



Reform Redesign Report

Raupp Elementary School

Lincoln Park Public Schools

Mrs. Daphne Springer, Principal
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Lincoln Park, MI 48146

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Raupp Elementary School is located in the northeast corner of the city of Lincoln Park and has existed since 1923. Raupp Elementary School was demolished and a new school was built on the former site of the old Raupp in 1999. The current 2012-2013 enrollment is 391 students of which 91% receive free or reduced lunch. Raupp's economically disadvantaged population has increased significantly by 30%. Whereas, the 2002-2003 school year, 61% were free and reduced and by 2011-12, 91% were free and reduced. The ethnicity of Raupp Elementary School consists of Caucasian, Hispanic, African American and American Indian/Other. Raupp's minority population from last school year (2011-12); Hispanic (42%), African American (20%), American Indian/Other (1%) is 63% which is an increase from 31% in 2002-03. Twenty-five percent of Raupp's students receive additional support for language or learning difficulties. Fourteen percent of Raupp's students are Schools of Choice.

Features and Challenges - As previously mentioned, the extremely high level of poverty in this area is a challenge in and of itself. Additionally, the school population is quite transient. Fewer than a third of Raupp's 6th grade students attended the school in kindergarten. Homeless children are also attending the school this year, which has not happened in the past. Student attendance rates are another challenge. 52% of Raupp students were absent more than 5 days during the 2011-2012 school year. Nearly a third of students were absent 10 or more days during that school year.

School's Purpose

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

The Raupp Elementary School community will develop lifelong learners who are competent, confident, contributing members of society. This vision statement is intended to serve as our goal for improvement and the standard by which we will evaluate our progress.

It is the mission of Raupp Elementary School to provide and promote academic excellence, personal growth and responsibility within a safe environment.

Student education is a shared responsibility between school, parents and community. Student success is our primary goal. Every student is a unique individual with different educational goals. Learning is achieved at different rates and in different manners. All students are provided opportunities to become proficient learners.

Notable Achievements and Areas of Improvement

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

Raupp Elementary School's notable achievements have been in the areas of increased diversity amongst student activities by way of International Day, Cinco de Mayo, and increased awareness of reading by hosting reading night, holding Scholastic Book Fairs, Raupp Reads every day, and Book-it; a program partnered with Pizza Hut to encourage students to read books. Raupp has recognized students in writing by promoting star writers whereas, students would read aloud their writings at Parent-Teacher Association Meetings.

The areas of improvement for Raupp Elementary over the next three years is to improve student learning. Teachers will focus their lesson plans on a student-friendly objective and engage students actively in learning that objective. It is also important for the teacher to establish the thinking level required of students if they are to master the objective.

Additional Information

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

Raupp School's staff is committed to seeing the children thrive in all aspects of life, not just in their education. Last year, when a school family was evicted from their residence, the staff took up a collection and gave hundreds of their own dollars to establish the family in an apartment. Several years ago, a staff member routinely picked up one of her students and drove him to school because a family hardship made it difficult for his parents to provide transportation. A family who needed help with their medical bills for their young son who was diagnosed with a brain tumor benefited from the fundraiser the school held. Financial and emotional support has been given to children and families who have experienced the loss of a loved one, particularly when a parent has passed. The school seeks out the resources of the community during the holidays to ensure that food and gifts are provided for those families in need. Though the demographic of the students is sometimes difficult, the school staff has risen to the challenge to ensure that all student needs - even those outside of the classroom - are being met. Raupp School is a true family, in every sense of the word.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

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

Name	Title/Role	Contact Information
Daphne Y. Springer	Principal	daphne.springer@lpps.info
Jessica Laurain	Teacher/1st,2nd	jessica.laurain@lpps.info
Rachel Rembisz	Teacher/Kdg	rachel.rembisz@lpps.info
Maria Zorn	Teacher/6th	maria.zorn@lpps.info
Cheryl Irving	Assistant Superintent	cheryl.irving@lpps.info
Walter Rabchuk	School Improvement Facilitator	Wjrjr108@yahoo.com
Dr. JoAnn Hurd	Andrees Intervention Specialist	andreesjoann@yahoo.com

PART B: TEACHING AND LEARNING PRIORITIES

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

Based on the review of our data sources, it was determined that the school will focus on three areas for improvement: math, specifically problem solving; reading, specifically comprehension; and classroom management, specifically reducing office behavior referrals to increase instructional learning time.

In the area of mathematics problem solving, the following data was used:

1. The Michigan School Report grade for student achievement in mathematics was an F.
2. The percent of students proficient in the problem solving section of the math Michigan Educational Assessment Program (MEAP) has declined since 2007. The table below gives the data for 2011.

Grade % of students proficient

- | | |
|---|-----|
| 3 | 47% |
| 4 | 33% |
| 5 | 42% |
| 6 | 34% |
| 7 | 40% |

The school improvement team has decided on the following interventions to improve instruction and student achievement in mathematics problem solving.

1. A math interventionist has been hired to work in a tiered system with at risk students. The Scholastic Math inventory is used as a needs assessment to identify students into the program.
2. The district curriculum has been aligned with the Common Core State Standards. Alignment has been completed vertically and horizontally.
3. Select teachers have attended Mathematics Institute: Mathematics Instruction Common Core State Standards TIPM3 training through Wayne RESA. As teacher-leaders, they are sharing the information learned through this in-service during teacher collaboration times. Additional workshops and conferences may be attended if they will support improvement in the area of problem solving.
4. A math coach is being retained for teachers through Wayne RESA for the current 2012-2013 school year.
5. The Saxon Mathematics program will be piloted K-6 with the intention of adopting the program if student achievement is evident. Promethean boards will need to be purchased for classrooms that are currently lacking them (12) due to the extensive technology component of the program. A full trial cannot be conducted without Promethean boards. Currently, 5 classrooms have Promethean boards.
6. Professional Learning Communities will be implemented for staff collaboration - early release time every Tuesday at 2:30PM beginning 2013-2014 school year.
7. Administration has been trained in data walks to provide instructional feedback. Staff members will analyze data to locate areas for improvement.
8. Data binders will be used by all staff members to analyze trends during Collaborative Data Dialogue meetings.
9. Teachers will be trained in and focus on using three of Marzano's high yield instructional strategies: cooperative learning; setting objectives and providing feedback - both teacher to student and student to student; reinforcing effort and providing recognition.

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In the area of reading comprehension, the following data was used:

1. The Michigan School Report grade for student achievement in reading was an F.
2. Developmental Reading Assessment (DRA) comprehension scores were low, while students were still reading with accuracy and fluency. Additionally, students who were reading at the appropriate DRA grade level were not proficient on the MEAP. DRA data was collected and displayed on a data wall.

3. The percent of students proficient in the reading section of the MEAP has declined since 2009. The table below gives the data for 2011.

Grade % of students proficient

3 27%

4 26%

5 28%

6 51%

7 15%

The school improvement team has decided on the following interventions to improve instruction and student achievement in reading comprehension.

1. Additional reading interventionists have been hired to work in a tiered system with at risk students. Previously two interventionists were used school wide; now, there are four interventionists dedicated to improve reading achievement. Additionally, the Response to Intervention (RtI) program was not implemented with fidelity in previous years. It is being more closely monitored now to ensure fidelity.
2. The district curriculum has been aligned with the Common Core State Standards. Alignment has been completed vertically and horizontally.
3. Select teachers have attended Reading in the Content Areas K - 5 training through Wayne RESA. As teacher-leaders, they are sharing the information learned through this in-service during teacher collaboration times. Additional workshops and conferences may be attended if they will support improvement in the area of reading comprehension.
4. A district reading coach is available for teachers.
5. Professional Learning Communities will be implemented for staff collaboration - early release time every Tuesday at 2:30PM.
6. Administration has been trained in data walks to provide instructional feedback. Staff members will analyze data to locate areas for improvement.
7. Data binders will be used by all staff members to analyze trends during Collaborative Data Dialogue meetings.
8. Teachers will receive Sheltered Instruction Observation Protocol (SIOP) training, which is a research based model that is a scientifically validated framework for improving the academic achievement of English learners, based upon the increase Hispanic population over the past nine years from 18%(2002-2003 school year) to 42%(2011-2012 school year).
9. Informational texts will be purchased in the content areas of social studies and science to embed reading comprehension within the content areas.
10. Each classroom will be provided a choice of Scholastic News Magazine or Time for Kids for additional exposure to informational text aligned with the Common Core State Standards.
11. Teachers will be trained in and focus on using three of Marzano's high yield instructional strategies: cooperative learning; setting objectives and providing feedback - both teacher to student and student to student; reinforcing effort and providing recognition.
12. The Scientific Learning program Fast ForWord, which is a scientifically based researched program to improve test

State what data were used to identify these ideas.

The following data sources were used to identify these areas:

1. Math MEAP scores

2. Reading MEAP scores
 3. Michigan School Report Card
 4. Golden Package
 5. DRA scores
 6. School Data Profile on demographics regarding ethnicity on Hispanic population (ELL)
 7. Research based independent study team completed by the Flippen Group Solutions
 8. School data collected on office referrals and suspensions
- See above (#1) for information regarding why these will guide the turnaround process for the school.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Raupp Elementary School was designated as a Michigan Priority School in the summer of 2012. Because of this designation, the building school improvement team needed to submit a plan to the State as to how it was going to turn the building around academically. This plan would be due in just a few short months. As a requirement of this designation, the leadership of the building had to be changed. Having looked at literature regarding school turnaround leaders, I knew that people with high levels of competencies could bring about changes that would increase student achievement quickly. I needed to look at candidates that possessed competencies such as initiative and persistence, monitoring and directiveness, team leadership, developing others, self-confidence and achievement. Prior to looking outside of the district and having worked for several years with district administrators, I looked to see if any internal candidates possessed these competencies. I recognized the leadership abilities of Mrs. Daphne Springer and met with Central Office cabinet members to discuss Mrs. Springer as a candidate for Principal of Raupp Elementary School. As a Cabinet, we discussed each member's experiences with Mrs. Springer in regards to the competencies. The Central Office Cabinet believed Mrs. Springer possessed the competencies needed to change the teaching and learning at Raupp Elementary School. I then met with Mrs. Springer to talk about the needs at Raupp Elementary School and about her thoughts on being the Turnaround Principal at the building. Mrs. Springer was humbled to be asked to lead this change and gladly accepted the challenge.

I believe Mrs. Springer possesses the competencies as stated above that will lead to student success at Raupp Elementary School. With the support of the Board and Central Office, Mrs. Springer was transferred to Raupp Elementary School to be the turnaround leader for the start of the 2012-2013 school year.

If you need any other information regarding this matter, please contact me at 313-389-0205.

Sincerely,

Richard R. Rockwell

Superintendent of Schools

Please see attached resume copy of the new principal at Raupp Elementary in Appendix A.

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

The district formed a teacher evaluation team to develop an evaluation tool that meets state requirements. Teachers, union, and administration are represented on this team. The tool developed recognized the importance of student achievement. The teachers are given the rubric used for evaluation purposes. Administration has been trained by central office to use the tool and discussed at a staff meeting to ensure all staff members were clear on the expectations. The growth data collected from administrative walk-throughs, state mandated assessments, DRA results and quarterly common core assessments will be used to assess staff growth. These assessments will serve as a significant part of the evaluation including the 25% requirement for 2013 - 2014. The scores will be studied by administration and recommendations for IDPs or teacher removal will be made at the end of each semester. This may result in staff and/or program reduction

and/or modifications. Teachers will also be encouraged to reflect upon their strengths and weaknesses through self-evaluations and individual goal setting in one of the three focus areas of improvement. Teachers will occasionally be provided with release time to participate in peer teaching observations and peer evaluations as necessary.

Administrators are evaluated by the Superintendent. The Superintendent met with each administrator to establish goals for the school year. One of the goals had to address student achievement. These administrator goals will be monitored through data reports throughout the year.

Please see attached copy of the Teacher and Administrative Evaluation tool in Appendix B.

RESPONSIBLE PERSONNEL

Superintendent, building principal and teaching staff

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The process for determining and rewarding school leaders, teachers, and other staff members who have increased student achievement (25% by 2013-2014) in the following identified areas of need: reading comprehension, math problem solving, and classroom management, will consist of a comprehensive analysis of a compilation of assessment data used in measuring student growth. This compilation of data will be assessed quarterly and consist of MEAP scores in Reading and Math, DRA, Common Core quarterly assessments, Scholastic Math Inventory, Capturing Kids Hearts, informal and formal evaluations, and local assessments. The data will be studied by administration and the team to identify staff to be rewarded. The team will also use this data to identify staff members that may show a need for improvement and possible removal.

The reward system will be made available to all eligible staff to ensure fairness. A minimum proficiency level of 80% in the areas identified above will be the criterion for a reward. This criterion will be well articulated to the staff to ensure a system that is transparent. Staff members will have a clear understanding of what level of success equates to the reward system being implemented.

School leaders, teachers, and other staff members who increase student achievement may be rewarded from the following options:

- a. Administrative recognition through awards, certificates, and/or a small gift if funds allow.
- b. Classroom supervision offered by administration for the teacher during scheduled Media time block resulting in extra preparatory time for the teacher.
- c. Prime parking spots that will be painted and have signs identifying their reservation for successful staff members.
- d. Bulletin board space in a prominent spot in the school hallway to show recognition of successful teachers and staff members.
- e. A featured section in the school newsletter highlighting the achievements of successful teachers and staff members.
- f. Recognition of teachers and staff members who are increasing student achievement at City Council and Board of Education meetings.
- g. Submission of articles highlighting the achievements of successful teachers and staff members to the local newspaper.
- h. Gift certificates for dinner and/or movies from local restaurants if funds are available.

All incentives as stated in this plan are non-monetary and monetary incentives will be studied as funds become available.

Any teacher who has not consistently shown increases in quarterly student achievement in the targeted areas will be provided targeted training and professional development. This will take place through the development of an Individualized Development Plan (IDP) with clearly stated goals and supports. The administrator will provide reasonable support for the teacher upon request and identify a timeline for improvement. If improvement is not demonstrated, the teacher will be removed from the school and/or recommended for termination. Please refer to Appendix A for further information regarding administrative evaluation, IDP development, and the process for the removal of staff and teachers.

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Exit points will also be provided to teachers and staff during the school year as positions are made available through the district's personnel office. Additional exit points may also be made available at the annual bid meeting offered by the district in June for the following year's placement of staff. Of those teachers who choose to stay or bid into a position at Raupp School, information will be provided to them outlining the requirements of the transformation plan. Teachers currently working within the district who desire to transfer into a position within the building will undergo an interview with the principal and the school reform team before the transfer will be approved. Also, of those individuals, administration will be advised of any individuals who have been previously identified as ineffective and their potential for removal.

Raupp School has signed a memo of understanding with the Lincoln Park Education Association (LPEA) that clears all collective bargaining language that would impede the implementation of the transformation plan including teacher removal and/or dismissal based on student growth.

