



Reform Redesign Report

Carver Elementary-Middle School

Detroit City School District

Ms. Sabrina D Evans, Principal
18701 Paul St
Detroit, MI 48228-3868

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8
Turnaround Redesign Diagnostic	
Introduction.....	10
PART A: REFORM TEAM PERSONNEL.....	11
PART B: TEACHING AND LEARNING PRIORITIES.....	12
PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	14
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	19
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	23
Assurances Report	
Michigan Department of Education Assurances.....	25
Priority Assurances.....	25

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?

Carver S.T.E.M. Academy is comprised of 380 students in grades Pre-K-8. We are located at 18071 Paul St. in the Warrendale Community. Carver's students population is comprised of a 90% African American. In September 2012, Carver S.T.E.M. Academy adopted the S.T.E.M. curriculum which has a strong emphasis on Science, Technology, Engineering, Math and Music. Carver also offers: The Flying Eagles Aviation Club, Girls Basketball, A Soccer Team and a Robotics Club.

It is the vision of Carver staff to offer a place where children can come and reach their fullest potential given the tools to be successful. These tools include: qualified staff, a safe learning environment, access to advanced technology, extended learning opportunities, and a partnership with families and community members.

Carver has a strong network of community partners that assist with actualizing our vision. These partners include:

Community in Schools

The Detroit Public Library

Officer Gordon's Bully Prevention Program

US Food Service

Sodexo

Coats for Kids

Toys for Tots

Safe and Drug-Free Schools

McDonald's

Wendy's

Wayne RESA

The Police Athletic League

Michigan State University

Reading Volunteer Core

The NED Motivational Program

Wayne County Community College

Professional Football Player Jimmie Bell

SVC Vision

The Detroit Department of Health

The Local School Community Organization

Professional Entertainer I-Chris

The Carver faculty along with all of our community partners and families believe that the Mission IS possible!

Reform Redesign Report

Carver Elementary-Middle School

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.

Our vision for Carver S.T.E.M. Academy is one where children are educated through a collaborative effort among parents, faculty, students and the community. Through our S.T.E.M. program, we will forge a new and powerful model of education, ensuring a bright future for our students. Carver S.T.E.M. Academy will be a place where students are motivated to learn with the help of quality instruction and leading-edge technology. Challenges become opportunities where achievements are recognized and celebrated. The potential of all children to become self-directed life-long learners and globally prepared, permeates the expectations of Carver family.

Our mission at Carver S.T.E.M. Academy, in collaboration with parents and other stakeholders, is to provide quality educational opportunities for all students and promote academic excellence with an emphasis on Science, Technology, Engineering, Mathematics and Music in a safe and caring environment. We will develop life-long learners who will become productive, career and college ready individuals in a diverse and changing world, thereby becoming contributing members of society.

Belief Statements:

- Individuals and society benefit when schools and classrooms are genuine communities of respect and learning.
- Education should foster the desire to become a life-long learner.
- Parents are their child's first teacher.
- All students have the right to a high-quality education and access to advanced technology.
- Students should learn to work collaboratively with the support of the school, community and parents.
- All students have the ability to reach their full potential.

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.

Carver S.T.E.M. Academy prides itself on building strong community partnerships and in August 2012, Carver was one of the only schools that received major interior repairs within a short period of time. Providing a safe and pleasant environment for our students to work and learn in, is and continues to be one of Carver's top priorities. Therefore, Carver partnered with Sodexo Maintenance Company to repair student restrooms, classrooms, gymnasium, cafeteria and auditorium. Sodexo along with Community in Schools and US Food Service provide on-going support for our students and their families.

Understanding that our children need to possess various skills to globally compete in today's society, Carver offers programs such as: The Flying Eagles Aviation Club, Soccer Team and Robotics Team that we believe will set our students apart from other students and well as expose them to opportunities that they may not get at other Detroit Public Schools.

Within the next three years, Carver hopes to provide etiquette classes, a foreign language class, a health and nutrition program focusing on harvesting our own fruits and vegetables, a science club, an entrepreneur club and academic games. We believe that the incorporation of these clubs and programs will further foster a healthy learning environment for our children and lead to increased academic achievement.

Additional Information

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

Under the new leadership of Principal, Sabrina D. Evans, Carver S.T.E.M. Academy has adopted a new philosophy of education. It is her vision to ensure that children feel loved, appreciated and safe in their learning environment. Principal Evans is responsible for changing George Washington Carver school's name to Carver S.T.E.M. Academy. She also incorporated more instructional time in the areas of Science, Social Studies and Math for our 6th-8th grade students. Her courageous and perseverant personality and character, continues to bring more resources to Carver S.T.E.M. Academy and she beileves that "Students don't care what you know, but they want to know that you care." Under the leadership of Principal Evans and her assistant Mrs. Kendra Barclay, Carver is heading in a new direction where, "The mission IS possible."

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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.

The individuals involved in the development of the reform/redesign plan are:

School Improvement Facilitator from Wayne RESA; Kate Civil

Michigan State University Intervention Specialist; Ethel Jones

Principal; Sabrina Evans

Academic Engagement Administrator; Kendra Barclay,

Instructional Specialist; Tricia Barnes,

Teacher; Rita Lockridge,

Teacher; Agatha Gordon,

Teacher; Joanna Luck,

Resource Teacher; Regina Crittenden-Byas,

Teacher; Mary Tomaszczski,

Teacher; LaWanda Marshall

Parent; Christopher Allen;

Parent; Diane Bobo

Community Partner; Pastor John Stone

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 upon Carver's M.E.A.P data gathered from the Golden Package for the years of 2009-2012, Carver students consecutively scored low in the areas Math and Science. In the year 2009-10, Carver student scored 1%, In the school year 2010-11, 0% of our students were proficient. There was a slight increase in the fall 2010-2011, and 2% of our students were proficient. The increase continued in the fall 2011-2012, and 3% of our students were proficient in Science. The reading skills of our students will be increased through the use on-going assessments of Accelerated Reader and DIBELS as well as instruction and teacher-gearred professional development in area of Reading utilizing Renaissance Learning Webinars and the Mclass system.

The Golden Package data reveals that there has been a steady decline in our Math achievement. In fall 2007-2008, 14% of Carver's students were proficient in Math. In the fall 2008-2009, the percent proficient declined to 8%, fall 2009-2010 and fall 2010-2011 only 4% of our students were proficient. The decline continued in the fall of 2011-2012; only 3% of our students were proficient.

Further disaggregation of the data reveals that: Only 7% of the economically disadvantaged students in grade 3 in Math were proficient, 3% were proficient in Grade 5, while 25% of the Non-Economically Disadvantaged were proficient in 6th Grade Math and only 11% in Grade 7, while 3% of the Economically Disadvantaged were proficient in grade 8 Math.

In Science, disaggregation of the data of our Economically Disadvantaged vs. Non-Disadvantaged population shows that 0% of our Non-Economically Disadvantaged were proficient in Science while 3% of our Economically Disadvantaged were proficient in fifth grade Science. In eighth grade, 0% of our Economically Disadvantaged population was proficient while 3% of the Non-Economically Disadvantaged were proficient in Science. Based on this data we determined that our focus will be on Science, Technology, Engineering and Math (S.T.E.M.). This reform initiative is in partnership with Michigan State University, the University Detroit -Mercy, and Detroit Public School's Science Department. The Michigan State University facilitator and Science Lead teacher will ensure that the S.T.E.M. curriculum and activities are being incorporated into daily/weekly lesson plans.

Based on Star Math data, 30% of Carver's third grade students are below proficiency in Math. Carver will also place an emphasis on Data Driven Instruction. Data will be used to help clarify issues, identify alternatives to problems, and target resources more effectively. Data notebooks, data walls/doors, data dialogues (individual, school-wide, class and student) will be used to differentiate and accelerate student learning.

State what data were used to identify these ideas.

Carver 's review of M.E.A.P Math and Science, and Star Math from the past five years was used to identify the need to focus on Science and Math instruction as a reform strategy. Our research on indicators of effective teaching practices specifies student success will be accelerated through a concentrated effort of teachers aligning instruction with standards and benchmarks, accessing and monitoring students' mastery and differentiating and aligning learning activities based on student needs and research based and instructional practices that are aligned with student achievement. Our S.T.E.M. curriculum and focus on data will guide rapid turnaround progress.

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning

Kathryn Parker Boudett, Elizabeth A. City, Richard J. Murnanne

Copyright 2005

SY 2012-2013

© 2012 AdvancED

PART C: DEVELOP 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.

