the Leadership Performance Matrix for the

Lincoln Park Public Schools, the administrator will mark his/her assessment of each Leadership Dimension in the actual rubric boxes, noting the month and year that the assessment was completed in the evaluation process (8-08). After completing the rubrics, and in preparation for the Planning Conference with the supervisor to discuss possible goal areas for the Professional Growth Plan, the administrator will complete this Assessment Worksheet. The supervisor will do the same prior to the Planning Conference. This careful analysis will enhance the nature of the dialogue between the administrator and supervisor during the Planning Conference.

Noted Areas of Strength Based on the Self-assessment of the Rubrics in the Matrix

(completed prior *to the conference with supervisor*)

Possible Area(s) for Growth Based on the Self-assessment of the Rubrics in the Matrix

(completed prior *to the conference with supervisor*)

Suggested Goal Areas for the PGP Based on this Conference *(completed* during *conference)*

Professional Growth Plan

Administrator _____ Supervisor _____

School Year _____ Date of Planning Conference _____

═══

Goal One re: Student Achievement:

   Rationale:

   Action Steps & Timeline:

   Evidence of Success:

Goal Two re: _____:

   Rationale:

   Action Steps & Timeline:

   Evidence of Success:

Goal Three re: _____:

   Rationale:

   Action Steps & Timeline:

   Evidence of Success:

Administrator's Signature _____Date _____

Supervisor's Signature _____Date _____

Summative Evaluation Report

Directions

In an attached document, the administrator will write a separate response to each of the following questions and statements based on the progress and/or accomplishment of the three goals in the Professional Growth Plan.

Part One

List the evidence or specific indicator(s) of goal accomplishment to be shared with the supervisor during the Summative Conference. The administrator may choose to bring the actual items to the Summative Conference.

Part Two

Please respond to each of the following reflective questions for each of the three goals in the PGP:

What went particularly well as you worked on this goal in your Professional Growth Plan?

What did not go as you had expected?

If you had a chance to begin again, is there anything you would do better and/or differently?

What has been your major learning/growth as a leader from this goal?

Where will you head next with this goal?

What significance has this goal made in your leadership practice?

Other observations and/or reflections?

Part Three

Attach the Assessment Worksheet and Professional Growth Plan to this template.

Part Four

Administrator's Additional Observations and Comments:

Leadership Dimensions		
Resilience	Decision Making	Leadership Development
Personal Behavior Management	Communication	Time/Task/Project
Student Achievement	Faculty Development	Technology
(required goal)		Learning

Part Five

Supervisor's Observations and Comments:

      Goal re: Student Achievement:

      Goal re: _____:

      Goal re: _____:

      Additional Observations and Comments:

    Suggestions from Summative Conference dialogue for next year's goal setting (also note if any goal will be continued into the next school year):

Part Six

Date of Mid-year Progress Meeting: _____

Date Final Review of Plan Completion: _____

Recommendation: ____ **Continuation of Contract** ____ **Placement on Improvement Plan**

Administrator's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Timelines

As noted in the explanation of steps in the evaluation process, there are specific timelines for each step:

August	Step One – Self-assessment
August	Step Two – Assessment Worksheet
September - October	Step Three – Planning Conference
September - October	Step Four – Professional Growth Plan
January - February	Step Five – Mid-Year Conference
May – June	Step Six – Summative Evaluation Report
March 31	If Improvement Plan is needed
May – June	Step Seven – Summative Evaluation Conference

Attachment 4

Teacher PD Survey Form

Subject Area: _____

Grade/GLCE/HSCE: _____

Strategy of District: _____

Date of PD:_____

Dates PD information was implemented:_____

When will you use the information from PD?: _____

Explain how the PD has affected your teaching:

1. What will you do differently now?_____
    _____
    _____
    _____

2. What specifically will you use from your PD experience?_____
    _____
    _____
    _____

3. Explain how PD reinforced what you are already doing?_____
    _____
    _____

Effectiveness of PD (i.e., what were the student results? 70% of the students earned 70% mastery or better): _____
_____
_____
_____

Describe any needs for additional PD. _____
_____
_____

Cluster Team Meeting Report:

This form is to be used to document each cluster meeting. A copy must be submitted to the building principal and the NCA co-chair.

Date of meeting: _____

Start Time _____   End Time _____

Attendees:

Language Arts	_____	Spanish	_____
Mathematics	_____	Special Education	_____
Social Studies	_____	ELA Extension	_____
Science	_____	Math lab	_____

Data review (what data? Progress? Need for action? Plan for using data?):

Student needs/issues discussed:

Team needs:

For next meeting:

Next meeting date:

Submitted by: _____

Department Meeting Report:
(sign-in lines will reflect each individual department)

This form is to be used to document each cluster meeting. A copy must be submitted to the building principal and the NCA co-chair.

Date of meeting: _____

Start Time _____   End Time _____

Attendees:

ELA 7 Core	_____	ELA 7 Core	_____
ELA 8 Core	_____	ELA 8 Core	_____
ELA Essentials 7	_____	ELA Essentials 8	_____
Coach	_____	Literacy Assistant	_____

Data review (what data? Progress? Need for action? Plan for using data?):

Student needs/issues discussed:

Team needs:

For next meeting:

Next meeting date:

Submitted by: _____

Ring for Help

Student Information:

➡ Homework help will be available **Sunday through Thursday from 7pm to 8pm**, with the exception of holidays.