Please see attached copy of the Collective Bargaining Agreement in Appendix C.

RESPONSIBLE PERSONNEL

Building principal, transformation reform team, teaching staff

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

Please see attached copy of the professional development plan and calendar for the 2012 - 2013 school year and beyond in Appendix D.

The school and district's curriculum has been aligned vertically and horizontally to the CCSS and teachers have been trained in the expectations surrounding the new alignment this school year. Further professional development will center on the three areas identified as needing improvement: reading comprehension, math problem solving, and classroom management. In each of these areas, the team has chosen three of Marzano's high yield instructional strategies for teachers to guide their instruction: cooperative learning; setting objectives and providing feedback; and reinforcing effort and providing recognition.

The professional development chosen to improve student achievement in math problem solving are the TIPM3 training provided through Wayne RESA; math coach provided through Wayne RESA; and the Professional Learning Communities established at Raupp School, to share math instructional strategies with teachers and support implementation of TIPM3.

The professional development chosen to improve student achievement in reading comprehension are the Reading in the Content Areas K - 5 training through Wayne RESA; literacy coach provided through the district; SIOP training and the Professional Learning Communities established at Raupp School, to share these instructional strategies with teachers.

The professional development chosen to improve classroom management is Capturing Kids Hearts and Professional Learning Communities. Book studies and a behavior management coach will be explored as possible professional development opportunities. Additional professional development can be offered in future years of the plan as more opportunities arise and as we respond to frequent evaluations of each professional development program through 2016.

RESPONSIBLE PERSONNEL

Building principal, transformation reform team, teaching staff

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The majority of the staff has remained consistent from prior school years. As a result, the following interventions are being offered to staff members to improve instruction:

- a. Teacher leaders will be identified and offered the opportunity to attend professional development and return to the school building to train colleagues in Math Problem Solving, Reading Comprehension and Behavior Management.
- b. Workshops and professional development opportunities are made available for career growth.
- c. Through the implementation of Professional Learning Communities teachers will be given leadership opportunities in their areas of strength.
- d. Book studies will be made available for teachers in areas identified as needing growth.
- e. Grade level teaching partners will be encouraged to team teach in subject areas, where applicable, to teach to their strengths and offer flexible working conditions.
- f. Subject matter coaches (reading, math) have been retained to provide teacher assistance.
- g. Release time will be available to teachers who desire to observe peers and reflect upon their own teaching.

Highly effective staff members will be recruited and retained within the building by offering incentives and rewards to teachers. Some examples of these incentives include administrative recognition, preferred parking spaces, additional planning time offered while students attend Media, and gift certificates provided via donations from area businesses.

If the opportunity to recruit new teachers arises, the school reform team will be included in the interview process of new staff members, and candidates with prior teaching experience and philosophies similar to the school reform plan will be given preferential hiring consideration. Superior candidates will be recruited through job fairs and possible university collaboration in the education departments. New teachers will be assigned a mentor to work with during their probationary period. Teachers currently working within the district who desire to transfer into a position within the building will undergo an interview with the principal and the school reform team before the transfer will be approved. Therefore, teacher transfers into the building may not necessarily be honored solely by seniority.

RESPONSIBLE PERSONNEL

Building principal and transformation reform team

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

All school and district instructional programs have been aligned with the Common Core State Standards in English Language Arts and Mathematics and computer-based instructional support. The State Grade Level Content Expectations provide the alignment for Social Studies and Science. In all subject areas, the paced district curriculum has been aligned vertically and horizontally. Teachers have received training in their grade level expectations.

Currently, the school is using these district wide instructional programs: Harcourt math, Guided Leveled Reading facilitated through the Daily 5, Michigan Citizenship Collaborative Curriculum, Writers Workshop and The Michigan Department of Education Science Companion Documents. Additionally, informational texts have been provided for guided leveled reading in Science and Social Studies for lower grade levels; further, it will be added to all grade levels.

Data is at the center of all decisions made at Raupp School. Regularly scheduled data meetings are held to discuss data and drive instruction. Individual student data will be collected by each teacher from various sources and compiled in a data binder. These sources include the Golden Package, Class A, Scholastic Math Inventory, Dynamic Indicators of Basic Early Literacy Skills (DIBELS and DAZE), Developmental Reading Assessment (DRA), Michigan Literacy Progress Profile (MLPP), and formative and summative assessments within the content areas. Each piece of data will then be studied to identify areas for student differentiation as well as areas of instructional deficit classroom wide.

The following research based instructional programs will be added to those already being used as a response to the preliminary data analysis completed by the reform team. Weakness has been shown in the areas of reading comprehension, math problem solving and classroom management. These programs have been selected to meet those needs: Saxon math, Fast ForWord from Scientific Learning, Making Meaning, and Capturing Kids Hearts. Each of these programs has also been identified as being well aligned with Marzano's high yield instructional strategies that the reform team has targeted as goals for staff instruction: cooperative learning; setting objectives and providing feedback; and reinforcing effort and providing recognition. Teachers will be keeping information in their data binders to monitor the effectiveness of these programs and to identify further areas of needed improvement. Saxon math is being piloted to improve problem solving skills. Fast ForWord and Making Meaning are being implemented to increase student achievement in reading comprehension. The Capturing Kids Hearts training is expected to improve behavior management, decrease office referrals, and thereby increase quality instructional time.

RESPONSIBLE PERSONNEL

Building principal and the school improvement team is responsible for monitoring staff usage of data as it reflects in minutes of meetings.

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

USE OF INDIVIDUAL STUDENT DATA

District assessments are mandatory in the content areas of reading, writing, and mathematics on a quarterly basis. These assessments are both formative and summative in nature. DRA is the primary assessment used in reading. Writing samples are collected and scored based on a district rubric that follows the writer's workshop instructional program. Mathematics assessments have been developed at the district

level and are aligned with the common core state standards. Teachers are expected to give pre and posttests along with on-going formative assessments throughout the quarter to guide their teaching and identify those students who need to be referred for additional support available through multi-tiered levels of support. MEAP data is analyzed as well. Data collected at the building level is what drives instruction.

In the past, the school's Reponse to Intervention (RtI) program was not implemented with fidelity. The structure of the program was such that a lead teacher coordinated with one full-time and two half-time interventionists. Services were provided on a multi-tiered system. However, because of the high level of student need and the limited number of Literacy Assistants, students could not receive consistent services. Furthermore, the intervention program was limited to students in K - 2.

Beginning with this year, multi-tiered levels of support has been restructured. Four Literacy Assistants have been retained to implement the program. Therefore, it has been expanded to include any student in K - 6 that has been identified as at risk through data collection. Prior intervention only included a focus on literacy; now, one additional interventionist is dedicated exclusively to mathematics. It is expected that these changes will facilitate rapid turnaround, versus the continuous improvement traditionally expected from Response to Intervention.

Teachers are also differentiating instruction in the classroom. Guided leveled reading is used in every classroom to ensure that literacy lessons are delivered at the student's level. District professional development is currently focusing on writing engaging lessons aligned to CCSS that will further enhance the teacher's ability to differentiate in the classroom. TheTIP3M math training that teachers are currently receiving focuses on differentiating math instruction through the use of small groups such as math centers or work stations. Beginning 2013-2014, content coaches in Math and Reading, from Wayne RESA, will work with all grade level teams and individual teachers to support differentiation in lesson planning and data review and evaluation. The coaches will also lend support and assist with the development of common pre and post assessments.

DATA REVIEW AND EVALUATION

Data review is an ongoing process. Frequent, regularly scheduled data review opportunities are being offered under this reform plan. Working staff meetings have been implemented for teachers to analyze school wide MEAP data to identify trends and locate specific areas of needed improvement. Building wide behavioral data is also discussed at this time. Dr. JoAnn Hurd-Andrees, the Intervention Specialist provided through Michigan State University, has been a facilitator of many of these meetings. Her role has been to train the staff in how to analyze data. Teachers will receive training in implementing Professional Learning Communities during the summer of 2013. After this training, data analysis will be used to drive the PLC. The building administrator has been given data walk training to critically observe instruction in the classroom. These non-evaluative observations are then discussed during staff meetings. A data wall is used for collecting and updating DRA data.

Progress monitoring meetings occur throughout the year with the intervention team and the classroom teacher to evaluate students involved with the multi-tiered levels of support program. Students are regrouped accordingly during these meetings. Grade level teachers are given common planning time during the week to discuss classroom data, make decisions regarding classroom instruction, and collaborate regarding classroom management strategies. The school has instituted the use of data binders by all classroom teachers. Teachers compile all data collected (including district assessments, anecdotal records, classroom tests, etc.) in a central location to assist in guiding teaching at the classroom level. Formal parent teacher conferences are held bi-annually to convey this information to parents. Report cards are completed on a quarterly basis.

After implementation of the Capturing Kids Hearts program, behavioral data will be analyzed to determine if the goal of decreased office referrals has been met. Determinations regarding additional needed professional development or other interventions will be based on a review of this data.

Positive Behavior Support System has been facilitated by the principal. Reward dollars are distributed by teachers and staff members to students at the discretion of staff members to reinforce positive behaviors and academic achievements. Students are given the opportunity to spend their reward dollars weekly. Staff is currently working to collect data and analyze the results from the newly initiated positive behavior support system as it relates to the number of office referrals received.

To ensure fidelity of data collection and interpretation of data, a data coach will be retained.

RESPONSIBLE PERSONNEL

Building principal, teaching staff, school interventionists

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The start and end time were previously changed by the district. In 2011-2012, the school day began at 8:25 and ended at 3:19. In 2012-2013, the school year began at 8:15 and ended at 3:04. After implementation of the transformation plan, the 2013-2014 the school day will begin at 8:05AM and end at 3:30PM. With the inclusion of early release on Tuesday to accommodate PLC's and the removal of morning recess we will add an additional 46 minutes of instructional time daily. We are also mandating a 90 minute Literacy Block, 60 minute Math and 60 minute Writers Workshop daily.

2012-2013 Start time 8:15AM

End time 3:04PM

2013-2014 Start time 8:05AM

End time 3:30PM

Early Release

Tuesdays 2:30

Please see attached copy of the Increased Learning Time - School Schedule in Appendix E.

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

The staff has created many opportunities for community and parent engagement. Some of these opportunities are listed below in the order shown below:

Date

Event

Evidence: (Persons Responsible)

September

Meet the Teacher

Agenda, Sign-in Sheets, Principal, Teaching Staff

November

Parent/Teacher Conferences

Surveys

Schedules, Sign-in Sheets, Principal, Secretary, Teaching Staff

Reform Redesign Report

Raupp Elementary School

October, December, January, March, May

Coffee w/ Principal

Agenda, Sign-in Sheets, Principal, Secretary

December

Holiday Celebration

Sign-In Sheets, Survey, PTA, Principal, Secretary

February

Family Skate Night

Flyer, Survey School Improvement Team, Secretary

March

Kindergarten Round-up

Flyer, Sign-in Sheets,

Agenda, Principal, Secretary, Kindergarten Staff

March

Reading Night

Flyers, Pictures, Sign-in Sheets, Survey, School Improvement Team, All Staff

April

Family Game Night

Flyer, Sign-in Sheets,

Survey, School Improvement Team, All Staff

Saturdays - Monthly

Youth For Change

Flyer, Pictures, Permission Slips, Principal, Secretary, Staff

4x a year

Reward's Assembly

Sign-in Sheets

Principal, Secretary

May

International Day

Flyer, Sign-in Sheets, Agenda, Pictures School Improvement Team, Secretary

June

Promotional Ceremonies: Kindergarten / 6th Grade

Invitation, Sign-in Sheets

Principal, Secretary, Kdg. /6th Teachers

Reform Redesign Report

Raupp Elementary School

Raupp School also utilizes the following communication tools for parents:

- a. MISTAR which provides live grading, attendance, and lunch account information
- b. Edulink information system, used for sending mass phone messages to parents
- c. Informational brochures sent home with students
- d. Newsletters (classroom - weekly, school - 5 per year)
- e. School website, provided in addition to district website
- f. School marquee is always updated to current events to keep parents informed of important events and dates
- g. Title I parent compact
- h. Delightful reports sent home throughout the year to inform parents of positive behaviors by any Raupp staff
- i. An informational parent bulletin board is available in the main hallway - updated regularly.

The school staff has provided outreach to our ELL families through the following:

- j. Translators provided for parent teacher conferences and as needed throughout the year
- k. Edulink information system messages sent in the home language
- l. Notes sent home are written in English and Spanish
- m. The school is exploring the feasibility of creating a sister website that has been translated and updated in Spanish.
- n. Full-time parent facilitator to translate and communicate to families

In compliance with Title I requirements, the School Improvement Team also collects sign in sheets for attendance and community involvement activities. Surveys are conducted at various events for evaluation of programs and needs. We will look for increased attendance at events. Survey data and results will be used to evaluate the effectiveness of programs and improve engagement opportunities. Parents are represented on the School Improvement team, as well.

In addition to what Raupp School provides for the students and their families, the following community members and organizations have collaborated with the school to offer the following:

- o. Gleaners provides food donations at local churches to school families indicating need. Local churches donate hats, gloves, coats and clothing to needy students.
- p. Park Restaurant donates money to the school media center in memory of a family member who was a Raupp School alumnus.
- q. Colina Foundation provides grant opportunities to teachers requesting classroom materials.

RESPONSIBLE PERSONNEL

Building principal, teaching staff, students, parents, community members

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The Central Office Administrators (superintendent, assistant superintendent, director of staff and student services, and chief financial officer) and the Board of Education understand the need for support of these interventions and have granted Raupp School flexibility in time, budgeting, and staffing. The Lincoln Park Education Association (LPEA) has also been cooperative in this initiative.

The school reform team has analyzed the data to determine the most pressing areas of need. This site based group consists of three building teachers and the new building principal. Additional support has been provided through the assistant superintendent, the school improvement facilitator contracted through Wayne RESA, and the intervention specialist provided through Michigan State University. This group has determined that the instructional focus for increasing student achievement should be on reading comprehension and math problem solving. Classroom management has been identified as an area where improvement is necessary so that classroom instruction is maximized. Finally, the team has recognized that focusing on implementing Marzano's high yield instructional strategies should increase student achievement. The team has identified three of the strategies - cooperative learning; setting objectives and providing feedback (both teacher to student and student to student); and reinforcing effort and providing recognition - as the primary strategies to be used across the content areas.

The following changes have been agreed upon by the school reform team, demonstrating that operational flexibility is in place:

- a. Additional time has been added to the school day.
- b. Special class schedules have been designed to maximize the literacy learning block, writer's workshop and math.
- c. Consideration is being given to eliminate multiage classrooms and/or split grade level classes building wide, with the understanding that instruction time in core content areas is reduced in this environment.
- d. Newly hired and additional staff members will be interviewed and approved by the transformation reform team members.
- e. The transformation reform team is given the authority to monitor and approve financial decisions, including how Title I monies will be spent.
- f. Instructional programs that the team has selected to increase student achievement will be adopted.
- g. Staff members who have been identified as not increasing student achievement at the classroom level will be placed on an individualized development plan (IDP). A plan for improvement will be made and progress will be frequently monitored. Teachers who are on an IDP and still fail to demonstrate student growth or achievement will be removed from Raupp School.
- h. All staff members will be evaluated on an annual basis.