Ms. Evans was received a letter of intent from Shirley Mobley-Woods (Chief Academic Officer), to be the principal at Carver. After receiving her letter of intent, Shirley Mobley Woods, Karen Ridgeway; Superintendent of Academics and Wilma Taylor-Costens; Assistant Superintendent met to review Evans' credentials and to determine if she would lead Carver. After careful review, this team appointed Ms. Evans as principal of Carver S.T.E.M. Academy in August 6, 2012. Ms. Evans brings 25 years of experience to the district and was successful in leading Beard Elementary School for 3 years where she incorporated monthly field trip experiences for students, increasing Beard's grade levels to incorporate First Grade and ensuring professional development for staff.

Evan's vision to transform Carver and raise student achievement included reviewing the current data from Carver and quickly discarding tactics that were not working such as: No teacher accountability, no school-wide behavioral plan, no use of data to guide instruction (reflective of low MEAP scores over the past three consecutive years), and no strategies in place to increase/encourage parent participation. Therefore, she decided to implement the following changes for a rapid turnaround: Changing the school name from Carver to Carver S.T.E.M. Academy to focus on Science and Math to allow Carver's students the opportunity to be globally competitive and increase their achievement in the areas of Math and Science, Offering Saturday school to cater to the students achieving in the lowest five percent, Adopting the MiBliSE program to incorporate a common disciplinary style for the whole school and adopting a Soccer Team, Music Program, Art Program and Girl's basketball team with the understanding that children excel when they have multiple opportunities to utilize both the left and right brain in focusing on academics and creativity.

It was also important to Ms. Evans as a leader to encourage her teachers to set high standards for raising student achievement so she decided to implement Learning Walks once a month so that teachers can gather new ideas for teaching from their co-workers as well requiring teachers to complete Educational Learning Plans where they have engage in self-reflection of their teaching practices and adjust their pedagogy to increase student achievement where necessary. In addition, she and her Academic Engagement Administrator conduct daily walk-throughs to ensure that teachers are teaching according to Michigan's Grade Level Content Expectations.

Ms. Evans' organizational skills, team leadership attributes, high expectations for educational leaders, confidence and perseverance made her an excellent choice to lead Carver in a new direction. She also has formed many alliances with community organizations that have partnered with Carver's visions to improve student achievement rapidly. Such as: The Detroit Lions who provide motivational speakers to encourage our students to succeed, The Detroit Police Department who provide bully education and strategies to avoid gang involvement, Michigan State University who assists with helping teachers align their lesson plans with the S.T.E.M. curriculum and help foster a love of reading and strengthen reading skills through their America Reads program, Sodexo who worked tirelessly to ensure that our building was up to code before the start of the school year and the Detroit Public Schools Technology Department who were instrumental in getting computers repaired in various classrooms.

Evans continuously works towards gaining visible wins by highlighting the successes at Carver via the Carver Chronicle which is a monthly edition of Carver's news including such things as: Recognizing honor roll students, showcasing pictures of parental involvement, and school-wide functions as well as exposing students to the Flying Eagles Aviation Program where selected students will have an opportunity to fly an actual aircraft upon successful completion of the program. These students will also use Science and Math to build model airplanes.

Abbreviated Resume attached

Sabrina D. Evans, Ed.S.

23601 Sutton Dr. Apt. 1213, Southfield, Michigan 48033

Business Phone (313) 408.5706 Cell: (313) 399-2430 i-E-mail: sabrina.evans@detroitk12.org

SY 2012-2013

© 2012 AdvancED

Reform Redesign Report

Carver Elementary-Middle School

Objective: To obtain an executive director position in a public school or teach at the collegiate level

ïµPROFESSIONAL PROFILE

ï-Team player with colleagues, administrators and parents

ï-Work well in challenging environments

ï-Proven leadership skills

ïµEDUCATION/CERTIFICATION

ï-Ed.D., Teacher Leadership, Walden University (anticipated graduation - June 2012)

ï- Educational Specialist, Educational Leadership, University of Detroit Mercy, May 2002

ï-Master of Arts, Curriculum & Instruction, University of Detroit Mercy, May 1998

ï-Bachelor of Arts, Western Michigan University, June 1989

ïµEMPLOYMENT

2012 - Present Principal, Detroit Public Schools: George Washington Carver STEM Academy

2011 - 2012 Adjunct Professor, Barker College, Dearborn, Michigan

2009 - 2012 Principal, Detroit Public Schools: Beard Early Childhood Center (ECC)

2008 - 2009 Assistant Principal in Charge, Detroit Public Schools: Beard ECC

2007-2008 Assistant Principal, Detroit Public Schools: William J. Beckham Academy

ïµINTERNSHIP

Administrative Internship - Administration DPS

Central Office Internship: Division of Human Resources DPS

Student Concerns Liaison: University of Detroit-Mercy

ïµINTERESTS & ACTIVITIES

ï-Member, Association for Supervision and Curriculum Development

ï-Member, Phi Delta Kappa International

ï-Member, Kappa Delta Pi ~ International Honors Society in Education

ï-Alpha Kappa Alpha Sorority, Incorporated

ï-Board Member (former), Omnicare Health Plan

ï-Precinct Delegate- Precinct 11, Southfield, Michigan

ï-Notary Publicï

ïµREFERENCES

Dr. Shomari Jabulani

Dr. Granada L. Peterson, Retired Principal

Mrs. Freda K. Dawson, Ed.S., Retired

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 Detroit Public School district has allocated more time for operational flexibility which leads to more instruction due to less teacher preparation periods as negotiated by the Detroit Federation of Teachers. Teachers also use their lunch periods and preparation periods to deliver small group instruction targeting students in need. In addition, operational flexibility has allowed Carver S.T.E.M. Academy to select a highly qualified staff that was chosen by the Administrator and an interview team consisting of the Academic Engagement Administrator and

Instructional Specialist.

All Highly qualified teachers were required by the District to undergo a series of evaluations from the PD 360 evaluative tool as well as present portfolios and letters of recommendation. The School principal made the final staffing selections. The administrator also selected Carver S.T. E.M. Academy's start and end time of the school day in order to accommodate working families and increase learning time. Although the allocation of instructional minutes for students are allocated by the district, Carver S.T.E.M. Academy also adheres to the following schedule in order to foster a focus of science, technology, engineering, math and music: 90 minutes per day for sixth, seventh and eighth grade English Language Arts and 120 minutes for Kindergarten through Fifth. For Math, Social Studies and Science for grades sixth, seventh and eighth 250 minutes per day are allocated for instruction.

The district's allocation of Title 1 monies is used focused on the instructional needs of the students as well to support professional development for teachers. Due to oversized classrooms, Carver S.T.E.M. Academy has instituted the use of School Service Assistants for grades Kindergarten-Second and Grades 7-8. In addition, Title One monies are used to support extended learning opportunities for all students.

Carver has also incorporated the following program/calendar of events to facilitate increased academic achievement: Saturday School (November 17, 2012-June 2013), Electives the last hour of the school day for students in Grade 6-8, the Aviation Club (coming in December-May 2013), the Detroit Area Pre-Engineering and College Educational Program) taught 2 days a week as an elective course, Street Law (coming in January-March 2013), Student Abstinence Via Education (SAVE) and the Community in Schools program offering resources such as clothing, food and housing referrals to students and their families.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Carver S.T.E.M. Academy will measure the effectiveness of the principal through a process of evaluation conducted by her Superintendent Mrs. Costens involving PD 360. The Principal's as well as the teacher's effectiveness will also be measured by parents and students through the use of school surveys given on an on-going basis. Teaching staff who work within Carver will be rated on an on-going basis through-out the school year beginning in September 2012-June 2013 in terms of Highly effective to Minimally Effective according to the PD 360 evaluative tool.

In order to recruit highly qualified staff, the principal and AEA will require all potential teachers to demonstrate their teaching ability by teaching a lesson to administration. Through the combined use of the PD 360 evaluative tool and the lesson demonstration, such factors as: Delivery of Instruction, Classroom Management, Record Keeping, Lesson Planning and Knowledge of Subject will be considered for rating. All potential candidates will also have to provide evidence of student growth and achievement from actual data. All teachers who receive Highly effective or Effective ratings will be retained for employment.

In addition, teaching staff will also complete Professional Learning Plans at the beginning of every school-year beginning in September 2012 and that will be due the first week in October, which includes a detailed plan in which the teacher has to incorporate self-reflection of their pedagogy; goals, expected outcomes of such goals and the resources that they need to be successful. All non-instructional staff at Carver completes an Educational Development Plan in September 2012 in which they have to identify strengths and weaknesses in their teaching practices and set goals to attain successful teaching practices to raise student achievement. The teacher evaluation process covers five major domains: Pedagogical skills, Students' growth, Classroom management, Relevant educational training and Educational responsibility.