➡ **Please refer to the attached schedule for available dates.**

➡ Listed below are the phone numbers for each subject area. Ring for Help with homework questions.

ELA _____

Math _____

Science _____

Social Studies _____

Spanish _____

Resource Room/Special Education _____

➡ **Ring for Help** is a program designed for homework help. Please make sure your phone calls are appropriate. **Any inappropriate phone calls will be will result in immediate disciplinary action.**

September				
S	M	T	W	Th
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October/November				
S	M	T	W	Th
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	28

January				
S	M	T	W	Th
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

February/March				
S	M	T	W	Th
27	28	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May				
S	M	T	W	Th
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

October				
S	M	T	W	Th
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November/December				
S	M	T	W	Th
29	30	1	2	
5	6	7	8	9
12	13	14	15	16

January/February				
S	M	T	W	Th
30	1	2	3	4
6	7	8	9	10
13	14	15	16	17
22	23	24		

April					
S	M	T	W	Th	
3	4	5	6	7	
10	11	12	13	14	24
25	26	27	28		

May/June				
S	M	T	W	Th
29	30	31	1	2
5	6	7	8	9
12	13	14	15	

Ring for Help

Teacher: _____   Week of: _____

Subject: _____

Date	Student	Cluster	Help needed with...

Behavior / Academic Rubric

Using the rubric below, please review your class roster and assign each student a score of 2, 1, or 0 for the areas of academics and behavior. Narrative notes are not necessary, but would be welcomed.

2=Green status   1=yellow status   0=red status

Category	2 points	1 point	0 points
Academic	On time for class, prepared with book, folder, pencil, planner, has taken restroom/drink break; raises hand to participate in discussion, listens to others speak, focuses attention to teacher/presenter; good attendance	On time for class. Has most class supplies. Sometimes participates in discussion or shouts during discussion, sometimes listens and pays attention	Is late for class, not prepared for class, wants to leave classroom continually, does no listen to others or pay attention to teacher/presenter, tries to get teacher and/or peers' attention with comments; poor attendance
Behavior	Remains in seat unless asked, keeps hands and feet to self, treats others with respect, uses appropriate language and voice level; no office referrals; no detentions	Occasionally out of seat, keeps hands and feet to self, treats others with respect, uses appropriate language and voice level;	Always out of seat, does not keep hands and feet to self, is not respectful to others, uses improper language and voice level; office referrals; suspensions; looks for negative attention with his/her behavior

Class Roster from Zangle

School: _____   Teacher: _____

Student Name	Rubric score ACADEMIC	Rubric score BEHAVIOR
Student Name	2	2
Student Name	1	0
Student Name	1	2
Student Name	1	0
Student Name	2	1
Student Name	0	0
Student Name	2	2
Student Name	1	2
Student Name	1	1

Attachment 9

NEW ROTATIONAL SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:25	1	1	X	1	1
8:25 – 9:15	2	3	X	6	7
9:15 – 10:05	3	4	5	7	2
10:05 – 10:55	4	5	6	2	3
10:55 – 12:25	5	6	7	3	4
12:25 – 1:25	6	7	2	4	5
1:25 – 2:15	7	2	3	5	6
2:15 – 3:00	8	8	4	8	8

LETTER OF AGREEMENT
Between
Lincoln Park Public Schools
and the
Wayne County MEA/NEA, Lincoln Park Education Association
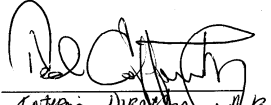
It is understood by the parties that:
1. The Michigan State Legislature past reform measures for public education in December 2009.
2. Lincoln Park Middle School has been identified as a "priority school".
3. Lincoln Park Middle School is subject to MCLA 380.1280C8 and that a transformational intervention model has been chosen by administration and building staff.
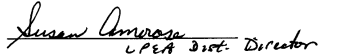
It is also understood by both parties during the implementation the transformation intervention for the Lincoln Park Middle School:
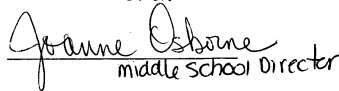1. That any contractual or other seniority system that would otherwise be applicable shall not apply at Lincoln Park Middle School for the sole purpose of teacher assignment.
2. That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at Lincoln Park Middle School. Rather, modifications and accommodations determined by the "Transformation Team" will be mutually agreed upon and "Letters of Understanding" will be signed by the Lincoln Park Public Schools and the Wayne County MEA/NEA, Lincoln Park Education Association.

Lincoln Park Public Schools   Wayne County MEA/NEA
                                        Lincoln Park Education Asst.

Intrim Director of H.R.

Principal

Susan Ambrose
LPEA Dist. Director

Joanne Osborne
middle school Director

Teacher Evaluation Committee

Agenda

November 10, 2010

Committee Members:

Sue Amorose, LPEA President and LPMS Teacher

Karen Cline, LPEA Personnel Director, Elementary Teacher

Terry Dangerfield, High School Principal

Daphne Springer, Elementary Principal

Cheryl Irving, Assistant Superintendent of Curriculum

Moderator: Ted Cafferty, Interim Director of Human Resource

1.   Administrator Walk-Through Form- Revisions
2.   Teacher Evaluation Rubric
3.   Teacher Evaluation Handbook

Next Meetings Scheduled:

December 1, 2010

January 11, 2011

January 26, 2011