Please see attached copy of the Collective Bargaining Agreement in Appendix E.

RESPONSIBLE PERSONNEL

School reform team

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

The goal of this plan, and Raupp School, is to show student growth. To that end, technical assistance has been obtained through both the county ISD and the Michigan Department of Education. Mr. Walter Rabchuk has been retained from Wayne RESA. He is acting in a

consulting capacity as school improvement facilitator. Mr. Rabchuk has been present at numerous reform plan meetings and has helped the team to identify the appropriate actions that are needed to increase student achievement.

Dr. JoAnn Hurd- Andrees is another external partner working with the Raupp School reform team to analyze data, identify need, and choose appropriate interventions and instructional programs to maximize student growth. Dr. Hurd-Andrees' services have been provided through the Michigan Department of Education as a Michigan State University appointed intervention specialist. She has also been present at many reform plan meetings and has worked with the reform team and the staff at large to begin preliminary data analysis. Both Mr. Rabchuk and Dr. Hurd-Andrees will continue to offer their services to Raupp School as it continues to work its way through the transformation process. As with all aspects of the transformation plan, feedback and evaluation are vital. Therefore, surveys from teachers will be used to report the effectiveness and amount of support regarding curriculum and professional assistance.

Additional, the district assistant superintendent, Cheryl Irving, is an active member/participant of Raupp Elementary School's support team. She has attended Raupp's transformation school improvement team meetings along with Dr. JoAnn Hurd-Andrees data dialogue meetings.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	This is labeled Appendix B which includes both Administration Evaluation Process and Teacher Evaluation Handbook with the new principal's resume (listed as Appendix A in the Transformation Plan) at the end of the Teacher Evaluation Handbook. Appendix B Administrative Evaluation Process Teacher Evaluation Handbook and Principal Resume.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	This is labeled Appendix D Appendix D Professional Development Calendar.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	This is labeled Appendix E APPENDIX E School Schedule.docx
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	This is noted also in Appendix E Increased Learning Time - School Calendar APPENDIX E School Schedule.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Appendix D shows evidence of this. Appendix D Professional Development Calendar.docx
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	This is labeled Appendix C Appendix C Collective Bargaining Agreement.pdf



Administrative Evaluation Process

Lincoln Park Public Schools

**Revised
July, 2011**

Matrix & Evaluation Process for Administrators Lincoln Park Public Schools

Spring 2008

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 2008-2009 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	6. Faculty Development
2. Personal Behavior	7. Leadership Development
3. Student Achievement	8. Time/Task/Project Management
4. Decision Making	9. Technology
5. Communication	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
 1. Four Levels of Performance in Leadership Performance Matrix (Appendix B)
 2. Major Components of Professional Growth Plan (Appendix C)
 3. Outline for Mid-year Conference between Administrator and Supervisor (Appendix D)
 4. 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 (9-11) 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. 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. 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 B.

APPENDIX A

Templates for Evaluation Process

Contents

Assessment Worksheet.....	Page 5
Professional Growth Plan	Page 6
Summative Evaluation Report Template	Page 7

Assessment Worksheet

Administrator _____ School Year _____

Supervisor _____ Date of Planning Conference _____

Leadership Dimensions		
Resilience	Decision Making	Leadership Development
Personal Behavior	Communication	Time/Task/Project Management
Student Achievement <i>(required goal)</i>	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: (25% of evaluation will be based on standards presented in Domain 3.0)

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:

- a. What went particularly well as you worked on this goal in your Professional Growth Plan?
- b. What did not go as you had expected?
- c. If you had a chance to begin again, is there anything you would do better and/or differently?
- d. What has been your major learning/growth as a leader from this goal?
- e. Where will you head next with this goal?
- f. What significance has this goal made in your leadership practice?
- g. 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	Communication	Time/Task/Project Management
Student Achievement <i>(required goal)</i>	Faculty Development	Technology Learning

Part Five

Supervisor's Observations and Comments:

Goal re: Student Achievement: (25% of evaluation will be based on standards presented in Domain 3.0)

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 _____

RESOURCE MATERIALS

Contents:

Levels of Performance in Leadership Performance Matrix Appendix B

Major Components and Examples of Professional Growth Plan..Appendix C

Mid-year Conference Outline for DialogueAppendix D

Timeline for Steps in Evaluation Process..... Appendix E

APPENDIX B

Levels of Performance

The following levels of performance in the Leadership Performance Matrix for the Lincoln Park Public Schools are explained below and will serve to assist both administrator and supervisor with the Self-assessment and Assessment Worksheet as both parties determine areas for goal setting during the evaluation process.

- **Exemplary** leaders provide performance that is far beyond proficient. One of the distinctive characteristics of exemplary leaders is that they have system-wide impact. They routinely share their ideas, mentor other leaders, and see their role not only as the improvement of the part of the system for which they are personally responsible, but as an agent of system-wide improvement.
- **Proficient** leaders meet the requirements for organizational success. Their performance is both necessary and sufficient for their continued employment. Proficiency is a challenging, rigorous, and demanding standard of achievement. Leaders can be proud of achievements. Nevertheless, they are able to understand clearly that their present level of performance is not exemplary, but on a path toward exemplary.
- **Progressing** leaders understand what they must do in order to become proficient and have the desire and personal motivation to make the decisions necessary to become proficient. While not yet proficient, the progressing leaders can benefit from coaching, constructive feedback, and clear expectations for improved performance.
- Leaders who consistently **do not meet standards** do not have the future in a leadership role with the organization. The question is not *if* they are counseled out of the profession, but *when*. Ineffective organizations will wait until a crisis to take action, and the impact of their delay will cost the organization and its people dearly. Effective organizations will identify, define and document inadequate performance and make the necessary changes very quickly.

APPENDIX C

Major Components of Professional Growth Plan

Goal

Each goal in the Professional Growth Plan (PGP) should emerge from the administrator's self-assessment using the Leadership Dimensions rubrics. Likewise, each goal should reflect building and/or district goals whenever possible. There are many types of goals an administrator might pursue depending on the type of growth s/he desires and the district encourages.

Administrators are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goals and to choose specific evidence or indicators of progress to measure their accomplishment of each goal.

Goals are only valuable when their attainment can be, and actually is, assessed. Goals that can be effectively assessed:

1. Are specific and focused rather than broad and and/or overly general;
2. Require reasonable resources and artifact data collection for evidence;
3. Are tied to measurable outcomes; and,
4. Are, whenever possible, tied to student achievement.

Rationale for Goal

When determining the rationale for each goal, there are three key questions to consider:

1. What are the reasons or need for establishing the goals for the PGP?
2. How does it relate to the Self Assessment, the Matrix, and the goals in your school and/or district?
3. What kind of goal best fits the professional growth the administrator seeks?

Action Steps and Timeline to Accomplish Goals

When determining the strategies and activities to accomplish the goals, there are two key questions to consider:

1. What are the steps the administrator plans to take to accomplish each goal?
2. What are the strategies s/he will use and/or the activities that will lead him/her to the accomplishment of each goal?

Evidence of Success of Goal Accomplishment

When choosing artifacts and forms of data to collect to assess goal completion, there are three key questions to ask:

1. In what ways will successful goal attainment be manifested?
2. What documents or pieces of information can be developed or collected which will indicate whether or not this happened, and to what extent it happened?
3. How will the artifacts/data provide specific evidence of progress or accomplishment?

Artifacts and data are the items that will be collected to indicate progress made toward accomplishment of each goal. Each goal can be supported by one or more types of artifact/data. *Evidence* is some characteristic of the artifact or data that shows the degree to which the goal was accomplished.

APPENDIX D

Mid-year Conference between Administrator and Supervisor

Purpose of Mid-year Conference

The overall purpose of this mid-year conversation with each administrator is to keep communication channels open and determine progress with the goals established in the Professional Growth Plan.

Specific Outcomes

- To provide an update of progress the administrator has made on the established goal;
- To determine the evidence accumulated so far to demonstrate that progress;
- To identify the impact of this goal;
- To conduct dialogue about the administrator's learning as the goal work has progressed;
- To determine any additional support, if needed, for continued goal progress;
- To explore any ideas that may be emerging for future goals;
- To reflect on the progress each administrator is making with his/her practice of Learning Walks as part of the work as an instructional leader/supervisor or other district practices; and,
- To obtain any specific feedback or input on ways the superintendent and central office can provide more effective support for the administrator's role and work.

Procedures

This mid-year conference will be rich with reflection on practice, dialogue about goal progress and suggestions for further professional growth.

Guide for Dialogue

Goal Progress

1. Bring a copy of your goals to the conference.
2. Please present the goals that you established this fall. Now, provide an update of your progress so far with each goal.
3. What evidence do you have to document your progress so far? (Evidence might include artifacts, data, samples of work, etc.)
4. What has been the impact of this goal on school culture/supervisor growth and/or development/student learning/parent involvement, etc?
5. In what ways have you sought professional learning to assist your progress with this goal?
6. What has been significant learning for you, as an administrator, as you have worked on this goal?
7. What ideas for next year's goals (or which Leadership Dimensions) are beginning to emerge in your reflections?

Learning Walk

1. Describe your progress with incorporating Learning Walks into your instructional supervision practice. What is your evidence?
2. What are you learning from your Learning Walks this year?
3. What new ideas do you have for goal setting, professional development, collaborative work, etc. as a result of your Learning Walks?

Summary of Feedback

1. Superintendent's overall view of administrator's performance
2. Inquiry about any needed support from superintendent and/or central office

APPENDIX E

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

Leadership Performance Matrix

1. Not meeting standards 2. Progressing 3. Proficient 4. Exemplary

Leadership Dimension	1	2	3	4	Comments/Discussion
1.0 Resilience					
1.1 Constructive reaction to disappointment and failure					
1.2 Willingness to admit error and learn from it					
1.3 Constructively handles disagreement with leadership and policy decisions					
1.4 Constructively handles dissent from subordinates					
1.5 Explicit improvement of specific performance areas based on the previous leadership evaluation					
2.0 Personal Behavior					
2.1 Integrity					
2.2 Emotional self-control					
2.3 Compliance with legal and ethical requirements in relationships with employees					
2.4 Compliance with legal and ethical requirements in relationship with students					
2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization					
2.6 Organization, including calendar, desk, office, and building(s)					
3.0 Student Achievement					
3.1 Planning and goal setting for student achievement					
3.2 Student achievement results					
3.3 Student achievement reporting to students, parents, teachers, and other leaders					

Leadership Dimension	1	2	3	4	Comments/Discussion
3.0 Student Achievement					
3.4 Use of student achievement data to make instructional leadership decisions					
3.5 Understanding of student requirements and academic standards					
3.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards					
3.7 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement					
Leadership Dimension	1	2	3	4	Comments/Discussion
4.0 Decision Making					
4.1 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices					
4.2 Clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone					
4.3 Decisions linked to vision, mission, and strategic priorities					
4.4 Decisions evaluated for effectiveness and revised where necessary					

Leadership Dimension	1	2	3	4	Comments/Discussion
5.0 Communication					
5.1 Two-way communication with students					
5.2 Two-way communication with faculty and staff					
5.3 Two-way communication with parents and community					
Leadership Dimension	1	2	3	4	Comments/Discussion
6.0 Faculty Development					
6.1 Understanding of faculty proficiencies and needs for further development					
6.2 Personal participation in leading professional development					
6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance					
Leadership Dimension	1	2	3	4	Comments/Discussion
7.0 Leadership Development					
7.1 Strong assistant administrators who are capable of immediately assuming leadership responsibilities in this school or other buildings					
7.2 Consistent identification of potential future leaders					
7.3 Evidence of delegation and trust in subordinate leaders					
Leadership Dimension	1	2	3	4	Comments/Discussion
8.0 Time/Task/Project Management					
8.1 Consistently maintains daily task list					
8.2 Choices for time management reflect a focus on the most imp. priorities					
8.3 complex projects have clear objectives and coherent plans					
8.4 History of completion of projects on sched. in budget					

Leadership Dimension	1	2	3	4	Comments/Discussion
9.0 Technology					
9.1 Demonstrated use of technology to improve teaching and learning					
9.2 Personal proficiency in electronic communication					
Leadership Dimension	1	2	3	4	Comments/Discussion
10. Learning					
10.1 Personal understanding of research trends in education and leadership					
10.2 Personal Professional Development Plan					
10.3 Professional Development focus					
10.4 Application of Learning					



Teacher Evaluation Handbook

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

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

PROBATIONARY TEACHERS

Each probationary teacher shall be observed for a minimum of thirty (30) consecutive minutes in person per evaluation by the teacher's building administration or the Superintendent's designee. A final annual year-end evaluation shall be based on, but not limited to, at least three (3) formal classroom observations, informal classroom observations and an IDP. Two copies of this evaluation shall be submitted to the teacher at the time of the year-end conference or within ten (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) within sixty (60) days of their start date. 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 five (5) domains of teaching. This IDP will be included as a part of the year-end evaluation.

If a probationary teacher has served four (4) years of probation and has been rated highly effective in the last three (3) of those years, he or she can achieve tenure within four (4) years instead of five (5). In all other cases, to obtain continuing tenure, a probationary teacher must be rated effective or highly effective for at least the last three (3) consecutive years during his or her five (5) year probationary period.

TENURED TEACHERS

ANNUAL EVALUATION

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. If at any time an evaluator identifies an area of concern, a full evaluation must be completed.

FULL EVALUATION

A full evaluation will be conducted every three years. This evaluation will include two formal observations of at least thirty (30) minutes in length guided by the Teacher Evaluation Rubric. The evaluator shall prepare and submit the Teacher Evaluation Summary Report (Form A) for each formal observation completed. An evaluation rating must be determined and recorded on the Teacher Evaluation Summary Report (Form A) using the criteria set forth in the Final Effectiveness Rating Table (Form B). The evaluator shall hold a post-observation conference with the teacher for the purpose of clarifying the summary report and recommendations. If after the first formal observation an area of concern exists, a second formal observation must be completed within 45 school days. If after the second formal observation, an area of concern still exists; the teacher shall be placed on an IDP.

TENURED TEACHERS WITH IDENTIFIED AREAS OF CONCERN

If an evaluator identifies an area of concern, an IDP shall 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 five (5) domains of teaching.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

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

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 five (5) domains of teaching.
4. The teacher and the administrator will participate in the goal setting process.

Process

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

The teacher and administrator will mutually identify the goals. Up to five (5) 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. A minimum of four formal observations will be completed for a tenured teacher on an IDP. The evaluator shall prepare and submit the Teacher Evaluation Summary Report (Form A) for each formal observation completed. An evaluation rating must be determined and recorded on the Teacher Evaluation Summary Report (Form A) using the criteria set forth in the Final Effectiveness Rating Table (Form B). The evaluator shall hold a post-observation conference with the teacher for the purpose of clarifying the summary report and recommendations.