Teachers also assist their co-workers with engaging in reflective teaching practices by conducting cross curricular Learning Walks. Once a month beginning, November 5, 2012, all teachers (according to a calendar of scheduled time) visit each others' classrooms and conduct a series of "Look- For's" including such things as: Is the classroom environment reflective of learning? Are the students engaged?, Is there small group instruction occurring?. After the Learning Walk is conducted, the teacher meets with the observed teacher within 48 hours to discuss their findings.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

During the summer of 2012, the Detroit Public School district outlined a hiring process which included the Observation 360 evaluative tool which was used for all candidates and followed a state rubric that was revised by the Detroit Public School District. Candidates presented portfolios measuring a wide range of teacher behaviors and responsibilities that was reviewed by the interview team consisting of the principal, assistant principal and Instructional Specialist. Teacher self-assessment was also a part of the evaluation which focused on teachers' weaknesses and strengths. Perspective candidates were interviewed by the interview team and as a result of the above hiring process, 99% of the teaching staff was hired to staff Carver school and one teacher was retained. The principal will continue to screen existing staff by conducting formal and daily informal evaluations and by conducting Learning Cross Walks (cross-grade level peer observations). Administrative staff will also monitor teacher effectiveness weekly through the use of lesson plan monitoring, evaluative review done on a needed basis and on-going conferences.

All existing teachers at Carver will be evaluated by the Administrative team through the use of the PD 360 evaluative tool beginning September 2012-June 2013 as well as by formal/informal observations. In addition, the administrative staff will conduct daily walk-throughs and observe such things as: Delivery of lessons, classroom managements, quality of lessons, postings of current student work and data walls. If the administrator finds that the teacher continuously (more than twice) does not have the aforementioned things present in his/her classroom, the administrator/assistant principal will verbally bring it to the attention of the teacher as well as offer suggestions on how the teacher can improve being that of professional development in the area of weakness or peer observation of a seasoned teacher. If there was a verbal warning and/or the teacher still does not improve, the teacher will receive a write-up from the administrator. All teacher write-ups are kept in a file by the administrator which may prevent rehiring of that person.

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 Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include: Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals. Currently, 98% of the staff at Carver is expected to be retained based on their rating of being effective or highly effective. All staff who is minimally effective or non-effective will receive on-going professional development, collegial mentoring and administrative support in the area(s) of their deficiency beginning January 2013-June 2013.

Carver S.T.E.M. Academy will recruit and retain staff by highlighting the school's successes beginning September 2012- June 2013 such as, becoming a S.T.E.M. school, providing Saturday tutoring opportunities for additional pay incentives, increased community alliances including that of the Detroit Lions, U.S. Food service, and Michigan State University, positive behavior support through our collaboration the Detroit Public School security officers and the Detroit Police Department, increased student and staff attendance, and increased parental involvement through the LSCO. These successes will be highlighted on the Detroit Public School's Website, Detroit Federation of Teachers

paper, Carver's school website and school-wide newspaper websites.

Carver will also encourage professional development of staff by allowing them to attend conferences yearly beginning January 2013-June 2013 as needed as well as job-embedded professional development once a month or as needed on various topics such as: Data analysis and Incorporating centers in the classrooms. All highly effective teachers will be identified through the use of the PD 360 evaluative tool and will be recommended for rehire by the school administrator to Human Resources.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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.

Review of the Golden Package containing the MEAP scores for Carver for the past three years reveals that Carver students scored below the 30 percentile in Science and Math. Also, review of Carver's 2012 DIBELS BOY data reveal that only 30% of Carver's K-5 grade students are reading on grade level and according the Star Math 30% of Carver's third graders are achieving below grade level.

Therefore, two Wednesday staff meetings of the month will involve a 2 hour professional development session beginning in September 2012-June 2013 and will cover topics such as: How to interpret DIBELS, MEAP and Burst data, How to assess and progress monitor using Star Math and DIBELS, how to encourage students to read, and ways to differentiate instruction to ensure that all children are achieving. Differentiated instruction is however, commonly displayed in classrooms based on observations conducted from administrative walk-through's. Administrators will continue to monitor teacher lesson plans to ensure that differentiated instruction is continuously fostered in the classrooms.

Teachers at Carver engage in: small group activities, utilize Student Service Assistants, and the Instructional Specialist to offer individualized instruction as well as resource pull-out. The staff is encouraged to keep a running record of all professional development/trainings in which they engage in, in and outside of the school, in their data folders/binders. Also, the staff will stay abreast as to the current research and findings in reference to Common Core State Standards by engaging in a monthly collective viewing of PD 360 videos as directed by the Detroit Public School District and engage in relevant professional development as deemed necessary based on the principals' findings on staff Learning Walks. Carver will also receive on-going training and targeted assistance from the school's Instructional Specialist on best practices, contemporary pedagogy, and technology implementation as it relates to English Language Arts on a weekly basis or as needed beginning September 2012-June 2013.

As Carver continues to promote the S.T.E.M. program, staff will work in collaboration with Wayne State University and the University of Detroit-Mercy to develop lesson plans reflective of S.T.E.M. implementation. The principal, Academic Engagement Administrator and Instructional Specialist will evaluate the effectiveness of the implementation of best practices, research strategies through data monitoring, peer support/mentoring, and classroom observations. Carver staff will also utilize the implementation of Individual Professional Development Plans to provide support and assistance to staff members.

In addition, staff will log onto Renaissance Learning and engage in webinars on a needed basis to increase the reading levels of our students. Social Studies, Math and Science Team Leaders will continue to attend District and State sponsored professional development after school as directed by the district and keep the teaching staff informed of new policies, procedures, or teaching pedagogies relevant to these subject areas during staff meeting on selected Wednesdays as needed beginning September 2012-June 2013. A more detailed list of professional development is listed in the assurances.

Staff will also attend out-of-state conferences/workshops as deemed necessary based on specific levels of deficiency or areas that need strengthening based on observations from administrative staff, PD 360 evaluations and data results. Such as: The annual Administration Supervision Curriculum and Development conference in March 2013 or The Michigan Institute for the Young Child in April 2013.

All teachers are expected to give a brief synopsis as to what they learned from their professional development trainings/sessions if the PD or training was NOT attended by the whole staff via email or verbal overview during a staff meeting proceeding 2 weeks after the PD session. Each teacher and staff member is expected to complete and Professional Learning Plan or Educational Plan where they will outline their weaknesses and strengths and explain what professional development they will need to strengthen their weaknesses. Through the process

of lesson plan review, and observations (formal/informal), administrators will determine if the concepts/information gathered in professional development sessions are being implemented.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Carver currently has a School Administrator, an Academic Engagement Administrator (A.E.A), a School Improvement Team/ Transition Turnaround Team, Leadership Team, Local School Community Organization (LSCO) and community partners who will work collaboratively to develop policies and practices that will benefit student growth and achievement. The district decreased the number of preparation periods for teachers offering students more time on instruction as well as longer weekly staff meeting times which allows for more teacher collaboration.

The Turnaround Leader (Ms. Evans) receives pertinent information as it relates to the successful function of the school and relates that information back to the AEA and School Improvement Team chair that relates it to the team and devises a strategy for implementation of mandates. Once mandates are fulfilled, the SIT informs the staff as a whole of any necessary changes in curriculum, scheduling or procedures.

The School Improvement Team/ Transition Turnaround Team will implement new strategies within 1 week and monitor the implementation for six weeks (one semester). The team will discard tactics six weeks after implementation if the tactics/strategies are non-effective as measured using DIBELS, Accelerated and Star data and allocate more resources on best practices that are effective.

The team will also meet once a month beginning Wednesday, October 10, 2012- June 2013 to discuss/implement policies that will produce the greatest turnaround effort in reference to: Disciplinary issues, Non-proficient students in the areas of Reading, Math or Science and the allocation of funds for various school-wide functions/activities. In order to evaluate the teaching and learning practices established from professional development, Carver staff will engage in monthly meetings to dialogue about the effectiveness of these practices.

Effective Saturday November 3, 2012-June 1, 2013, Carver will add an additional learning day to maximize instruction for the lowest achieving students. Additionally, to maximize instruction time, the district has implemented only two preparation periods per week for teachers.

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

Teachers will implement School-wide learning cycles based on MEAP data from years 2009-2011. Instructional learning Cycles and Golden Packets will be analyzed to identify learning gaps and provide resources to close gaps. Based upon Carver's M.E.A.P data gathered from the Golden Package for the years of 2009-2012, Carver students consecutively scored low in the areas Math and Science. In the year 2009-10, Carver student scored 1%, in the school year 2010-11, 0% of our students were proficient. There was a slight increase in the fall 2010-2011, and 2% of our students were proficient. The increase continued in the fall 2011-2012, and 3% of our students were proficient in Science.

The Golden Package data reveals that there has been a steady decline in our Math achievement. In fall 2007-2008, 14% of Carver's students were proficient in Math. In the fall 2008-2009, the percent proficient declined to 8%, fall 2009-2010 and fall 2010-2011 only 4% of our students were proficient. The decline continued in the fall of 2011-2012; only 3% of our students were proficient.

Reform Redesign Report

Carver Elementary-Middle School

Further disaggregation of the data reveals that: Only 7% of the economically disadvantaged students in grade 3 in Math were proficient, 3% were proficient in Grade 5, while 25% of the Non-Economically Disadvantaged were proficient in 6th Grade Math and only 11% in Grade 7, while 3% of the Economically Disadvantaged were proficient in grade 8 Math.

In Science, further disaggregation of the data of our Economically Disadvantaged vs. Non-Disadvantaged population shows that 0% of our Non-Economically Disadvantaged were proficient in Science while 3% of our Economically Disadvantaged were proficient in fifth grade Science. In eighth grade, 0% of our Economically Disadvantaged population was proficient while 3% of the Non-Economically Disadvantaged were proficient in Science. In reference to gender, Fifth Grade girls scored 8% on the MEAP while boys scored 0% and in Grade 8, girls scored 0% while the boys scored 4%.

Teachers will administer Accelerated Reader/Star Reading, and Dynamic Indicators for Early Learning pretest to assess students' strengths as well as areas that need strengthening. Post-test will be administered after concepts have been taught and students have had an opportunity to explore, practice and/or research. Teachers will receive information on the Common Core State Standards via PD 360 to ensure that their lessons are aligned with the State Standards.

The school will work in connection with Wayne RESA to carefully identify and/or review and select valid reliable data and assessment tools. Instruction will be aligned to Michigan's Common Core Curriculum and academic objectives. Curriculum will be further aligned by grade level and by grade level clusters as well as individual needs. (Pre-K - 2; 3 - 5; 6 - 8).

The school is currently implementing the instructional programs that have been selected by the district based on research and best practices. Teachers at Carver adhere to a daily schedule which includes 90 minutes of English Language Arts per day, 90 minutes of Math, and 90 for Science and Social Studies.

The school will assess students using the Accelerated Reading program and students will be assessed weekly/bi-weekly. Star diagnostic testing will be administered three times a year: Beginning of Year (BOY), Middle of Year MOY - End of Year (EOY). Progress monitoring in DIBELS (Dynamic Indicators for Beginning Early Literacy Skills) will occur regularly throughout the year to determine growth. Additional classroom instruction will be given to increase in their reading levels during the Saturday Schools.

The Accelerated Math program is also being utilized to address our students individual needs based on the Star Math assessment that was administered to students to determine their level of proficiency. Students will be given opportunities to build on their individual ability level. This instructional program is also aligned to our districts assessment timeline, where students are assessed BOY in September-October, MOY Assessed in January -February, and EOY assessed in May-June. The school will progress monitor weekly to ensure that student academic achievement is being increased.

Data collected from these assessments will not only provide necessary information regarding students, but will act as an evaluation for teacher effectiveness. The instructional program takes into account our diverse population and includes a variety of word processing; web resources; data collection tools and multimedia to perform and allow teacher training and creativity.

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

From the Golden package, Carver will use the student performance from the content strands, disaggregated data based on Gender, SES and Students disabilities to help differentiated instruction. Teachers will also use Accelerated Reader Data, and DIBELS to collect pre and post test to guide their instruction. Carver S.T.E.M. Academy will implement the use of student portfolios in grades Pre-Kindergarten-Kindergarten and all students will have an Individual Development Plan which will include their targeted strengths, weaknesses and educational goals and objectives. In addition, students in grades k-5 will engage in monthly progress monitoring through the use of the DIBELS assessments beginning September 2013-June-2015.

Teachers will implement School-wide learning cycles based on MEAP data from years 2009-2011. Instructional learning Cycles and

Reform Redesign Report

Carver Elementary-Middle School

Golden Packets will be analyzed to identify learning gaps and provide resources to close gaps. Based upon Carver's M.E.A.P data gathered from the Golden Package for the years of 2009-2012, Carver students consecutively scored low in the areas Math and Science. In the year 2009-10, Carver student scored 1%, In the school year 2010-11, 0% of our students were proficient. There was a slight increase in the fall 2010-2011, and 2% of our students were proficient. The increase continued in the fall 2011-2012, and 3% of our students were proficient in Science.

The Golden Package data reveals that there has been a steady decline in our Math achievement. In fall 2007-2008, 14% of Carver's students were proficient in Math. In the fall 2008-2009, the percent proficient declined to 8%, fall 2009-2010 and fall 2010-2011 only 4% of our students were proficient. The decline continued in the fall of 2011-2012; only 3% of our students were proficient.

Further disaggregation of the data reveals that: Only 7% of the Economically Disadvantaged students in grade 3 in Math were proficient, 3% were proficient in Grade 5, while 25% of the Non-Economically Disadvantaged were proficient in 6th Grade Math and only 11% in Grade 7, while 3% of the Economically Disadvantaged were proficient in grade 8 Math.

In Science, further disaggregation of the data of our Economically Disadvantaged vs. Non-Disadvantaged population shows that 0% of our Non-Economically Disadvantaged were proficient in Science while 3% of our Economically Disadvantaged were proficient in fifth grade Science. In eighth grade, 0% of our Economically Disadvantaged population was proficient while 3% of the Non-Economically Disadvantaged were proficient in Science.

Teachers will utilize the progress monitoring results to change Burst groupings or target instruction. Teachers will review M.E.A.P data and the Golden Package in data dialogue groups on the third Wednesday of the month in an effort to identify learning gaps and to evaluate the existing curriculum, as well as to target students for Extended Day school (Saturday School). A special emphasis during the data review will be placed on students who score below grade level in the area of Science and Math. Teachers will use the MDE Crosswalks and Common Core State Standards as a guide to ensure that common core practices are addressed with the appropriate depth of knowledge. Carver staff will continue to promote the S.T.E.M. curriculum through the organization of a school-wide science fair, Math and Science family nights and encourage participation in Detroit's DAPCEP (Detroit Area Pre College Engineering Program) where the Science Team Leader will teach the key components of the DAPCEP program during the last hour of the school day.

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. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

In order to increase the amount of learning time for students, the Emergency Manager decreased the number of preps for teachers beginning in September 2012-June 2013 from five to two preps per week resulting in an additional 180 minutes of instructional time per week. This provides increased teaching and learning in all core subjects and allows the teacher to have more time to assess student needs and implement strategies to increase student achievement. Carver also offers increased enrichment opportunities such as: The Flying Eagles Aviation Club, the Girl's Basketball team, A Soccer team, Glee Club and Choir. Team teaching occurs in grades 6, 7, and 8th during specified prep periods in order to maximize student growth. Teachers assess group and individual Star Math and reading, DIBELS and Burst student data and use the data to make instructional decisions. As part of the teacher evaluation, the teachers' effectiveness is scored based on their ability to maximize instructional time and successfully engage students in meaningful learning experiences. This effort is reflected by data collected from DIBELS, Star Math, Star Reading and Accelerated Reading. All data is posted for parents to view as well.

Detail how the school will provide appropriate social, emotional and community services that support students.

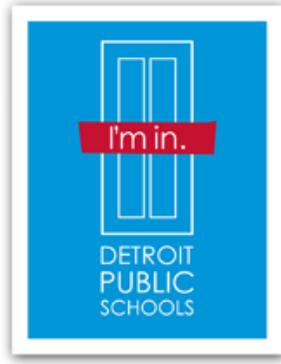
School lunch forms of September 2011 were used to gather income information of Carver's student population. As a result over 75% of our families live below the poverty level for families of four. Also, based on the referral rates and parent contact logs in generated beginning September 2012 regarding disciplinary issues with Carver students, over 15% of these referrals were C violations as outlined by the Detroit Public School Systems Student Code of Conduct. Therefore, Carver S.T.E.M. Academy has staffed a school counselor to address emotional and behavioral reoccurrences and will utilize the services and partnership of Community and Schools to offer clothing and food drives and housing information for families. Officers Gordon and Williams will also provide conflict resolution and bullying prevention support on an on-going basis beginning October 2012-June 2013.