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 requests for future professional development. The IDP Summative Evaluation Report will be shared between the teacher and administrator, signed, and submitted to the Superintendent. Administrators please note that in order to take action with teachers whose employment is discontinued, board approval must take place prior to a date determined by the Superintendent.

TEACHER EVALUATION FINAL RATING

A Year End Teacher Evaluation Cover Sheet (Form C) and a copy of the Teacher Evaluation Summary Sheet (Form A) for each observation/evaluation must be submitted to personnel to be placed in the teacher's file by the end of the school year. A final rating shall be determined using the appropriate Multiple Evaluation Effectiveness Charts. (Forms D, E or F)

An administrator giving an annual evaluation using the established walk through process, shall submit a Year End Teacher Evaluation Cover Sheet (Form C) and a copy of each of the completed walk through forms (minimum of 6) to the teacher's personnel file. A rating no lower than effective or highly effective must be given when using this process. If at any time, an administrator determines there is an area of concern while using the walk through process, the evaluator must begin using the formal evaluation process as described on page 4 of this handbook.

DOMAIN 1 Planning and Preparing for Student Learning – This domain will account for 15% of this evaluation
Will be re-evaluated 2013-14 for Elementary

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	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Acquisition of Information About Individual Learners	<ul style="list-style-type: none"> Teacher acquires <u>extensive</u> and detailed information about individual students as learners from a variety of sources, and in an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher acquires detailed information about individual students as learners from a variety of sources and/or in an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher acquires general or global information about students as learners from a variety of sources and/or an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher does not acquire knowledge of individual students as learners. Teacher does not acquire knowledge from a variety of sources or in an <u>ongoing</u> manner. Evidence not provided.
B. Use of Acquired Information	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage * Instruction that addresses strengths and gaps in students background knowledge and skills * Teacher analyzes and uses achievement data and other assessment results to plan individual/group instructional needs. 	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning shows consideration for students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage * Instruction that addresses strengths and gaps in students background knowledge and skills * Teacher uses achievement data and other assessment results to meet individual/group instructional needs. 	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning shows general awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through a few of the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage * Instruction that addresses strengths and gaps in students background knowledge and skills * Teacher uses achievement data and other assessment results to plan instruction for the entire class. 	<ul style="list-style-type: none"> Teacher planning shows, little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: <ul style="list-style-type: none"> * Flexible grouping * Activities that invite student interaction and choice * Strategies that address various learning styles, special needs and cultural heritage * Instruction that addresses strengths and gaps in students background knowledge and skills * There is little evidence that the teacher uses achievement data or other assessment results to plan instruction. Evidence not provided.

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

DOMAIN 1 Planning and Preparing for Student Learning

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Alignment and Techniques	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> * Are aligned to objectives * Demonstrate a variety of techniques * Are <u>formal</u> and <u>informal</u> * Are used for both <u>summative</u> and <u>formative</u> purposes * Assessments demonstrate <u>rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> * Are aligned to objectives * Are <u>formal</u> and/or <u>informal</u> * Are used for both <u>summative</u> and <u>formative</u> purposes * Assessments demonstrate <u>rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> * Are aligned to objectives * Are <u>formal</u> and/or <u>informal</u> * Are used for <u>summative</u> and/or formative purposes * Assessments do not demonstrate <u>rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that are not aligned to lesson objectives. Assessments do not demonstrate <u>rigor</u>. -or- Evidence not provided.

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

DOMAIN 1 Planning and Preparing for Student Learning

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

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

DOMAIN 1 Planning and Preparing for Student Learning

Standard 1.4: The teacher demonstrates knowledge of resources.

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Resources for Classroom Use	<ul style="list-style-type: none"> Teachers knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the Internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available for students through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources for classroom use available through the school district.
B. Resources to Extend Content Knowledge and Instruction	<ul style="list-style-type: none"> Teachers knowledge of resources to enhance content and instructional knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources to enhance content and instructional knowledge available through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources available to enhance content and instructional knowledge available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources to enhance content and instructional knowledge available through the school or district.
C. Resources for Students	<ul style="list-style-type: none"> Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the internet. 	<ul style="list-style-type: none"> Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher does not acquire resources for students available through the school or district.

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

DOMAIN 2 Creating an Environment for Learning – This domain will account for 25% of this evaluation

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Teacher Interaction with Students	<ul style="list-style-type: none"> Teacher interacts with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interacts with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are generally appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are negative, demeaning, and/or inappropriate.
B. Interactions Among Individuals	<ul style="list-style-type: none"> Teacher routinely encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions. An inclusive and caring classroom environment is maintained. Interactions are respectful. 	<ul style="list-style-type: none"> Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher tolerates inappropriate and/or disrespectful interactions among individuals.

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

DOMAIN 2 Creating an Environment for Learning

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Routines/Procedures	<p>Teacher establishes and uses effective routines and procedures that <u>incorporate student responsibility</u> for managing student groups, supplies, and/or equipment.</p> <ul style="list-style-type: none"> Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher uses procedures for managing student groups, supplies, and equipment that result in a considerable loss of instructional time. Teacher maintains an environment where hazards exist.
B. Transitions	<ul style="list-style-type: none"> Teacher establishes procedures for managing seamless transitions <u>incorporating student responsibility</u>. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher establishes and directs procedures for transitions. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher establishes procedures for some transitions. Instructional time is lost. 	<ul style="list-style-type: none"> Teacher does not establish procedures for most transitions. Considerable instructional time is lost.

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

DOMAIN 2 Creating an Environment for Learning

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
<p>A. Monitoring of Student Behavior and Response to Misbehavior</p>	<ul style="list-style-type: none"> • Teacher monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task. • Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained. <li style="text-align: center;">-or- • Student misbehavior is not evident. 	<ul style="list-style-type: none"> • Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task. • Teacher response to misbehavior is appropriate and consistent. 	<ul style="list-style-type: none"> • Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task. • Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior. <li style="text-align: center;">-or- • Teacher response to student misbehavior is inconsistent and/or has minimal results. 	<ul style="list-style-type: none"> • Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. • Teacher does not respond to off-task or disruptive behavior. <li style="text-align: center;">-or- • Teacher response to student misbehavior is inconsistent and/or has minimal results.
<p>B. Expectations</p>	<ul style="list-style-type: none"> • Standards of conduct are clear to all students and appear to have been developed with student participation. 	<ul style="list-style-type: none"> • Standards of conduct are clear to all students. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, and most students seem to understand them. 	<ul style="list-style-type: none"> • No standards of conduct appear to have been established, or students are confused as to what the standards are.

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

DOMAIN 3 Teaching for Learning – This domain will account for 25% of this evaluation

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Lesson Planning	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives and with benchmarks and/or grade level indicators identified. Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding * standards, and makes connections within and across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives. Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. -OR- There are no lesson plans available. -OR- Lesson plans are not aligned to the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. -OR- There are no lesson plans available. -OR- Lesson plans are not aligned to the lesson observed.
B. *Standards-based Instructional Objectives	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives and an <u>instructional rationale</u> for this learning. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates little or nothing about the *standards-based instructional objectives. -OR- The instructional objectives are not *standards-based.
C. Instructional Directions and Procedures	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. Teacher anticipates possible student misunderstanding. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> Teacher communicates instructional directions and procedures for the activity that are unclear. -and/or- Teacher makes repeated attempts to clarify direction and procedures. 	<ul style="list-style-type: none"> Teacher does not communicate instructional directions or procedures for the activity. -OR- Teacher communicates instructional directions or procedures inaccurately.

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

DOMAIN 3 Teaching for Learning

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
D. High Expectations	<ul style="list-style-type: none"> Teacher communicates high expectations based on individual student abilities for *standards-based student work. Teacher <u>routinely</u> emphasizes completion of work and <u>consistently</u> encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher communicates high expectations for *standards-based student work. Teacher emphasizes completion of work and encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher communicates expectations for *standards-based student work. Teacher emphasizes completion of work but does not encourage the students to expend their best effort. 	<ul style="list-style-type: none"> Teacher does not communicate expectations for *standards-based student work. Teacher does not emphasize completion of work and/or does not encourage students to expend their best effort.
E. Assessment Criteria	<ul style="list-style-type: none"> Teacher <u>clearly</u> communicates assessment criteria that are aligned with the *standards-based instructional objectives and includes the task-specific criteria for various performance levels. 	<ul style="list-style-type: none"> Teacher <u>clearly</u> communicates to students the assessment criteria that are aligned with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher does not communicate assessment criteria to students. -OR- Assessment criteria is not aligned with the *standards-based instructional objectives.

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

DOMAIN 3 Teaching for Learning

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
<p>A. <u>Instructional strategies & Content Knowledge</u></p>	<ul style="list-style-type: none"> • Teacher <u>routinely</u> uses a broad range of <u>multiple instructional strategies</u> that are <u>effective</u> and <u>appropriate</u> to the content. • Teacher conveys accurate content knowledge, including *standards-based content knowledge. 	<ul style="list-style-type: none"> • Teacher uses <u>instructional strategies</u> that are <u>effective</u> and <u>appropriate</u> to the content. • Teacher conveys accurate content knowledge, including *standards-based content knowledge. 	<ul style="list-style-type: none"> • Teacher uses a limited range of <u>instructional strategies</u> that are <u>effective</u> and <u>appropriate</u> to the content. • Teacher conveys some minor content inaccuracies that do not contribute to making the content incomprehensible to the students. 	<ul style="list-style-type: none"> • Teacher uses <u>instructional strategies</u> that are <u>ineffective</u> and/or <u>inappropriate</u> 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

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

Standard 3.3:

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Conceptual Understanding	<ul style="list-style-type: none"> Teacher uses challenging *standards-based activities at the appropriate cognitive level that promote conceptual understanding and meet individual needs. 	<ul style="list-style-type: none"> Teacher uses challenging *standards-based activities at the appropriate cognitive level that promote conceptual understanding. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the appropriate cognitive level that do not promote conceptual understanding. Teacher uses *standards-based activities at the inappropriate cognitive level that promote conceptual understanding. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the appropriate cognitive level that do not promote conceptual understanding. Teacher does not use *standards-based activities. Teacher uses inappropriate activities.
B. Extension of Thinking	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think independently, creatively or critically about the content being taught, to reflect on their understanding and to consider new possibilities. 	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situation that challenge students to think about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situation that do not challenge students to think about the content.
C. Monitoring, Adjusting and Student Engagement	<ul style="list-style-type: none"> Teacher invites input from students in order to monitor and adjust instruction/activities/pacing to respond to difference in student needs. The instruction and activities address the needs of the students. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher monitors and adjusts instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher has difficulty monitoring or adjusting instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students. 	<ul style="list-style-type: none"> Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs. Teacher does not pursue the 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

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	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Effective (0)
A. Discourse	<ul style="list-style-type: none"> Teacher structures and facilitates <u>discourse</u> at the evaluative, synthesis, and/or analysis levels between teacher and students to explore and extend content knowledge. 	<ul style="list-style-type: none"> Teacher initiates and leads <u>discourse</u> at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge. 	<ul style="list-style-type: none"> Teacher frames content-related discussion that is limited to a question and answer session. 	<ul style="list-style-type: none"> Teacher permits off-topic discussions, or does not elicit student responses.
B. Thought-Provoking Question	<ul style="list-style-type: none"> Teacher routinely asks <u>thought-provoking</u> questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification and elaboration through additional questions. Teacher provides appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks <u>thought-provoking questions</u> at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification through additional questions. Teacher provides appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks questions that are relevant to the objectives of the lesson. Teacher asks follow-up questions. Teacher is inconsistent in providing appropriate wait time. 	<ul style="list-style-type: none"> Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not provide wait time.

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

DOMAIN 3 Teaching for Learning

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

Elements	Highly Effective (3)	Effective (2)	Highly Effective (1)	Ineffective (0)
A. Quality-Methods and Timeliness	<ul style="list-style-type: none"> Teacher routinely 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. 	<ul style="list-style-type: none"> Teacher provides 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. 	<ul style="list-style-type: none"> Teacher provides accurate and timely, but general <u>feedback</u> to students about their progress toward the learning objectives. Teacher provides <u>feedback</u> using a limited number of methods. 	<ul style="list-style-type: none"> Teacher provides insufficient and/or inaccurate <u>feedback</u> to students about their progress toward the learning objectives. <u>Feedback</u> is not provided in a timely manner.
B. Student Errors/Misconceptions	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. Teacher anticipates and addresses content-related misconceptions. 	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. Teacher addresses content-related misconceptions as they arise. 	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. Teacher addresses some common content-related misconceptions as they arise. 	<ul style="list-style-type: none"> Teacher does not correct student content errors. Teacher fails to address content-related misconceptions.

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

DOMAIN 4 Professionalism – This domain will account for 10% of this evaluation

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	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Grading Decisions	<ul style="list-style-type: none"> • Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades. • Teacher provides evidence for and explains the systematic process used, in an ongoing manner, to track the multiple and varied assessments for each student's progress toward meeting the *standards. • Teachers submit grades in a timely manner. • Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> • Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades. • Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the *standards. • Teacher submits grades in a timely manner. • Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> • Teacher provides evidence for how records are used as the basis for the assignment of grades. • Teacher provides evidence for tracking student progress toward meeting the *standards. • Teacher submits grades in a timely manner. • Teacher clearly communicates an explanation of evidence. 	<ul style="list-style-type: none"> • Teacher maintains no instructional records -or- • Teacher maintains inaccurate or incomplete instructional records that may not support grades, and/or fails to submit them in a timely manner. • Teacher fails to submit grades in a timely manner. • Teacher does not <u>clearly communicate</u> an explanation of evidence. -or- • Evidence not provided.

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

DOMAIN 4 Professionalism

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Academic/Social Progress	<ul style="list-style-type: none"> Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher communicates with the family about the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher fails to communicate with the family concerning the student's academic and social progress. Teacher does not <u>clearly communicate</u> an explanation of evidence. -or- Evidence not provided.
B. Instructional Program	<ul style="list-style-type: none"> Teacher establishes a pattern of providing information to the family about the instructional program beyond that required by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides information to the family about the instructional program when required by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides inadequate information to the family about the instructional program when required by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides incorrect or no information to the family about the instructional program. Teacher does not <u>clearly communicate</u> an explanation of evidence. -or- Evidence not provided.
C. Family Involvement	<ul style="list-style-type: none"> Teacher creates and encourages opportunities for family involvement in classroom and/or school-wide activities and in the student's learning. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom and/or school-wide activities. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher makes few or no attempts to encourage family involvement. Teacher does not <u>clearly communicate</u> 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

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.