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	Detroit_Educator_Evaluation_Process_Manual_8-2012[1].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	DPS%20PD%20Offerings%202012-2013revised1(1).pdf
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	
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	District Verbage.docx District Verbage.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teachers meet everyWednesday for staff meetings and grade level meetings. DAEOE.LOA.PrioritySchools teacher assurances.pdf
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	Carver Professional Deveopment Calendar will replace the MOU or Collective Bargaining Agreement subheading. Calendar of Events professional development.docx



Detroit Educator Evaluation Process

A Professional Growth Model: Ensuring an
Excellent Education for Every Student

Published 2012

Detroit Public Schools



Table of Contents

Overview	3
Why We Need an Updated Teacher Evaluation System.....	3
Executive Order.....	4
Michigan Law	7
Pieces of the Teacher Evaluation Process.....	8
Five Core Elements.....	9
Performance Level Ratings	10
Student Growth Information	11
Observer Guidelines.....	12
Request for Assistance and Support	14
Teacher Evaluation At – A – Glance	15
PD360 and OBSERVATION360	16
FORMS.....	16
Teacher Evaluation Rubric Overview	17
Professional Learning Plan.....	20
End of Year Teacher Evaluation Form Example	21
Calculation and Reporting.....	22
RETENTION RATING SCORING.....	23



Overview

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on the

The Purpose of Evaluations:

- Determine the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for improvement.
- Promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development.

MCL 380.1249(1)(d)

Why We Need an Updated Teacher Evaluation System

The Detroit Public Schools Academic Plan sets out to create a system of schools in which all children learn every day. We must come together in support of our children — not only for their future, but also for the future of Detroit. We are creating schools in which **everyone is learning more than was expected** of them in the past. We will develop standards and a curriculum based on Common Core Standards to ensure higher levels of achievement for everyone by 2015. **Everyone understands that learning is a process.** There will be more chances and support to get it right, and more opportunities for educators to improve their skills. **In order to see our students grow, our educators must grow. Evaluation is a must because we can not expect what we do not inspect! Our approach for every learner and every educator will be positive reinforcement for making progress toward the goal.**

AND MOST OF ALL THAT EVERYONE IS LEARNING!

Remember that all professionals take part in a performance evaluation system.

- ✘ It's about checks and balances. We must have a system to show the effectiveness of our teaching staff and administrators.
- ✘ For DPS, this is an opportunity to show that the labels of *“high risk”*, *“failing”*, and *“underachievers”*, are not the defining characteristics of our school system.

The Detroit Teacher Evaluation is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan, collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system. This system is for instructional teaching staff based in schools.



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER
FOR THE SCHOOL DISTRICT OF THE CITY OF DETROIT, MICHIGAN
("EMERGENCY MANAGER") PURSUANT TO MICHIGAN'S
PUBLIC ACT 4 OF 2011, THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT,
ROY S. ROBERTS, THE EMERGENCY MANAGER,
ISSUES THE FOLLOWING ORDER:

Whereas on or about March 16, 2011, the Local Government and School District Fiscal Accountability Act, Public Act 4 of 2011, ("Public Act 4") was enacted to safeguard and assure the fiscal accountability of units of local government, including school districts; to preserve the capacity of units of local government to provide or cause to be provided necessary services essential to the public health, safety and welfare of citizens; and

Whereas, pursuant to Public Act 4, the Emergency Manager may exercise any powers of the Chief Administrator, Superintendent and or the Board under the Michigan Revised School Code, State School Aid Act; or any other law which prescribes authority to the local Superintendent or School Board; and

Whereas, pursuant to Public Act 4, the Emergency Manager has broad powers in receivership to rectify the financial emergency and to assure the fiscal accountability of the school district and its capacity to provide or cause to be provided necessary educational services essential to the public health, safety and welfare; and

Whereas, pursuant to the Teacher Tenure Act, MCL 38.93, a school district employing teachers on continuing tenure shall ensure that teachers are provided annual year-end performance evaluations in accordance with section 1249 of the revised school code; and

Whereas, MCL 380.1248 et seq., of the Michigan Revised School Code; which applies to policies regarding personnel decisions involving reduction in force,



layoff, elimination of positions and recall of teachers as well as staffing and program reduction:

1. Prohibits the use of length of service or tenure as a primary or determining factor in personnel determinations as described in the preceding paragraph; and
2. Requires the adoption, implementation, maintenance and compliance with a policy that ensures the retention of effective teachers; and

Whereas, MCL 380.1248 and 380.1249 provide criteria and guidance for policies regarding teacher and school administrator evaluations.

IT IS HEREBY ORDERED:

1. That, the “Teacher Staffing and Reduction Policy” as set forth below shall be adopted by the School District of the City of Detroit effective July 1, 2011.

NEW POLICY

Teacher Staffing and Reduction Policy

It is the policy of the School District of the City of Detroit that all teacher personnel decisions shall be based on retaining effective teachers in accordance the Michigan Revised School Code. The effectiveness of teachers shall be measured in accordance with the District’s performance evaluation system and shall be based upon the following factors:

1. Individual performance shall be the majority factor in making personnel decisions, and shall consist of, but is not limited to, all of the following:
 - A. Evidence of student growth, which shall be the predominant factor in assessing an employee’s individual performance.
 - B. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.



- C. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents/guardians and other teachers, and ability to withstand the strain of teaching.
- D. The teacher's attendance and disciplinary record, if any.
- 2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- 3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

Length of Service or tenure status may only be considered by the administration when making personnel decision if all other factors, as listed above, are considered equal amongst the potentially affected teachers. A teacher who has been rated as "ineffective" under the performance evaluation system shall not be given any preference that would result in the teacher being retained over a teacher who is evaluated as "minimally effective," "effective" or highly effective" under the performance evaluation system.

2. That, the Chief Human Resources Officer, by and through the Division of Human Resources, and with the assistance of relevant personnel, shall facilitate the administration and implementation of the "Teacher Staffing and Reduction Policy", the performance evaluation system and any other procedures or guidelines necessary to effectuate this Order.

This Order may be amended, modified, repealed or terminated by any subsequent Order issued by the Emergency Manager.

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

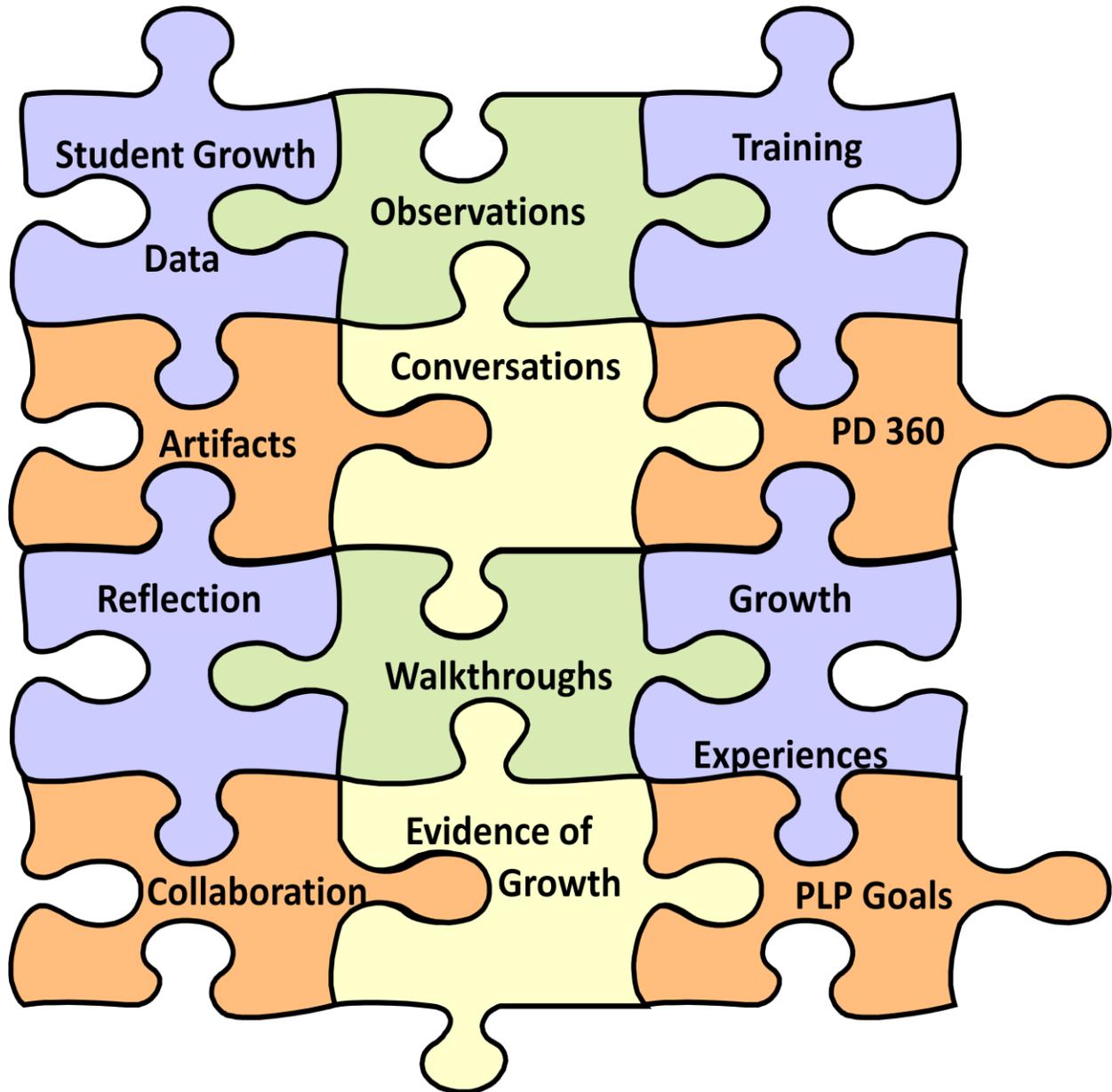
380.1249 Performance Evaluation System.