Standard 4.3:

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Development and Implementation of Decisions and Discourse about Professional Issues	<ul style="list-style-type: none"> Teacher provides leadership in developing and implementing decisions made at the team/department and school level. Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in discourse about professional issues. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher implements decisions made at the team/department and school level. Teacher engages in discourse about professional issues. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher implements most decisions made at the team/department and school level. Teacher attends professional development opportunities. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not implement decisions made at the team/department or school level. Teacher does not engage in discourse about professional issues. Teacher does not <u>clearly communicate</u> the evidence. -or- Evidence not provided.
B. Participation in School Events	<ul style="list-style-type: none"> Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles. Teacher clearly communicates the evidence. 	<ul style="list-style-type: none"> Teacher participates and engages in required school events and committees. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher attends required school events and committees. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in required school events and committees. Teacher does not <u>clearly communicate</u> the evidence. -or- Evidence not provided.
C. Participation at District Level	<ul style="list-style-type: none"> Teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. Teacher clearly communicates the evidence 	<ul style="list-style-type: none"> Teacher participates in and implements <u>district initiatives</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher participates in and implements the majority of <u>district initiatives</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in and/or implement <u>district initiatives</u>. Teacher does not <u>clearly communicate</u> 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

DOMAIN 4 Professionalism

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

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Content and Instructional Skills	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and instructional methods. 	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher attends required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher does not attend required school/district professional development activities. -or- Evidence not provided.

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

DOMAIN 4 Professionalism

Standard 4.5: The teacher shows professionalism.

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
A. Integrity and Ethical Conduct	<ul style="list-style-type: none"> Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. 	<ul style="list-style-type: none"> Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. 		<ul style="list-style-type: none"> Teacher displays dishonesty or lacks confidentiality in interactions with colleagues, students, and the public.
B. Service to Students	<ul style="list-style-type: none"> Teacher is highly proactive in serving students, seeking out resources when needed. 	<ul style="list-style-type: none"> Teacher is active in serving students 	<ul style="list-style-type: none"> Teacher's attempts to serve students are inconsistent. 	<ul style="list-style-type: none"> Teacher is not alert to student's needs.
C. Advocacy	<ul style="list-style-type: none"> Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. 	<ul style="list-style-type: none"> Teacher works to ensure that all students receive a fair opportunity to succeed. 	<ul style="list-style-type: none"> Teacher does not knowingly contribute to some students being ill served by the school. 	<ul style="list-style-type: none"> Teacher contributes to school practices that result in some students being ill served by the school.
D. Decision Making	<ul style="list-style-type: none"> Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. 	<ul style="list-style-type: none"> Teacher maintains an open mind and participates in team or departmental decision making. 	<ul style="list-style-type: none"> Teacher's decisions are based on limited though genuinely professional considerations. 	<ul style="list-style-type: none"> Teacher makes decisions and recommendations based on self-serving interests.
E. Compliance with School and District Regulations	<ul style="list-style-type: none"> Teacher complies fully with school and district regulations, taking a leadership role with colleagues. 	<ul style="list-style-type: none"> Teacher complies fully with school and district regulations. 	<ul style="list-style-type: none"> Teacher complies minimally with school and district regulations, doing just enough to get by. 	<ul style="list-style-type: none"> Teacher does not comply with school and district regulation.

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

DOMAIN 5 Student Growth – This Domain will account for 25% of this evaluation.

Standard 5.1: The teacher's instruction produces significantly adequate growth for all students.

Elements	Highly Effective (3)	Effective (2)	Minimally Effective (1)	Ineffective (0)
Setting Student Learning Objectives	<ul style="list-style-type: none"> All student learning objective goals are clear for all students and assessments match student learning objective goals 	<ul style="list-style-type: none"> The majority of student learning objective goals are clear and assessment tools mostly match student learning objective goals 	<ul style="list-style-type: none"> Student learning objective goals are not clear and assessment tools do not measure student learning objective goals. 	<ul style="list-style-type: none"> Does not set student learning objective goals
Reporting Student Learning Objectives	<ul style="list-style-type: none"> Teacher has student learning objective data on all students and all classes as a whole. 	<ul style="list-style-type: none"> Teacher has student learning objective data on all students. 	<ul style="list-style-type: none"> Student learning objective data is inaccurate or not based on the set assessment 	<ul style="list-style-type: none"> Teacher does not have student learning objective data.
Students' Learning Objectives	<ul style="list-style-type: none"> 90% or more of students meet student learning objectives. 	<ul style="list-style-type: none"> 80% or more of students meet student learning objectives. 	<ul style="list-style-type: none"> 70% or more of students meet student learning objectives 	<ul style="list-style-type: none"> 60% or less of students meet student learning objectives.

Lincoln Park Public Schools – Teacher Evaluation Summary – FORM A

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>				
Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Acquisition of information about individual learners					
B. Use of acquired information					

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>				
Standard 1.2: The teacher uses a variety of assessments that align with standards.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Alignment and techniques					

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>				
Standard 1.3: The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Lesson effectiveness					
B. Student Engagement					
C. Future instruction					

Lincoln Park Public Schools - Teacher Evaluation Summary - FORM A

<i>Domain 1 Planning and Preparing for Student Learning</i>	<i>Standard Ratings</i>				
Standard 1.4: The teacher demonstrates knowledge of resources.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Resources for Classroom Use					
B. Resources to Extend Content Knowledge and Instruction					
C. Resources for Students					

TOTALS FOR DOMAIN 1	0	0	0	0	
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<i>Domain 2 Creating an Environment for Learning</i>	<i>Standard Ratings</i>				
Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Teacher interaction with students					
B. Interactions among individuals					

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

Lincoln Park Public Schools - Teacher Evaluation Summary - FORM A

<i>Domain 2 Creating an Environment for Learning</i>	<i>Standard Ratings</i>				
	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.					
A. Monitoring of student behavior and response to misbehavior					
B. Expectations					

TOTALS FOR DOMAIN 2	0	0	0	0	
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<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>				
	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
Standard 3.1: The teacher communicates standards-based instructional objectives, high expectations, instructive direction, procedures, and assessment criteria.					
A. Lesson Planning					
B. Standards-based instructional objectives					
C. Instructional directions and procedures					
D. High expectations					
E. Assessment criteria					

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>				
	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
Standard 3.2: The teacher demonstrates content knowledge by using content specific instructional strategies.					
A. Instructional strategies & content knowledge					

Lincoln Park Public Schools – Teacher Evaluation Summary – FORM A

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>				
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.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Conceptual understanding					
B. Extension of thinking					
C. Monitoring, adjusting and student engagement					

<i>Domain 3 Teaching for Learning</i>	<i>Standard Ratings</i>				
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.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Discourse					
B. Thought-provoking question					

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

TOTALS FOR DOMAIN 3	0	0	0	0	
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Lincoln Park Public Schools – Teacher Evaluation Summary – FORM A

<i>Domain 4 Professionalism</i>	<i>Standard Ratings</i>				
Standard 4.1: The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Grading decisions					

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

<i>Domain 4 Professionalism</i>	<i>Standard Ratings</i>				
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.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Development and implementation of decisions and discourse about professional issues					
B. Participation in school events					
C. Participation at district level					

<i>Domain 4 Professionalism</i>	<i>Standard Ratings</i>				
Standard 4.4: The teacher improves content knowledge and pedagogical skills by participating in professional development activities.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Content and pedagogical skills					

Lincoln Park Public Schools - Teacher Evaluation Summary - FORM A

<i>Domain 4 Professionalism</i>	<i>Standard Ratings</i>				
Standard 4.5: The teacher shows professionalism.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Integrity and Ethical Conduct					
B. Service to Students					
C. Advocacy					
D. Decision Making					
E. Compliance with School and District Regulations					

TOTALS FOR DOMAIN 4	0	0	0	0	
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<i>Domain 5 Student Growth</i>	<i>Standard Ratings</i>				
Standard 5.1: The teacher's instruction produces significantly adequate growth for all students.	<i>Highly Effective</i>	<i>Effective</i>	<i>Minimally Effective</i>	<i>Ineffective</i>	
A. Setting Student Learning Objectives					
B. Reporting Student Learning Objectives					
C. Students' Learning Objectives					

TOTALS FOR DOMAIN 5	0	0	0	0	
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Lincoln Park Public Schools - Teacher Evaluation Summary - FORM A

	HE	E	ME	I	DOMAIN RATING
TOTAL FOR DOMAIN 1	0 1	0 4	2 0	1 0	1
TOTAL FOR DOMAIN 2	0	0	0	0	ME
TOTAL FOR DOMAIN 3	0	0	0	0	1
TOTAL FOR DOMAIN 4	0	0	0	0	ME
TOTAL FOR DOMAIN 5	0	0	0	0	
OVERALL TOTAL FOR RUBRIC	0 1	0 17	0 16	0 7	X

10/20/05
of 10/20/05
10/20/05

*The evaluation rating below **MUST** be determined using FORM B - Final Effectiveness Table

*EVALUATION RATING _____

* Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

* Employee signature acknowledges receipt of form, not necessarily concurrence.
 Written comments may be submitted.

Final Effectiveness Rating Table and Guidelines – FORM B

Final Rating	
Highly Effective	Highly Effective Minimally Effective Effective Ineffective
Effective	Effective Minimally Effective Effective Ineffective
Minimally Effective	Effective Minimally Effective Effective Minimally Effective Ineffective
Ineffective	Effective Minimally Effective Effective Minimally Effective Ineffective
# /	Effective Minimally Effective Ineffective
Overall Evaluation Rating	

X Lowest Domain Rating

1. **To determine lowest domain score:** Tally all ratings for each domain by column on teacher evaluation. (Highly Effective, Effective, Minimally Effective, Ineffective). The column with the highest total is the rating for that domain.
2. **To determine the overall rating:** Tally all ratings for the entire teacher evaluation by column. (Highly Effective, Effective, Minimally Effective, Ineffective) The column with the highest total is the overall rating.
3. Any teacher with a final rating of ineffective or minimally effective shall be placed on an IDP effective no later than the start of the following school year.



**Lincoln Park Public Schools
YEAR END TEACHER EVALUATION COVER SHEET – FORM C**

Teacher's Name: _____ Date: _____

School: Lincoln Park High School Administrator's Name: _____

- | | | |
|---|---|--|
| Probationary | | Tenured |
| <input type="checkbox"/> 1 st Year Teacher | <input type="checkbox"/> 4 th Year Teacher | <input type="checkbox"/> Annual Teacher Evaluation |
| <input type="checkbox"/> 2 nd Year Teacher | <input type="checkbox"/> 5 th Year Teacher | <input type="checkbox"/> 3-Year Tenure Evaluation |
| <input type="checkbox"/> 3 rd Year Teacher | | <input type="checkbox"/> IDP Evaluation ** |

Performance Observation Dates and Effectiveness Ratings:

Probationary			Tenured	
Date of Observation	Effectiveness Rating		Date of Observation	Effectiveness Rating

FINAL END OF YEAR EFFECTIVENESS RATING:
(Use Form D, E, or F to determine Final Effectiveness Rating)

	HIGHLY EFFECTIVE
	EFFECTIVE
	MINIMALLY EFFECTIVE
	INEFFECTIVE

Recommendation:

- Continuation of Employment
 IDP
 Non-Renewal of Contract

Signatures

Evaluator _____ Date _____

Teacher _____ Date _____

Employee signature acknowledges receipt of form, not necessarily concurrence. Written comments may be submitted.

Non-IDP Tenure Teacher - FORM D
Multiple Evaluation Effectiveness Chart
(Based on 2 Observations/Evaluations)

		Final Rating			
Evaluation #1	Highly Effective	Highly Effective	Effective	Minimally Effective	Ineffective
	Effective	Highly Effective <u>or</u> Effective	Effective	Minimally Effective	Ineffective
	Minimally Effective	Highly Effective <u>or</u> Effective <u>or</u> Minimally Effective	Effective <u>or</u> Minimally Effective	Minimally Effective	Ineffective
	Ineffective	Effective <u>or</u> Minimally Effective <u>or</u> Ineffective	Effective <u>or</u> Minimally Effective <u>or</u> Ineffective	Minimally Effective <u>or</u> Ineffective	Ineffective
		Highly Effective	Effective	Minimally Effective	Ineffective
		Evaluation #2			

Probationary Teacher – FORM E
Multiple Evaluation Effectiveness Chart
(Based on 3 Observations/Evaluations)

HE/HE	HE			
HE/E	HE/E			
HE/ME	HE/E/ME			
HE/I	E/ME/I			
E/E	HE/E	E		
E/ME	HE/E/ME	E/ME		
E/I	E/ME/I	E/ME/I		
ME/ME	E/ME	E/ME	ME	
ME/I	E/ME/I	E/ME/I	ME/I	
I/I	ME/I	ME/I	ME/I	I
	HE	E	ME	I

Lincoln Park Public Schools
INDIVIDUALIZED DEVELOPMENT PLAN

Teacher Name _____ Date _____

Administrator Name _____ Probationary _____ Tenure _____

Goal 1 (Define):

Purpose of the Goal (Explain):

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

- Planning and Preparation
- Classroom Environment
- Teaching for Learning
- Professionalism
- Student Growth

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

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

Goal 2 (Define):

Purpose of the Goal (Explain):

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

- Planning and Preparation
- Classroom Environment
- Teaching for Learning
- Professionalism
- Student Growth

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

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

Goal 3 (Define):

Purpose of the Goal (Explain):

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

- Planning and Preparation
- Classroom Environment
- Teaching for Learning
- Professionalism
- Student Growth

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

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

Goal 4 (Define):

Purpose of the Goal (Explain):

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

- Planning and Preparation
- Classroom Environment
- Teaching for Learning
- Professionalism
- Student Growth

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 _____

Lincoln Park Public Schools
IDP SUMMATIVE EVALUATION FORM

Teacher _____ Building _____

Administration _____ School Year _____

Probationary _____ (Circle Year 1 2 3 4)

Tenured Teacher _____

Please summarize the progress for each goal.

Goal 1:

Goal 2:

Goal 3:

Goal 4:

General Comments:

Administrator's Recommendation: Recommend for continued employment? Yes ___ No ___

Is IDP being continued? Yes ___ No ___

Date of year-end evaluation conference: _____

Teacher Statement Attached: Yes ___ No ___

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

**Please attach all Teacher Evaluation Summary Sheets (Form A).

DOMAIN 1 INTERPERSONAL AND COMMUNICATIONS SKILLS

Standard 1.1 Utilizes all communication channels with clarity.