With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

- A. Knowledge of Subject
- B. Planning for Instruction
- C. Delivery of Instruction

II. Student Growth as Predominant Factor

- A. Designing Assessments
- B. Utilizing Assessments in Instruction
- C. Demonstrating Student Growth

III. Classroom Management

- A. Managing Instructional Time
- B. Managing Student Behavior
- C. Creating an Atmosphere of Mutual Respect
- D. Creating and Facilitating a Learning Space

IV. Relevant Special Training

- A. Professional Learning and Growth
- B. Reflecting on Teaching Practice

V. Educator Responsibilities

- A. Maintains a Stimulating Learning Environment
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner
- D. Rapport with Colleagues, Parents, and Students

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines.

Effective: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Michigan Department of Education.

Minimally Effective: A teacher who is rated as minimally effective requires a change in performance before he/she meets expectations. This is a teacher who an administrator/ trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by an administrator/ trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines.



Student Growth Information

Student Growth will have the following percentages on the evaluation tool based on the Michigan Compiled Law – MCL-380.1249(2)(a)(i)

- 2013-2014 – 25%
- 2014-2015 – 40%
- 2015-2016 – 50%

Until the state specifies the student growth model that will be used, district employees are able to select a minimum of two data sources to show student growth. Below are some possible data sources.

LIST OF DATA SOURCES

- MEAP Scale Scores (3-8)
- MME Scale Scores
- DIBELS (K-3)
- Benchmark Assessments
- Classroom Assessments/Grades
- Project Based Student Performance
- IEP Goals
- Standardized Assessments
- ACT Explore/Plan
- Graduation Rates
- End of Course Assessments
- Standardized Assessments
- Other



Observer Guidelines

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

September – November

All teachers receive an initial observation

- Observations may be conducted by the principal or their designee (DFT members are not able to conduct observations)
- Use the Teacher Observation Form (checking “Initial Observation” box) OR Observation360 electronic template
- Use the Teacher Evaluation Rubric to determine where the teachers fall on the scale based on observation
- Observations do not need to be an entire class period but should be long enough to capture adequate information on the element(s) being observed
- It is possible that you may not observe all elements or sub-elements; record only what you do observe
- Put an “X” in a rating box for each sub-element
- Record any comments/recommendations for each element

Have each teacher complete a Professional Learning Plan (PLP)

- Use the Professional Learning Plan Template or My Portfolio in PD360

Conduct an initial meeting (post-observation) with the teacher

- Review your observation with the teacher
- Review the teacher’s PLP and make recommendations
 - Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Submit names of new teachers (1-3 years as certified teacher or teachers new to the District) to the Office of Professional Development



November-April (may begin sooner, if all of the above are completed)

Support and assist teachers

- Recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to your Assistant Superintendent
- Recommend PD360 videos to support professional growth
- Conduct additional observations as needed/desired
 - Observations are conducted by the principal or their designee (DFT members are not able to conduct observations)
 - Use Teacher Observation Form (checking “Mid-Year Observation” box) OR Observation360 Electronic template
 - You **must** conduct a Mid-Year Observation (at least 1) for struggling teachers and new teachers
- Encourage and support teachers in implementing their PLPs
- Teacher collects artifacts/documentation to support each core element
- See “Teacher Evaluation At-a-Glance” for additional ideas

April-May

Conduct end-of-year observation

- Use “End of Year Teacher Evaluation” form OR Observation360 electronic template

Conduct teacher conference

- Teacher brings artifacts/documentation as evidence for each core element.
- Determine, share, and record “Element Summary Score” (based on End of Year Observations and Data)

Complete Annual Rating Form

- Determine and record Effectiveness Label per rating scale
- Record Attendance and Discipline information
- Have teacher list Contributions and Accomplishments
- Evaluator and Teacher sign forms

June – June

Year-Round Activities

- Teacher continues to collect artifacts/documentation
- Encourage and support teachers in implementing their PLPs



Request for Assistance and Support

This form is used to request assistance and professional development for non-tenured and tenured certified teachers.

NAME OF EMPLOYEE: _____ SCHOOL: _____

Please complete the following information as it relates to observed teaching performance. List the areas of concern and the support that has been provided prior to this request.

AREA(S) OF CONCERN:

<input type="checkbox"/> Delivery of Instruction	<input type="checkbox"/> Lesson Planning
<input type="checkbox"/> Classroom Management/Discipline	<input type="checkbox"/> Knowledge of Subject
<input type="checkbox"/> Record Keeping	<input type="checkbox"/> Other

SUPPORT PROVIDED:

<input type="checkbox"/> Informal Observations- (Please specify dates)	<input type="checkbox"/> Classroom Assistance – (Please specify what was provided)
<input type="checkbox"/> Individual Conferences/Meetings – (Please specify dates)	<input type="checkbox"/> Professional Learning Plan – (Has one been completed and reviewed?)
<input type="checkbox"/> Professional Development Opportunities (Please list titles and dates)	<input type="checkbox"/> Specify any other support provided:

SUPPORT REQUESTED:

<input type="checkbox"/> Professional Development Specialist	<input type="checkbox"/> Professional Development
<input type="checkbox"/> Content Area Instructional Specialist	<input type="checkbox"/> Other

Principal’s Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

- Data Analysis
- Implement PLP
- Observations
- PD 360
- Peer Support
- Professional Development
- Reflection
- Work with Content Area Specialist
- Work with Professional Development Specialist

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

During the 2011-2012 school year, the district purchased an online, on-demand, professional development portal for educators. This system allows teachers to access more than 2,000 educational videos on a wide-array of topics including pedagogical and instructional strategies. Teachers and administrators are able to create a digital portfolio within the system and track the professional development that they engage in online.

Observation 360 is a sister product to PD 360 that allows principals and other authorized administrators to do an observation or walkthrough of a teacher using an ipad, iphone, tablet, laptop or computer. Observation 360 is linked to PD 360, so that as teachers get the results of their observation, they also get prescriptive guidance on what learning segments they should use in PD 360—based on the results of the observation.

To access PD 360, click on this hyperlink: www.pd360.com. Each staff member has a username and password. The username is your dps email address and the initial password is pd360.

To access Observation360, you must be an administrator authorized to conduct observations. The link is as follows: www.pd360.com/observation360.

FORMS

All of the forms can be found on Learning Village under the Professional Development tab. If you click on the hyperlinks below, you can access the complete forms.