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Disseminates information	<ul style="list-style-type: none"> Student service professional anticipates possible misunderstanding; reacts appropriately and enriches the interaction. 	<ul style="list-style-type: none"> Student service professional disseminates information clearly in verbal and written form; uses language or terminology appropriate to audience/setting. 	<ul style="list-style-type: none"> Student service professional clarifies information after initial confusion or information is excessively detailed. 	<ul style="list-style-type: none"> Student service professional's dissemination of information is unclear and confusing.
B. Uses and Interprets Communication	<ul style="list-style-type: none"> Student service professional uses and interprets both verbal and nonverbal communication appropriately; practices active listening and anticipates possible misunderstanding in communication. 	<ul style="list-style-type: none"> Student service professional consistently uses and interprets both verbal and nonverbal communication appropriately; practices active listening. 	<ul style="list-style-type: none"> Student service professional can generally use and interpret verbal and nonverbal communication; is inconsistent in listening for understanding. 	<ul style="list-style-type: none"> Student service professional misuses and misinterprets both verbal and nonverbal communication; does not listen for meaning and understanding; interrupts.
C. Utilizes conflict resolution and management	<ul style="list-style-type: none"> Student service professional is highly skilled and sensitive to individual needs when identifying problems and exploring alternative solutions. 	<ul style="list-style-type: none"> Student service professional appropriately assists in problem identification, explores alternative solutions, involves concerned individuals, provides feedback and respects the dignity of others. 	<ul style="list-style-type: none"> Student service professional attempts to respond to conflict; is generally able to identify problem and explore alternative solutions. 	<ul style="list-style-type: none"> Student service professional does not respond to conflict; is unable to identify problems(s) or explore solutions.
D. Utilizes technology	<ul style="list-style-type: none"> Student service professional enhances communication with parents, students and staff through creative use of technology; is proactive in utilizing technological devices to communicate. 	<ul style="list-style-type: none"> Student service professional uses a variety of technologies to communicate with parents, students and staff. 	<ul style="list-style-type: none"> Student service professional uses minimal technology to communicate with parents, students and staff. 	<ul style="list-style-type: none"> Student service professional does not use technology as a tool to communicate with parents, students and staff.

DOMAIN 1 INTERPERSONAL AND COMMUNICATION SKILLS

Standard 1.2: Exhibits personal behaviors conducive to interpersonal relationships

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Uses negotiating techniques	<ul style="list-style-type: none"> Student service professional encourages and models appropriate negotiating techniques; is highly sensitive and respectful of others' opinions and ideas; assists the participants to monitor own behavior. 	<ul style="list-style-type: none"> Student service professional is open to ideas and opinions of others; maintains flexibility, objectivity and adaptability. 	<ul style="list-style-type: none"> Student service professional is generally open to opinions of others; is generally flexible, objective and adaptable when implementing negotiating techniques. 	<ul style="list-style-type: none"> Student service professional is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.
B. Establishes a trusting environment	<ul style="list-style-type: none"> Student service professional demonstrates genuine caring and respect for individual students; students exhibit respect for individual, beyond that for the role. 	<ul style="list-style-type: none"> Student service professional exhibits positive regard toward others, provides empathy and support, exhibits a sense of humor, recognizes and respects personal boundaries; students exhibit respect for student service professional. 	<ul style="list-style-type: none"> Student service professional student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures; students exhibit only minimal respect for student service professional. 	<ul style="list-style-type: none"> Student service professional's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.
C. Demonstrates common sense	<ul style="list-style-type: none"> Student service professional is highly skilled when dealing with situations/people; providing input for practical solutions to problems; knowing when to intervene; showing consideration for time restraints. 	<ul style="list-style-type: none"> Student service professional deals realistically with situations/people; provides input for practical solutions to problems; knows when to intervene; shows consideration for time restraints. 	<ul style="list-style-type: none"> Student service professional generally demonstrates common sense when dealing with situations and/or people. 	<ul style="list-style-type: none"> Student service professional does not demonstrate common senses when dealing with situations and/or people.

<p>D. Accepts and provides appropriate feedback</p>	<ul style="list-style-type: none"> • Student service professional provides consistently high quality feedback; provisions are made for students to utilize feedback. 	<ul style="list-style-type: none"> • Student service professional provides high quality feedback; encourages participation through mutual respect, openness and fairness; observes and responds to verbal and nonverbal cues; processes feedback with an openness to change. 	<ul style="list-style-type: none"> • Student professional generally provides quality feedback; some elements of high quality are present; others are not. 	<ul style="list-style-type: none"> • Student service professional does not provide feedback or provides feedback that is of uniformly poor quality.
<p>E. Adjusts to variations in environments</p>	<ul style="list-style-type: none"> • Student service professional anticipates the need to make an adjustment in plans or interventions; successfully makes the adjustment as a result of circumstances and/or variations in environment. 	<ul style="list-style-type: none"> • Student service professional makes adjustments to a plan or intervention; the adjustments occur smoothly. 	<ul style="list-style-type: none"> • Student service professional attempts to adjust the plan or intervention to changes in circumstances and variations in the environment. 	<ul style="list-style-type: none"> • Student service professional adheres rigidly to own plan, even when a change will clearly improve the intervention or situation.

DOMAIN 1 INTERPERSONAL AND COMMUNICATION SKILLS

Standard 1.3: Recognizes and Values Diversity Among Individuals

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Demonstrates knowledge of students' interests and cultural heritage</p>	<ul style="list-style-type: none"> Student service professional displays acceptance and knowledge of the interests or cultural heritage of each student. 	<ul style="list-style-type: none"> Student service professional displays acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. 	<p>Student service professional recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.</p>	<ul style="list-style-type: none"> Student service professional displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
<p>B. Accommodates for individual learning styles, abilities, behaviors, and populations</p>	<ul style="list-style-type: none"> Student service professional is highly skilled in using knowledge of students' varied approaches to learning. 	<ul style="list-style-type: none"> Student service professional displays solid understanding of the different approaches to learning that different students exhibit and accommodates appropriately. 	<ul style="list-style-type: none"> Student service professional displays general understanding of the different approaches to learning that students exhibit and generally accommodates. 	<ul style="list-style-type: none"> Student service professional is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and modalities.
<p>C. Accepts strengths and limitations in self and others.</p>	<ul style="list-style-type: none"> Student service professional is highly perceptive at recognizing and accepting the strengths and limitations of self and others; makes appropriate decisions based on this knowledge. 	<ul style="list-style-type: none"> Student service professional displays acceptance of strengths and limitations of self and others; recognizes its value. 	<ul style="list-style-type: none"> Student service professional generally displays acceptance of strengths and limitations of self and others; can sometimes see its value. 	<ul style="list-style-type: none"> Student service professional displays little acceptance of strengths and limitations of self and others; does not recognize this value.

DOMAIN 2 APPLIED PROFESSIONAL SKILLS

Standard 2.1: Exhibits a knowledge of professional training and experience

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Uses a variety of effective resources</p>	<ul style="list-style-type: none"> Student service professional actively seeks other materials to enhance interaction/interventions with students; may utilize professional organizations or community as potential resources. 	<ul style="list-style-type: none"> Student service professional is knowledgeable of available resources through the school, district or community; utilizes a variety of effective resources. 	<ul style="list-style-type: none"> Student service professional displays limited awareness of resources available through the school, district or community. 	<ul style="list-style-type: none"> Student service professional is unaware of resources available through the school, district or community.
<p>B. Develops appropriate strategies</p>	<ul style="list-style-type: none"> Strategies are highly relevant to students and intervention goals; they progress coherently, producing a unified whole and reflecting recent professional research. 	<ul style="list-style-type: none"> Most strategies are suitable to students and intervention goals; progression of activities is fairly even; most activities reflect recent professional research. 	<ul style="list-style-type: none"> Only some strategies are suitable to students or intervention goals; progression of activities is uneven; only some activities reflect recent professional research. 	<ul style="list-style-type: none"> Strategies are not suitable to students or intervention goals; do not follow an organized progression and do not reflect recent professional research.

DOMAIN 2 APPLIED PROFESSIONAL SKILLS

Standard 2.2: Determines individual and/or group needs in the learning environment (assessment)

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Knows principles of learning, effective teaching, and student management</p>	<ul style="list-style-type: none"> Student service professional displays extensive knowledge of principles of learning, effective teaching and student management techniques; shows evidence of continuing pursuit of such knowledge. 	<ul style="list-style-type: none"> Student service professional's practices consistently reflect knowledge of principles of learning, effective teaching and student management techniques. 	<ul style="list-style-type: none"> Student service professional generally exhibits an awareness of principles of learning, effective teaching and student management techniques. 	<ul style="list-style-type: none"> Student service professional displays little knowledge of principles of learning, effective teaching and student management techniques.
<p>B. Gathers, reviews, evaluates, interprets and synthesizes information from a variety of sources</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at gathering, reviewing, evaluating, interpreting and synthesizing information from a variety of sources. 	<ul style="list-style-type: none"> Student service professional consistently and effectively gathers, reviews, evaluates, interprets and synthesizes information from a variety of sources. 	<ul style="list-style-type: none"> Student service professional generally exhibits the ability to gather, review, evaluate, interpret and synthesize information from a variety of sources. 	<ul style="list-style-type: none"> Student service professional has difficulty gathering, reviewing, evaluating, interpreting and synthesizing information from a variety of sources.
<p>C. Uses valid and reliable evaluation procedures</p>	<ul style="list-style-type: none"> Student service professional seeks out and utilizes valid and reliable alternative evaluation procedures when necessary. 	<ul style="list-style-type: none"> Student service professional consistently utilizes valid and reliable evaluation procedures. 	<ul style="list-style-type: none"> Student service professional generally utilizes valid and reliable evaluation procedures. 	<ul style="list-style-type: none"> Student service professional displays little knowledge and skill in utilizing valid and reliable evaluation procedures.
<p>D. Generates and communicates recommendations</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at generating and communicating a variety of recommendations. 	<ul style="list-style-type: none"> Student service professional consistently generates and communicates recommendations. 	<ul style="list-style-type: none"> Student service professional demonstrates adequate ability to generate and communicate recommendations. 	<ul style="list-style-type: none"> Student service professional displays little ability to generate and communicate recommendations.
<p>E. Reevaluates and reassesses as needed</p>	<ul style="list-style-type: none"> Student service professional anticipates the need to re-evaluate and reassess based on professional judgment. 	<ul style="list-style-type: none"> Student service professional recognizes the need and initiates re-evaluation and reassessment when appropriate. 	<ul style="list-style-type: none"> Student service professional generally recognizes the need to re-evaluate and reassess, but rarely initiates. 	<ul style="list-style-type: none"> Student service professional displays little ability to recognize the need to re-evaluate and reassess.

DOMAIN 2 APPLIED PROFESSIONAL SKILLS

Standard 2.3: Delivers specialized services to facilitate learners' development

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective(1)
<p>A. Coordinates and facilitates specific services and interventions</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at coordinating and facilitating specific services and interventions; implementing multiple techniques and individualizing interventions within the scope and sequence of K-12 curriculum. 	<ul style="list-style-type: none"> Student service professional effectively coordinates and facilitates specific services and interventions; implements multiple techniques; individualizes interventions within the scope and sequence of the K-12 curriculum. 	<ul style="list-style-type: none"> Student service professional can generally coordinate and facilitate specific services and interventions. 	<ul style="list-style-type: none"> Student service professional has difficulty coordinating and facilitating specific services and interventions.
<p>B. Shares professional expertise and responsibilities</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at sharing professional expertise and responsibilities. 	<ul style="list-style-type: none"> Student service professional consistently shares professional expertise and responsibilities. 	<ul style="list-style-type: none"> Student service professional generally shares professional expertise and responsibilities. 	<ul style="list-style-type: none"> Student service professional demonstrates limited ability to share professional expertise and responsibilities.
<p>C. Uses problem solving techniques</p>	<ul style="list-style-type: none"> Student service professional is highly skilled and creative when utilizing multiple problem solving techniques. 	<ul style="list-style-type: none"> Student service professional consistently and effectively utilizes multiple problem solving techniques. 	<ul style="list-style-type: none"> Student service professional adequately utilizes problem solving techniques. 	<ul style="list-style-type: none"> Student service professional demonstrates limited ability to use problem solving techniques.

DOMAIN 2 APPLIED PROFESSIONAL SKILLS

Standard 2.4: Applies appropriate instructional strategies for specialized service and designs program components to meet the needs of students

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Identifies student needs not currently being met</p> <p>B. Seeks solutions from existing district resources</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at anticipating student needs not currently being met. Student service professional actively seeks out solutions; generates additional solutions and resources for the district. 	<ul style="list-style-type: none"> Student service professional consistently recognizes and identifies student needs not currently being met. Student service professional is aware of district resources and is able to access them. 	<ul style="list-style-type: none"> Student service professional generally recognizes and identifies student needs not currently being met. Student service professional displays limited awareness of existing district resources. 	<ul style="list-style-type: none"> Student service professional displays little ability to identify student needs not currently being met. Student service professional is unaware of existing district resources.
<p>C. Devises new strategies</p>	<ul style="list-style-type: none"> Student service professional highly skilled and creative when devising strategies that reflect best practice. 	<ul style="list-style-type: none"> Student service professional consistently devises new strategies that reflect current best practice. 	<ul style="list-style-type: none"> Student service professional generally displays ability to devise new strategies suitable to meeting students' individual needs; only some reflect current best practice. 	<ul style="list-style-type: none"> Student service professional displays limited ability to devise new strategies suitable to meeting students' individual needs; do not reflect current best practice.
<p>D. Reflects sensitivity to students' education/</p> <p>E. personal needs in planning</p>	<ul style="list-style-type: none"> Student service professional is highly skilled in developing plans which reflect asensitivity to students' education/ personal needs. 	<ul style="list-style-type: none"> Student service professional recognizes and demonstrates the importance of being sensitive to students' education/personal needs in planning. 	<ul style="list-style-type: none"> Student service professional recognizes and demonstrates the importance of being sensitive to students' education/personal needs in planning. 	<ul style="list-style-type: none"> Student service professional displays little sensitivity to students' education/personal needs in planning; does not indicate that this is valuable.

(2.4 continued) Applies appropriate instructional strategies for specialized services and designs program components to meet the needs of students

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
F. Adapts instruction based on response	<ul style="list-style-type: none"> Student service professional successfully makes a major adjustment to the instruction or intervention; seizes a major opportunity to enhance learning, building on a spontaneous event. 	<ul style="list-style-type: none"> Student service professional makes minor adjustments to the instruction or intervention, and the adjustment occurs smoothly; successfully accommodates students; questions or interests. 	<ul style="list-style-type: none"> Student service professional attempts to adjust the instruction or intervention, with mixed results; attempts to accommodate students' question or interests. The effects on the coherence of the plan are uneven. 	<ul style="list-style-type: none"> Student service professional adheres rigidly to an instructional or intervention plan, even when a change will clearly improve the plan; ignores or brushes aside students' questions or interests
G. Plans in accordance with an identified scope and sequence of program delivery	<ul style="list-style-type: none"> Student service professional is highly skilled and creative in developing plans in accordance with an identified scope and sequence of program delivery. 	<ul style="list-style-type: none"> Student service professional consistently and effectively plans in accordance with an identified scope and sequence of program delivery. 	<ul style="list-style-type: none"> Student service professional generally plans in accordance with an identified scope and sequence of program delivery. 	<ul style="list-style-type: none"> Student service professional displays little ability to plan in accordance with an identified scope and sequence of program delivery.
H. Uses resources and technology that effectively support the service	<ul style="list-style-type: none"> Students are engaged in choosing, applying, and adapting various technologies to meet their individual needs. 	<ul style="list-style-type: none"> Most student service professional directed activities and interventions are appropriate and utilize various technologies to engage students. 	<ul style="list-style-type: none"> Student service professional directed activities and interventions are appropriate to the ability and interest level of the students while others challenge them only minimally. 	<ul style="list-style-type: none"> Student service professional directed activities and interventions utilizing resources and technology are inappropriate for students and fail to engage students mentally.
I. Integrates support service, agency, and/or family input in programming development	<ul style="list-style-type: none"> Student service professional actively seeks other materials and resources to enhance the integration of support service, agency, and/or family input in programming development. 	<ul style="list-style-type: none"> Student service professional is fully aware of available resources; consistently integrates support service, agency, and/or family input in programming development. 	<ul style="list-style-type: none"> Student service professional displays limited awareness of available resources; can generally integrate support service, agency and/or family input in programming development. 	<ul style="list-style-type: none"> Student service professional is unaware of resources available; unable to integrate support service, agency and/or family input in programming development.

(2.4 continued) Applies appropriate instructional strategies for specialized services and designs program components to meet the needs of students

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>J. Selects appropriate instructional books</p>	<ul style="list-style-type: none"> All students are cognitively engaged in the activities and instructional books in their exploration of content; students initiate or adapt activities and projects to enhance understanding. 	<ul style="list-style-type: none"> Most instructional books and activities are appropriate to students; almost all students are cognitively engaged. 	<ul style="list-style-type: none"> Some instructional books and activities are appropriate to students and engage them mentally, but others do not. 	<ul style="list-style-type: none"> Instructional books and materials are inappropriate for students in terms of their age or backgrounds; students are not engaged mentally.
<p>K. Uses questioning and discussion techniques</p>	<ul style="list-style-type: none"> Student service professional's questions are of uniformly high quality, with adequate time for students to respond; students formulate many questions; students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. 	<ul style="list-style-type: none"> Most student service professional's questions are of high quality; adequate time is available for students to respond; interaction represents true discussion with student service professional stepping, when appropriate, to the side. 	<ul style="list-style-type: none"> Student service professional's questions are a combination of low and high quality; only some questions invite a response; there is some attempt to engage students in a true discussion, with uneven results. 	<ul style="list-style-type: none"> Student service professional's questions are virtually all of poor quality; interaction between student service professional and students is predominantly recitation style with professional mediating all questions and answers.

DOMAIN 2 APPLIED PROFESSIONAL SKILLS

Standard 2.5: Utilizes technology.

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Utilizes technology</p>	<ul style="list-style-type: none"> • Student service professional uses technology to plan varied approaches to support instruction or intervention goals, and to engage students in meaningful activities that are part of a coherent program structure. 	<ul style="list-style-type: none"> • Student service professional uses technology to support instructional and intervention goals while engaging students in meaningful activities that enhance their understanding or performance. 	<ul style="list-style-type: none"> • Student service professional uses technology to support instructional and intervention goals, taking into consideration students' prior knowledge about technology. 	<ul style="list-style-type: none"> • Student service professional's use of technology fails to adequately support goals.

DOMAIN 3 PROGRAM PLANNING AND ORGANIZATION

Standard 3.1: Plans for program management and self-management

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Works with others to schedule time and allocate resources	<ul style="list-style-type: none"> Student service professional is highly skilled at working with others based on availability; highly skilled at identifying and utilizing allocated resources. 	<ul style="list-style-type: none"> Student service professional possesses knowledge of appropriateness and availability; identifies and uses allocated resources wisely. 	<ul style="list-style-type: none"> Student service professional can generally work with others to schedule time and allocate resources. 	<ul style="list-style-type: none"> Student service professional demonstrates limited ability to work with others to schedule time and allocate resources.
B. Establishes record keeping system specific to job role	<ul style="list-style-type: none"> Student service professional is highly skilled at developing a documentation system which is consistent, concise and coherent. 	<ul style="list-style-type: none"> Student service professional consistently and accurately documents information relative to job role; devises a system for monitoring student progress. 	<ul style="list-style-type: none"> Student service professional generally devises a record keeping system appropriate to specific job role; utilizes the system inconsistently. 	<ul style="list-style-type: none"> Student service professional fails to establish a record keeping system specific to job role.
C. Generates recommendations to solve problems	<ul style="list-style-type: none"> Student service professional is highly skilled at developing a variety of creative and productive recommendations or strategies; accepts suggestions, prioritizes recommendations. 	<ul style="list-style-type: none"> Student service professional consistently and effectively uses knowledge of resources to develop productive strategies and/or interventions; accepts suggestions; prioritizes recommendations. 	<ul style="list-style-type: none"> Student service professional generally generates recommendations to solve problems. 	<ul style="list-style-type: none"> Student service professional rarely generates recommendations to solve problems.
D. Determines long/short term professional goals	<ul style="list-style-type: none"> Student service professional is highly skilled at establishing realistic and attainable goals in collaboration with other professionals; continually reflects on goals to meet changes in program or personal need. 	<ul style="list-style-type: none"> Student service professional establishes realistic and attainable goals in collaboration with other professionals, analyzes and updates goals in order to meet changes in program and personal need. 	<ul style="list-style-type: none"> Student service professional establishes some professional goals; may be realistic and attainable. 	<ul style="list-style-type: none"> Student service professional fails to establish long/short term professional goals.

DOMAIN 3 PROGRAM PLANNING AND ORGANIZATION

Standard 3.2: Implements Plans

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Follows through with identified tasks</p>	<ul style="list-style-type: none"> Student service professional consistently and effectively follows through with identified tasks and initiates further action when appropriate. 	<ul style="list-style-type: none"> Student service professional consistently and effectively follows through with identified tasks. 	<ul style="list-style-type: none"> Student service professional generally follows through with identified tasks. 	<ul style="list-style-type: none"> Student service professional fails to follow through on identified tasks.
<p>B. Meets established timelines and uses resources as planned</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at meeting timelines and using resources as planned; models and transfers this skill to peers and students, assisting them in meeting their timelines. 	<ul style="list-style-type: none"> Student service professional is consistently punctual; makes efficient use of supplies and services. 	<ul style="list-style-type: none"> Student service professional generally meets established timelines and generally uses resources as planned. 	<ul style="list-style-type: none"> Student service professional fails to meet established timelines and use resources as planned.
<p>C. Uses a variety of techniques to implement programs.</p>	<ul style="list-style-type: none"> Student service professional is highly skilled and creative at utilizing a variety of techniques; actively seeks alternative techniques to enhance program implementation; reflects on implementation and makes adjustments accordingly. 	<ul style="list-style-type: none"> Student service professional consistently and effectively utilizes a variety of techniques to implement programs successfully; techniques reflect recent professional research; techniques are suitable to meeting the goals of the program. 	<ul style="list-style-type: none"> Student service professional displays some knowledge of various techniques; inconsistently implements a variety of techniques; only some techniques reflect recent professional research. 	<ul style="list-style-type: none"> Student service professional displays limited knowledge and ability to utilize a variety of techniques to implement programs.

DOMAIN 3 PROGRAM PLANNING AND ORGANIZATION

Standard 3.3: Evaluates

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>A. Evaluates program effectiveness</p>	<ul style="list-style-type: none"> Student service professional utilizes assessment criteria which are clear and have been clearly communicated; the proposed approach to evaluating program effectiveness is congruent with the program goals, both in content and in process 	<ul style="list-style-type: none"> Student service professional consistently and effectively assesses techniques used in program implementation; reviews student and program progress; collects and analyzes relevant data. 	<ul style="list-style-type: none"> Student service professional generally demonstrates an ability to evaluate program effectiveness. 	<ul style="list-style-type: none"> Student service professional demonstrates little ability to evaluate program effectiveness.
<p>B. Reports program outcomes</p>	<ul style="list-style-type: none"> Student service professional is highly skilled at reporting program outcomes in a consistent, concise and coherent manner. 	<ul style="list-style-type: none"> Student service professional consistently and effectively provides written/oral reports as needed; makes follow-up contacts to involved parties. 	<ul style="list-style-type: none"> Student service professional generally, reports but inconsistently, reports program outcomes. 	<ul style="list-style-type: none"> Student service professional fails to report program outcomes.
<p>C. Assesses personal effectiveness</p>	<ul style="list-style-type: none"> Student service professional reflects on personal effectiveness; utilizes a variety of assessment techniques; utilizes information as catalyst for professional growth. 	<ul style="list-style-type: none"> Student service professional seeks feedback from others; reviews goal outcomes and adjusts accordingly; utilizes a variety of assessment techniques. 	<ul style="list-style-type: none"> Student service professional generally assesses personal effectiveness but does not always adjust accordingly. 	<ul style="list-style-type: none"> Student service professional fails to assess personal effectiveness.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.1 Reflects on Practice

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Accuracy of Self Assessment	<ul style="list-style-type: none"> Student service professional makes a thoughtful and accurate assessment of an intervention's or activity's/project's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. 	<ul style="list-style-type: none"> Student service professional makes an accurate assessment of an intervention's or activity's/project's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. 	<ul style="list-style-type: none"> Student service professional has generally accurate impression of an intervention's or activity's/project's effectiveness and the extent to which related goals were met. 	<ul style="list-style-type: none"> Student service professional does not know if an intervention or activity/project was effective or achieved its goals, or profoundly misjudges the success of the intervention or activity/project.
B. Use in Future Practice	<ul style="list-style-type: none"> Drawing on extensive repertoire of skills, the student service professional offers specific alternative actions, complete with probable successes of different approaches. 	<ul style="list-style-type: none"> Student service professional makes a few specific suggestions of what might be tried at another time. 	<ul style="list-style-type: none"> Student service professional makes general suggestions about how an intervention or activity/project may be improved. 	<ul style="list-style-type: none"> Student service professional has no suggestions for how an intervention or activity/project may be improved.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.2 Maintains Accurate Records

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Student Progress towards goal	<ul style="list-style-type: none"> Student service professional's system for maintaining information on student progress towards goals is fully effective. Students contribute information and interpretation of the records. 	<ul style="list-style-type: none"> Student service professional's system for maintaining information on student progress toward goals is effective. 	<ul style="list-style-type: none"> Student service professional's system for maintaining information on student progress toward goals is rudimentary and partially effective. 	<ul style="list-style-type: none"> Student service professional has no system for maintaining information on student progress toward goals, or the system is in disarray.
B. Non-instructional Records	<ul style="list-style-type: none"> Student service professional's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. 	<ul style="list-style-type: none"> Student service professional's system for maintaining informational activities is fully effective. 	<ul style="list-style-type: none"> Student service professional's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error. 	<ul style="list-style-type: none"> Student service professional's records for non-instructional activities are in disarray, resulting in errors and confusion.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.3 Communicates with Families

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Information About the Instructional Program	<ul style="list-style-type: none"> Student service professional provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. 	<ul style="list-style-type: none"> Student service professional provides frequent information to parents, as appropriate, about the instructional program. 	<ul style="list-style-type: none"> Student service professional participates in the school's activities for parent communication but offers little additional information. 	<ul style="list-style-type: none"> Student service professional provides little information about the instructional program to families.
B. Information About Individual Students	<ul style="list-style-type: none"> Student service professional provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. 	<ul style="list-style-type: none"> Student service professional communicates with parents about students' progress on a regular basis and is available as needed to respond to apparent concerns. 	<ul style="list-style-type: none"> Student service professional adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal. 	<ul style="list-style-type: none"> Student service professional provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.
C. Engagement of Families in the Instructional Program	<ul style="list-style-type: none"> Student service professional's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. 	<ul style="list-style-type: none"> Student service professional's efforts to engage families in the instructional program are frequent and successful. 	<ul style="list-style-type: none"> Student service professional makes modest and inconsistently successful attempts to engage families in the instructional program. 	<ul style="list-style-type: none"> Student service professional makes no attempt to engage families in the instructional program, or such attempts are inappropriate.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.4 Contributes to the School and District

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Relationships with Colleagues	<ul style="list-style-type: none"> Support and cooperation characterize relationships with colleagues. Student service professional takes initiative in assuming leadership among the faculty. 	<ul style="list-style-type: none"> Support and cooperation characterize relationships with colleagues. 	<ul style="list-style-type: none"> Student service professional maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. 	<ul style="list-style-type: none"> Student service professional's relationships with colleagues are negative or self-serving.
B. Service to the School	<ul style="list-style-type: none"> Student service professional volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life. 	<ul style="list-style-type: none"> Student service professional volunteers to participate in school events, making substantial contribution. 	<ul style="list-style-type: none"> Student service professional participates in school events when specifically asked. 	<ul style="list-style-type: none"> Student service professional avoids becoming involved in school events.
C. Participation in School and District Projects	<ul style="list-style-type: none"> Student service professional volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. 	<ul style="list-style-type: none"> Student service professional volunteers to participate in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> Student service professional participates in school and district projects when specifically asked. 	<ul style="list-style-type: none"> Student service professional avoids becoming involved in school and district projects.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.5 Grows and Develops Professionally

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Enhancement of Content Knowledge and Pedagogical Skill	<ul style="list-style-type: none"> Student service professional seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom. 	<ul style="list-style-type: none"> Student service professional seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. 	<ul style="list-style-type: none"> Student service professional participates in professional activities to a limited extent when they are convenient. 	<ul style="list-style-type: none"> Student service professional engages in no professional development activities to enhance knowledge or skill.
B. Service to the Profession	<ul style="list-style-type: none"> Student service professional initiates important activities to contribute to the profession, such as mentoring new service professionals, writing articles for publication, and making presentations. 	<ul style="list-style-type: none"> Student service professional participates actively in assisting other educators. 	<ul style="list-style-type: none"> Student service professional finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> Student service professional makes no effort to share knowledge with others or to assume professional responsibilities.
C. Use of Technology	<ul style="list-style-type: none"> Student service professional investigates new and improved uses of technology in the appropriate content areas and designs and shares instructional ideas with other professionals. 	<ul style="list-style-type: none"> Student service professional investigates new and improved uses of technology in the content areas. 	<ul style="list-style-type: none"> Student service professional converses with other professionals on the use of technology. 	<ul style="list-style-type: none"> Student service professional makes little or no effort to improve his/her understanding of how technology impacts learning.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.6 Show Professionalism