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

[Professional Learning Plan \(PLP\)](#)

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

- A. Knowledge of Subject – In order to show expertise in demonstrating an extensive knowledge of the subjects they teach, teachers engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom. They also demonstrate accurate knowledge in the content area and provide instruction that is clear and logical. Teachers use in context, a variety of effective techniques, strategies, materials, resources and/or activities developmentally appropriate to develop concepts.
- B. Planning for Instruction – The plan for learning is critical to the teaching and learning experience that yields high results. Highly effective teachers clearly articulate the instructional objectives to students. They plan standards-based instruction through written lesson plans and demonstrate evidence of differentiation in each of the following areas: Cultural, racial, social, abilities when designing the content, process, and product of student work and expectations. Teachers use multiple approaches to appropriately assess student abilities and needs to plan instruction by creating inclusionary environments for students with exceptional needs and abilities. Teachers ensure that there is full utilization of various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media. They implement these effective teaching strategies while incorporating appropriate use of district curriculum and pacing charts in planning and delivery of instruction.
- C. Delivery of Instruction – A teacher has effectively delivered the instruction when students exhibit that learning has taken place. Students are developing their learning through what they do and are able to produce. The highly effective teacher plans and uses different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, abilities, aptitudes, interests, levels of maturity, and achievement of students. A variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities are used throughout the academic day. Teachers know how to engage students to utilize Higher Order thinking skills by analyzing, synthesizing, and evaluating new knowledge in the learning process. Teachers design and use assessments that align with the goals and objectives of instruction and provide appropriate assignments with clear, accurate explanations, directions, and expectations. Highly effective teachers also provide opportunities for struggling students to master content or receive small group or one-on-one instruction. The infusion of instructional technology in lesson planning to maximize student learning is apparent.



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- A. Designing Assessments for Instruction - The highly effective teacher designs and uses a variety of evaluative/ performance techniques consistent with school and district philosophies to measure student progress such as pre/post tests, logs, portfolios, presentations, student responses, discussion, and more. They maintain accurate and adequate records that document student performance and progress. Communication to students and parents about their performance is ongoing. The teacher also ensures the application of technology to facilitate a variety of effective assessment and evaluation strategies.
- B. Utilizing Assessments in Instruction - Teachers must pay close attention to evidence of student learning. Highly effective teachers recognize assessment as a part of instruction. They monitor student understanding and where appropriate, offer feedback to students. They also instruct students on how to monitor their own learning against an established criteria.
- C. Demonstrating Student Growth – Teachers are able to choose assessments to show that students are progressing after instruction. The highly effective teacher modifies instruction based on student growth and collaborates with colleagues to enhance student growth.

CORE ELEMENT III. CLASSROOM MANAGEMENT

- A. Managing Instructional Time – Highly effective teachers maximize the use of instructional time by engaging students in meaningful learning experiences. They also prepare assignments, materials, supplies, and activities in advance in accordance with their plan. They are highly efficient in the management of whole-group and small-group learning time for optimum learning experiences. The highly effective teacher maintains a smooth, brief transition between lessons and activities.
- B. Managing Student Behavior – Skilled teachers establish routines, procedures, and rules that encourage appropriate behavior and are applied in a consistent and equitable manner. They monitor the classroom and are constantly aware of classroom activities and do not ignore disruptive, inappropriate behavior. In a productive classroom, standards of conduct are clear to students; they know the expectations for themselves and others. Even when their behavior is being corrected, students feel respected; their dignity is not undermined.
- C. Creating an Atmosphere of Mutual Respect - The highly effective teacher creates a culture for learning. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.
- D. Creating and Facilitating a Learning Space – The teacher organizes the classroom to minimize disruption to the learning process, provides safety, support and encouragement and values the strengths of all learners. The highly effective teacher responsibly uses resources (i.e. technology) to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc.



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

- A. Professional Learning and Growth – Effective teachers develop and implement a Professional Learning Plan (PLP). They stay current in their field by accessing and utilizing updated information and procedures. Highly effective teachers attend national, local, and/or state conferences, subscribe to professional journals, and engage in university classes.
- B. Reflecting on Teaching Practice – Teachers engage in meaningful self-evaluation and reflect on the professional practices of colleagues. Skilled teachers demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts and they use technology to enhance professional development, practice, and productivity.

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

- A. Maintains a Stimulating Learning Environment – Students are motivated to participate in and are active participants in the learning process.
- B. Maintains Accurate Grade Books, Lesson Plans, and Student Records – Student records include items such as attendance, IEPs, immunization records, Progress Reports, Supplemental Student Services Survey, 80s series and other district records and forms as required. Proficiency in this component is vital, as several of these records are legally binding. Additionally, these critical records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly.
- C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner - Teachers establish a professional and appropriate relationship with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself.
- D. Rapport with Colleagues, Parents, and Students – Teachers establish a professional and appropriate rapport with colleagues, parents, and students.

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

<p>DPS Core Elements</p> <ol style="list-style-type: none"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
---	------------------------------------

Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
<p>Goal 1:</p> <p>Goal 2:</p>				
<p>Goal 1:</p> <p>Goal 2:</p>				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



RETENTION RATING SCORING

**Detroit Public Schools
Teacher Tenure Act Retention Rating
2012-2013**

The following four categories will have the following ratings:

- (1) Performance Evaluations – 60%
- (2) Disciplinary Actions – 20%
- (3) Attendance – 15%
- (4) Significant Relevant Accomplishments and Contributions – 5%

DISCIPLINARY ACTIONS for the past three years is based on the points chart below.

Written Reprimands	1 point
Suspension 3 days or less	2 points
Suspension 4 days or more	4 points
0 to 1 point	= 20%
2 to 4 points	= 17%
5 to 7 points	= 15%
8 to 10 points	= 10%
11 to 14 points	= 5%
15 points and up	= 0%

The 20% discipline rating will be calculated for each year based on the point system above. The three years percentage will be averaged for a final score.

**ATTENDANCE
(for the past fiscal year¹)**

0 to 3 days	15%
4 to 6 days	12%
7 to 9 days	10%
10 to 12 days	5%
13 days and up	0%

**PERFORMANCE EVALUATION
(The performance evaluation rating is 0 to 3)**

2.8 to 3	60%
2.0 to 2.7	50%
1.0 to 1.9	40%
0.0 to 0.9	30%

¹ Excluding Approved Medical/FMLA Leave.

Date	Title
Social Studies Offerings	
9/13, 10/11, 11/8, & 12/13/2012	Intro to GIS
9/14/2012 & 9/15/2012	African American Child Symposium
9/17 & 9/20/2012	Online MEAP Test & Prep
9/18 & 9/20/2012	Anti-Bullying
9/25/12	Social Studies Gr K-2
9/27/12	Social Studies Gr 3-4/Michigan & Communities
	Social Studies Gr 6-7/Eastern & Western Hemispheres
10/2012 - 3/2012	Social Studies Lead Tchrs
Literacy Offerings	
10/2 & 10/9/2012	Content Area Reading and Writing (Fall)
10/4 & 10/11/12	Adolescent Literacy (Fall)
11/8 & 11/15/2012	Direct Interactive Instruction
1/14 & 1/15/2013	CCSS Reading: Key Ideas and Details
1/28 & 1/29/2013	CCSS Reading: Craft and Structure
2/4 & 2/11/2013	Content Area Reading and Writing (Spring)
2/6 & 2/13/2013	Adolescent Literacy (Spring)
2/11 & 2/12/2013	CCSS Reading: Integration of Knowledge & Ideas
3/4 & 3/14/2013	CCSS Reading: Text Complexity
3/7 & 3/14/2013	Direct Interactive Instruction
3/11 & 3/12/2013	CCSS Writing: Text Types and Purposes
3/18 & 3/19/2013	CCSS Writing: Production & Distribution of Writing
3/25 & 3/26/2013	CCSS Writing: Research to Build & Present Knowledge
3/15 & 4/16/2013	CCSS Writing: Range of Writing
Science Offerings	
Jan - May 2013	Poverty Parts 1-5
24-Jan-12	Orientation for AWIM
7-Feb-12	Orientation for GEE
14-Feb-12	You Be the Chemist (Tentative)
Feb-May 2013	FOSS Kits Parts 1 & 2- A & B Group
October - May 2013	Science Champions 1-9
4-Oct-12	Science Fairs 101 & 102
8-Oct-12	Woodrow Wilson Mentors (Monthly Meetings)
9-Oct-12	New Teacher Orientation
10-Oct-12	Future City