Elements	Exceeds Expectations (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Service to Students	<ul style="list-style-type: none"> Student service professional is highly proactive in serving students, seeking out resources when necessary. Student service professional makes a particular effort to challenge negative attitudes and help ensure that all students, particularly those traditionally underserved, are honored in the school. 	<ul style="list-style-type: none"> Student service professional is moderately active in serving students. Student service professional works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. 	<ul style="list-style-type: none"> Student service professional's attempts to serve students are inconsistent. Student service professional does not knowingly contribute to some students being ill served by the school. 	<ul style="list-style-type: none"> Student service professional is not alert to students' needs. Student service professional contributes to school practices that result in some students being ill served by the school.
C. Decision Making	<ul style="list-style-type: none"> Student service professional takes leadership role in team or departmental decision making and helps ensure decisions are based on the highest professional standards. 	<ul style="list-style-type: none"> Student service professional maintains an open mind and participates in team or departmental decision making. 	<ul style="list-style-type: none"> Student service professional's decisions are based on limited though genuinely professional considerations. 	<ul style="list-style-type: none"> Student service professional makes decisions based on self-serving interests
D. Confidential, ethical and legal behaviors	<ul style="list-style-type: none"> Student service professional models and communicates confidential, ethical and legal behaviors to peers, students and parents. 	<ul style="list-style-type: none"> Student service professional consistently engages in confidential, ethical and legal behaviors. 	<ul style="list-style-type: none"> Student service professional generally engages in confidential, ethical and legal behaviors. 	<ul style="list-style-type: none"> Student service professional fails to engage in confidential, ethical and legal behaviors.
E. District policies are supported and implemented	<ul style="list-style-type: none"> Student service professional consistently supports and implements district policies; communicates policies clearly and accurately to peers, students and community. 	<ul style="list-style-type: none"> Student service professional consistently supports and implements district policies. 	<ul style="list-style-type: none"> Student service professional generally supports and implements district policies. 	<ul style="list-style-type: none"> Student service professional fails to support and implement district policies.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Standard 4.7 Exhibits Leadership

Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
A. Provides in-service modeling, instruction and/or orientation	<ul style="list-style-type: none"> Student service professional seeks and creates opportunities to provide in-service, modeling and/or orientation to students, educators and/or community. 	<ul style="list-style-type: none"> Student service professional effectively provides in-service, modeling and/or orientation to students, educators and/or community. 	<ul style="list-style-type: none"> If requested, student service professional provides adequate in-service, modeling, instruction and/or orientation. 	<ul style="list-style-type: none"> When given the opportunity, student service professional fails to provide in-service, modeling, instruction and/or orientations.
B. Provides guidance and direction	<ul style="list-style-type: none"> Student service professional seeks opportunities to share and model knowledge of laws, rules, regulations, policies and available resources; highly skilled at providing guidance and direction; is viewed as a resource for others. 	<ul style="list-style-type: none"> Student service professional shares knowledge of laws, rules, regulations and policies, shares information on available resources, makes appropriate referrals to students, staff and families. 	<ul style="list-style-type: none"> Student service professional possesses general knowledge of laws, rules, regulations, policies and available resources, but may have a difficult time applying and communicating the information. 	<ul style="list-style-type: none"> Student service professional does not possess the knowledge of laws, rules, regulations, policies and available resources in order to provide guidance and direction.
C. Promotes positive public relations	<ul style="list-style-type: none"> Student service professional establishes opportunities to initiate relationships, seeking community input in program planning and promoting positive public relations. 	<ul style="list-style-type: none"> When engaging in established relationships, student service professional consistently promotes positive public relations and provides program information. 	<ul style="list-style-type: none"> Student service professional generally promotes positive public relations. 	<ul style="list-style-type: none"> Student service professional fails to promote positive public relations.

Creating an Environment for Learning – Domain 2

Teacher Interaction with Students

- 4 All teacher interactions with students demonstrate a positive, caring rapport and mutual respect and are appropriate.
- 3 All teacher interactions with students are respectful and appropriate.
- 2 All teacher interactions with students are generally appropriate
- 1 Teacher interactions with students are negative, demeaning and/or inappropriate

Classroom Management – Routines & Procedures

- 4 Teacher establishes and uses effective routines and procedures that incorporate student responsibility. Safe environment that is conducive to learning.
- 3 Teacher establishes and uses effective routines and procedures. Safe environment that is conducive to learning.
- 2 Teacher establishes and uses routines and/or procedures that result in a loss of instructional time. Safe environment that is somewhat conducive to learning.
- 1 Teacher uses procedures that result in a considerable loss of instructional time. Hazardous environment exists that is not conducive to learning.

Monitoring of Student Behavior & Response to Behavior

- 4 Teacher anticipates and prevents student misbehavior and allows for student to monitor their own/or their peers' behavior. Student misbehavior is not evident.
- 3 Teacher monitors student behavior at all times. Teacher response to misbehavior is appropriate and consistent.
- 2 Teacher monitors student behavior in a manner which results in a loss of class time. Teacher does not respond appropriately to some off-task or disruptive behavior.
- 1 Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors which results in considerable loss of class time. Teacher does not respond to off-task or disruptive behavior or response is inconsistent and/or has minimal results.

Teaching for Learning – Domain 3

Instructional Objectives

- 4 Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning.
- 3 Teacher clearly and accurately communicates standards-based instructional objectives.
- 2 Teacher communicates standards-based instructional objectives.
- 1 Teacher communicates little or nothing about the instructional objectives and or the objectives are not standards based.

Instructional Strategies

- 4 Teacher routinely uses a broad range of multiple instructional strategies that are effective and appropriate to the content.
- 3 Teacher uses instructional strategies that are effective and appropriate to the content.
- 2 Teacher uses a limited range of instructional strategies that are effective and appropriate to the content. Teacher conveys some minor content inaccuracies.
- 1 Teacher uses instructional strategies that are ineffective and/or inappropriate to the content. Teacher conveys content inaccuracies that contribute to making the content incomprehensible to students.

Differentiated Instruction

- 4 Teacher invites input from students in order to monitor and adjust instruction/activities/pacing to respond to differences in student needs. The instruction and activities address the needs of the students.
- 3 Teacher monitors and adjusts instruction/activities/pacing to respond to differences in student needs.
- 2 Teacher has difficulty monitoring or adjusting instruction/activities/pacing to respond to differences in student needs.
- 1 Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs.

Student Engagement

- 4 High (Above 90% of students are engaged in learning)
- 3 Moderate (75%-89% of students are engaged in learning)
- 2 Low (50%-74% of students are engaged in learning)
- 1 Disengaged (Below 50% of students are engaged in learning)

The above areas would be our ranges for each criteria. However we would also like an area where we can just check off what was actually happening. Perhaps it could be check all that apply. Not an observed or not observed area, but just a snapshot of time. We do not want a graph to show this information. I believe you called it an evidence area. We would like this area to include the following:

Primary Teacher Activity:

Leading Instruction, Monitoring Instruction, Assessing Instruction, Implementing Behavior Plan, Sitting at Desk, Out of Classroom, No instructional activity observed

Instructional Delivery:

Whole Group, Small Group, Independent Work

Primary Student Activity:

Hands-On, Paper/Pencil, Listening, Discussion, Assessment, Free-time

Technology Used:

Student Computer, Digital Camera, Interactive Whiteboard, Internet, TV/DVD, Other, None

Appendix D
Professional Development Calendar

Year	Content	Evidence
2012-13	District Sponsored: Designing Engaging Student Work Designing and Delivering Engaging Lessons Focusing in on Marzano’s instructional strategies: setting objectives/providing feedback	Coaching Meetings from Flippen Group Solutions, Grade Level Meetings, PLCs, Principal Data Walks and Classroom Walk-through Observations,
	Mathematics Instruction Common Core State Standards – TIPM3	Train the Trainer Staff Meetings Grade Level Meetings Wayne RESA Math Coach
	ELA-Reading in the Content Areas K-5: Laying the foundation for Comprehension of Complex Text	Train the Trainer Staff Meetings Grade Level Meetings
	Professional Learning Communities (PLCs)	Train the Trainer, Early Release PLC Meetings,
	Making Meaning	Lesson Plans, Principal Data Walks and Walk Throughs, PLCs, Staff Meetings
	Fast ForWord	Technology Lab Schedules, Lesson Plans, Principal Data Walks and Walk Throughs
	Michigan Conference for K-2 Teachers	Train the Trainer, Grade Level Meetings
2013-14	Capturing Kids Hearts Focusing in on Marzano’s instructional strategies: reinforcing effort/providing recognition	Coaching Meetings from Flippen Group Solutions
	Sheltered Instruction Observation Protocol (SIOP)	PLCs
	Cooperative Learning	Train the Trainer, Grade Level Meetings, PLCs, Principal Data Walks and Classroom Walk-through Observations,
	Compass Learning	Train the Trainer, Grade Level Meetings, PLCs, Principal Data Walks and Classroom Walk-through Observations,

Evidence of all professional development will be monitored by Principal Classroom Walk-through Observations and Electronic Surveys on success of programs implemented.

APPENDIX E

Increased Learning Time – School Schedule

Prior Year Daily Schedule 2011-2012		Current Year Daily Schedule 2012-2013		Proposed Transformation Plan Daily Schedule 2013-2014	
8:25	morning bell	8:10	morning bell	8:05	morning bell/breakfast
8:25-9:00	breakfast	8:15-8:30	breakfast	8:05-9:35	Literacy Block/ Fast ForWord
9:00-10:50	Literacy Block/ Fast ForWord	8:30-10:00	Literacy Block/ Fast ForWord	9:35-10:35	Writers Workshop
10:50-11:10	Writers Workshop	10:20-11:10	Writers Workshop	10:35-11:10	Science
11:10-11:45	lunch	11:10-11:45	lunch	11:10-11:45	Lunch
11:45-12:35	Art/Gym or Compass Learning	11:45-12:35	Art/Gym or Compass Learning	11:45-12:45	Math
12:35-1:35	math	12:35-1:35	math	12:45-1:00	recess
1:35-1:55	recess	1:35-1:50	recess	1:00-2:00	Social Studies
1:55-2:25	Science	1:50-2:20	Science	2:00-2:40	extra Math or ELA
2:25-3:05	Social Studies	2:20-2:45	Social Studies	2:40-3:30	Art/Gym or Compass Learning
3:05-3:19	end of day wrap up	2:45-3:04	end of day wrap up	*2:30 Early Release on Tuesdays for PLCs	

Appendix C

LINCOLN PARK PUBLIC SCHOOLS
LETTER OF UNDERSTANDING FOR
SCHOOL REDESIGN PLAN

November __, 2012

ADDENDUM TO COLLECTIVE BARGAINING AGREEMENT
between the
LINCOLN PARK PUBLIC SCHOOLS
BOARD OF EDUCATION
and the
LINCOLN PARK EDUCATION ASSOCIATION, WC – MEA/NEA

1. Purpose.

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

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

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

2. Relationship to Collective Bargaining Agreement.

The Board and the Association agree as follows:

- A. The Board and the Association recognize that commencing as early as the second term of the 2012-2013 school year, there will be a redesign plan in effect at Raupp Elementary School, based upon the transformation intervention model, as approved by the State School Reform/Redesign Officer. Consistent with the provisions of Section 1280c(8) of the Revised School Code, the parties agree that, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association

(or the wages, hours and term/conditions of employment established pursuant to that agreement), any contractual or other seniority system that would otherwise be applicable for assignment of classes/grade levels at Raupp Elementary School shall not apply at Raupp Elementary for the duration of the approved redesign plan to the extent that such system would be inconsistent with or impede implementation of the approved redesign plan.

Further, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association, any contractual or other work rules which are impediments to implementing the redesign plan approved by the State School Reform/Redesign Officer shall not apply at Raupp Elementary School for the duration of the approved redesign plan.

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

3. Additional Instructional and Professional Development Responsibilities.

- A. The provisions of Article IV, Section A (Teaching Hours) pertaining to teachers' normal teaching hours at Raupp Elementary School shall not apply during the existence of the approved redesign plan during which the length of the teacher day at the school will be 7.5 hours. The schedule for the Raupp Elementary School will change beginning with the 2013–2014 school year. The school day will begin at 8:00 a.m. and conclude at 3:30 p.m. This will add an additional 36 minutes of instruction to each school day. Additionally, there will be one day a week designated for student "early release", where students will be dismissed at 2:30 p.m. These early release afternoons will be used for staff collaboration time and the implementation of Professional Learning Communities (PLCs). The net effect of this increased time is an additional 120 minutes of instructional time per week.
- B. Raupp Elementary School staff will receive professional development training on how to implement PLCs during the summer of 2013. Teachers will be awarded a stipend for attending the training.

C. Teacher work hours, planning periods, after school meetings and other similar matters pertaining to work scheduling may deviate from the provisions of the collective bargaining agreement in order to effectuate and implement the school redesign plan which will take effect at Raupp Elementary School. To the extent compatible with successful achievement of the redesign plan, Raupp Elementary teachers may be excused from other teacher work days or hours (i.e., non-pupil instruction days or hours) designated on the school calendar, in recognition of their differentiated work load required under the school redesign plan. Such flexible scheduling is subject to prior administrative approval.

5. Transfers/Assignments.

- A. The provisions of Article X, (Transfers) of the CBA shall not apply during the existence of the approved redesign plan. Consistent with the requirements of MCL 380.1280c(8) of the Michigan Revised School Code, contractual seniority based placement of teachers shall not apply at Raupp Elementary School. Teachers from within the district who desire to bid into an available job at Raupp, or who respond to a posting for a Raupp teaching position, must be interviewed and approved by the building administrator and/or the transformation team before the transfer takes place.
- B. Teachers who are evaluated in accordance with the Teacher Tenure Act and provided an IDP in accordance with the Teacher Tenure Act and whose students, as a group, do not show growth as required by the redesign plan may be involuntarily transferred out of Raupp Elementary at the end of a given school year. However, any such transfers shall not abridge the District's obligations to any transferred teacher under the Teacher Tenure Act and other Michigan Complied Laws related to their employment.

Signatures and Acknowledgements

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

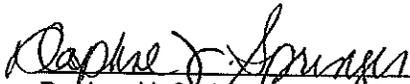
**BOARD OF EDUCATION
LINCOLN PARK PUBLIC SCHOOLS**



Central Office Designee

11-27-12

Date

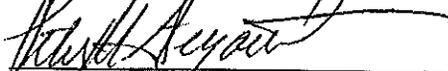


Daphne Y. Springer, Raupp Elementary Principal

Nov. 27, 2012

Date

**LINCOLN PARK EDUCATION
ASSOCIATION, WC MEA/NEA**



Peter Steyaert, LPEA President

11/28/2012

Date



Kim Mitchell, LPEA Elementary Director

11-28-12

Date

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Lincoln Park Public Schools School Name: Lincoln Park High School Address: 1701 Champaign L.P. MI 48146 School Code: 02207	Name: Mr. Terry Dangerfield Position and Office: Principal Telephone: 313-389-0234 Fax: 313-383-5738 Email: terry.dangerfield@lpps.info
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mr. Richard Rockwell Signature: <u><i>Richard Rockwell</i></u> Date: 10-12-11	Telephone: 313-389-0200 Fax: 313-389-1322 Email: richard.rockwell@lpps.info
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Mr. Terry Dangerfield Signature: X <u><i>Terry Dangerfield</i></u> Date: 10-12-11	Telephone: 313-389-0234 Fax: 313-383-5738 Email: terry.dangerfield@lpps.info
LEA SCHOOL BOARD PRESIDENT Signature: X <u><i>Charles W. Korman</i></u> Date: 10-12-11	
LOCAL TEACHER BARGAINING UNIT Signature: X <u><i>Jessica Amoroso, LPEA District Director</i></u> Date: 10-12-11	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	