10-Oct-12	Future City Orientation
13-Oct-12	Using Technology to Close the Gap pts. 1-7
18-Oct-12	Planning Science Fairs
22-Oct-12	Reflecting on Best Practices in Science Today 1-4
23-Oct-12	Arts & Scraps Science
23-Oct-12	Authentic Literacy
27-Nov-12	Feeder Professional Learning Communities
6-Dec-12	A Zoo in My School???
7-Jan-13	Got Science???
31-Jan-13	Creating Rigorous, Relevant & Engaging Lessons
7-Feb-13	The Science of Love & Learning: The 5 Love Languages for Children
21-Mar-13	U of M Environmental Interpretive Center
11-Apr-13	The Science of Good Health
25-Apr-13	The Science of Safety
2-May-13	Using Technology the "SPARK" Way
6-May-13	Putting the 7 E's All Together in Science K-12
16-May-13	Special Event
4/8/2013	E-7 Expanding Student Growth in Science K-12
12/3/2012	E-3 Exploration Activities in Science K-12
2/4/2013	E-5 Elaborating & Applying Science Concepts K-12
1/7/2013	E-4 Writing Explanations in Science K-12
3/4/2013	E-6 Developing Evaluations Tools in Science K-12
11/5/2012	E-2 Engaging / Do Now Activities in Science K-12
10/5/2012	E-1 Eliciting Prior Knowledge in Science K-12
	Mathematics PD Offerings
9/15/12	Cross Curricular Connections
9/25/12	Carnegie Learning
9/25/12	How to effectively facilitate a Mathematics Professional Development (T
10/16/12	Incorporate Key Literacy Strategies as a Part of a Daily Mathematics
10/19/12	How to Incorporate Best Practices and Pedagogy - Series 1
10/29/12	How to Incorporate Best Practices and Pedagogy - Series 2
11/1/12	Train-the-Trainer (Tinkerplots & Geometer's Sketchpad) Grades 3-12
11/1/12	Differentiated Instruction (NCTM Illuminations and Geometer's Sketchp
11/13/12	Differentiated Instruction with Tinkerplots Grades 3-5
11/19/12	Algebra 1 - 8th Grade Implementation
11/27/12	Ratios, Proportions, and Proportional Reasoning
12/6/12	Number and Numeration for Teaching Mathematics
1/5/00	Addition and Subtraction for Teaching Mathematics
1/15/13	Functions for Teaching Mathematics (Series I)
2/26/13	Rational Numbers for Teaching Mathematics
2/28/13	Teaching for Geometry (Geometer's Sketchpad, version 5)
3/9/13	Blended Mathematics Instructional Technology (Blackboard Collaborate
3/19/13	A World in Motion Training
4/9/13	Multiplication and Division for Teaching Mathematics

4/9/13	Teaching for Geometry (Geometer's Sketchpad)
4/27/13	Series II Blended Mathematics Instructional Technology
5/14/13	Algebraic Thinking for Teaching Mathematics
	More PD Offerings
9/24/12	Inter-Rater Reliability Training
9/26/12	New Teacher Orientation - Technical Assistance
10/4/12	Data Clinic - Analyzing Data from Standardized Tests
10/5 - 10/30/12	Inter-Rater Reliability Coaching Sessions
10/11/12	New Teacher Orientation - Classroom Organization
10/16/12	New Teacher GradeBook Training
10/18/12	New Teacher Orientation - Behavior Management
10/25/12	New Teacher Best Practices Series
11/1/12	National Board Take One Portfolio Development
11/6/12	Effective Teacher Series - Exploring Tenants of Professional Practice
11/6/12	Paraprofessional Training- Roles and Responsibilities of Paraprofessionals
11/12/12	New Teacher Learning Village Training
11/13/12	How to Build a Portfolio in PD360
11/14/12	New Teacher Data Director Series
12/4 - 12/15/12	Train-the-Trainer Series for Professional Developers
12/4/12	Paraprofessional Training- Utilizing Technology to Increase Student Achievement
12/5/12	Refresher Skills - Classroom Management for Veteran Teachers
12/7/12	Observation 360 Reports
12/8/12	Utilizing PD360 to Track Professional Growth
12/12/12	Paraprofessional Training - Strategies for Small Group Work
1/8/13	Class Size Reduction Teacher Training - Managing Centers
1/15/13	Paraprofessional Training - Strategies for Intervention
1/17/13	Intro to Observation 360 Platform
1/24/13	Observation 360 Processes
1/31/13	PD360 - Building Courses
2/1/13	PD360 - Analyzing Individual User Reports
2/5/13	PD360 - Uploading Teacher Practice Videos
2/12/13	PD360 - Completing Reflection and Follow-Up Assignments
2/12/13	Class Size Reduction Teacher Training - Managing Student Behavior
3/4/13	Designing Assessments using CCSS in Data Director
3/5/13	Intro to Gaggle
3/11/13	Intro to Moodle
3/12/13	Utilizing Custom Reports to Track Student Growth in Data Director
3/12/13	Class Size Reduction Teacher Training - Make&Take Centers for Core Subject Areas
12/11/13	Class Size Reduction Teacher Training - My Differentiated Classroom
	Department of Multilingual-Multicultural Education
Oct/ Nov, 11	Engaging all our students in the Global Language classroom
Jan- June, 11	Developing our own Language skills and methodologies (Spanish/ French)
	How to Incorporate Global Language Standards in Engaging Lessons

Number of Sessions	Number of Days	Number of Participants	
4	4	100	
2	2	300	
2	2	50	
2	2	100	
1	1	50	
1	1	50	
1	1	50	
6	6	300	
4	2	200	
4	2	200	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
2	2	100	
5	5	100	
1	1	30	
1	1	30	
1	1	50	
4	4	100	
9	9	80	
1	1	50	
8	8	30	
2	2	25	
1	1	30	

1	1	25	
1	1	30	
1	1	25	
4	4	100	
1	1	25	
2	2	25	
2	2	50	
2	2	50	
2	2	50	
2	2	50	
2	2	30	
1	1	30	
1	1	50	
1	1	50	
1	1	50	
1	1	25	
1	1	100	
1	1	30	
1	1	30	
1	1	30	
1	1	30	
1	1	30	
1	1	30	
1	1	30	
5	5	100	
3	3	\$25	
5	5	40	
5	5	40	
5	5	25	
5	5	25	
1	1	100	
5	5	25	
5	5	25	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
5	5	40	
2	2	40	
5	5	40	

5	5	40	
5	5	25	
5	5	40	
9	5	250	
2	1	80	
3	3	150	
84	21	200	
2	1	80	
2	1	80	
2	1	80	
2	1	80	
6	6	25	
8	8	100	
1	1	270	
2	1	80	
4	4	200	
2	2	80	
3	3	25	
4	4	200	
2	2	100	
4	4	90	
4	4	200	
4	4	200	
4	4	65	
2	2	100	
2	2	100	
2	2	100	
4	4	350	
4	4	350	
4	4	200	
4	4	200	
4	4	65	
6	6	300	
4	4	150	
4	4	150	
8	8	400	
4	4	65	
2	2	65	
	1	1	80
	2	5	60
	3	3	60

The transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical.

Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools with support from the TAD will enhance its University partnerships and expand upon its community based relationships for the purpose of sourcing highly effective Teaching staff.

Project Pathways Transition to Teach Grant Program

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers.

Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals.

Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

--

Sabrina D. Evans, Ed.S., Principal
Carver STEM Academy
313.240.6622 (Office)
313.408.5706 (Cell)

~Carver PRIDE (Producing Respectful Individuals Determined to Excel)~
[Delete](#) [Reply](#)**Reply** [Forward](#)[Spam](#)[Move](#)[Print](#) [Actions](#) [Next](#)[Previous](#)

**Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Association of Educational Office Employees
AFT Local No. 4168, AFL-CIO**

INSTRUCTIONAL REFORM – PRIORITY SCHOOLS

The School District of the City of Detroit ("District") and the Detroit Association of Educational Office Employees, ("Union") agree, by their representatives' signatures below, to abide by the following procedures for the establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The District shall determine which schools will be designated Priority Schools. The Principal will be responsible for interviewing and selecting staff at Priority Schools.
4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be pre-determined.

5. In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.
6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular hourly rate. Any hours worked beyond the regular school day will be paid at the hourly rate and in compliance with the Fair Labor Standards Act (FLSA).
7. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and may be subject to termination based upon the evaluative findings.

8. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the District shall post the position and the Principal will interview and select a replacement.
9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, that member shall maintain the same rights as any other Union member and be referred to the Division of Human Resources for placement in a vacancy.
10. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain members assigned to Priority Schools who would otherwise be laid off, the member with the next highest seniority shall be released from their current assignment until a vacancy becomes available for which the member is qualified.
11. All other members of the bargaining unit who are laid off shall maintain the same rights as any other member.

For the Union:

Ruby J. Neubold
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

Approved: Robert C. Bobb / RAS
Robert C. Bobb, Emergency Financial Manager