



Reform Redesign Report

Marshall, Thurgood Elementary School

Detroit City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Thurgood Marshall is a small school that focuses not only on the child, but the whole family. We take great pride in establishing positive relationships.

Our school climate promotes a "village" and/or "family" atmosphere. As a small close knit community, we believe that we are all stakeholders when it comes to the education and well being of each and every student. We pride ourselves on involving the outside communities that have committed to change through education and donating supplies to support our programs.

Each classroom is equipped with highly qualified staff members who utilize the latest technology available such as Netbooks, Smart Boards and Neo-Boards.

Our staff is collaboratively committed to teaching students beyond expectations by pushing for extraordinary results. The ability to make a difference is imperative. It is our expectation that students will have productive business orientated attitudes that will lead to an experience of life-long learning.

We have approximately 400 students in grades Pre-K to Sixth. 98.7% of our students are African American/Black, 0.3% American Indian, and 0.3% Hispanic. 95.5% of students at Thurgood Marshall Elementary School participate in the free and reduced meal programs. We have slightly more boys than girls, 54.1% of our students are male and 45.9% are female.

Our students live a once middle class community that has deteriorated into a high crime low income community plagued with deteriorated dilapidated housing and unemployment. Our school is located in the heart of the city of Detroit at Lodge Freeway and Linwood Avenue. Our school is a small close knit community and we believe that we are all stakeholders when it comes to the education and well being of each and every student. Our mission embroders on the fact that all children can learn! Our administration and staff thrives on providing instruction and guidance for all students. Marshall encumbers very minor in school behavior challenges, but outside of school, there are still challenges "coming from home". We strongly encourage our students to empower themselves by taking ownership of their education. We work exceptionally hard and collaboratively with our parents, staff as well as the community to facilitate our vision to exceed academic standards in education.

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

To become an open, globally competitive learning environment where students are proficient or exceed academic standards set forth by the District, State & National Departments of Education.

Our Mission

The philosophy of Thurgood Marshall Elementary School is to provide & enhance the intellectual, physical & social development of our students. We believe in providing an educational environment that is caring, trusting, challenging, healthy & safe. We have high expectations for our students & hold ourselves accountable for improving the knowledge & attitudes that are necessary for success.

We offer:

After-School Tutoring/Extended Day Program, 21st Century After-School Program, Accelerated Reading/Math, Academic Games, Project Seed, DAPCEP, Summer Learning Academy, Chess, Girl Scouts, Universal Breakfast & Lunch, RIF (Reading Is Fundamental), Science Club, Cheerleading, Student Government, Basketball, Play Works, Special Olympics, Volunteer Reading and Business Corps, Project Unified, Church/Civic Group Mentors, Dad's Club, Girl's Talk Club, Boy's Talk Club, Mother & Son Dance, Father & Daughter Dance, Monthly Educational Trips.

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.

Our prominent accomplishments include having two staff teachers who have been recognized by the State of Michigan as Exceptional in their areas of expertise for 2012 and 2013, we have 2 additional staff member who are Nationally Board Certified in teaching, in addition to our entire staff whom are committed to constant life- long professional development opportunities to ensure our students are prepared for their educational endeavors. Marshall Elementary has secured the commitment of T-Mobile International Phone Company to refurbishing the entire school building through painting hallways and classrooms. We have been highlighted by the local media (Channel 4) and featured as one of Detroit's "Best Kept Secrets". We also provide care packages and counseling for families in need on a consistent bases as well as parent workshops. Pilgrim Village Community Organization has dedicated their group to help with additional services such as keeping our "Blight" around the school at a minimum and donating Thanksgiving and Christmas baskets to our needy families.

Additional Information

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

Our Principal

Sharon Lee comes to Detroit Public Schools via working in Management at Ford Motor Company and Ameritech. She has more than 12 years of experience as a DPS administrator.

Principal Lee plays an enormous role by helping parents support their children emotionally as well as academically. She speaks with students daily about what is learned. Ms. Lee's expertise is also in the Sciences where she was a Detroit Area Pre-College Engineering (DAPCEP) teacher, curriculum writer, and administrator. Her educational goal is to provide a strong academic base for her students and parental support for all families.

Our School

Our school provides breakfast, lunch and hot supper on a daily basis. Our student's are involved in different activities such as student council, academic games, DAPCEP (Detroit Area Pre-College Engineering Programs), Special Olympics as well as the 30 members of the Volunteer Reading Program.

Thurgood Marshall's population is extremely transit with high poverty concerns. Our parent surveys indicate that the need for the DHS (Department of Health Services) is in great demand. It has been discovered that nearly 90 % of our families receives some kind of supplemental service. Our surveys also reflect that our parents are in need of GED services as well.

We are working with rigor and diligence to develop to strategies to raise our student's academic performances on State and District Wide Test scores. We have high expectations for our student's and hold ourselves accountable for improving their knowledge and maintaining an attitude that is necessary for success. We pride ourselves on involving the outside communities that have committed to change through service and education.

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.

REFORM TEAM PERSONNEL:

Name, Title or Role, Email Contact Information

Katherine Anderson, Grade 1 Teacher, katherine.anderson@detroitk12.org

Krystal Bolar, Science Teacher, krystal.bolar@detroitk12.org

Tammie Brown, Parent, tbrown718@att.net

Kathy Helm, Pilgrim Village Community Representative,

Dr. Motley, WRESA School Improvement Facilitator,

Victor Frosh, Academic Engagement Administrator, victor.frosh@detroitk2.org

Rae Hawkins, Grade 5 Teacher, rae.hawkins@detroitk12.org

Tanisha Johnson, Grade 4 Teacher, tanisha.johnson@detroitk12.org

Sharon Strean, MSU Intervention Specialist, streansh@msu.edu or SWS0310@aol.com

Sharon Lee, Principal, sharon.lee@detroitk12.org

Catherine Schrock, Pre-K Teacher, catherine.schrock@detroitk12.org

Margo Taylor, Special Needs Teacher, margo.taylor@detroitk12.org

Rosemary West-Bowlsen, Instructional Specialist, rosemary.west-bowlsen@detroitk12.org

Dorothy Wilson, Math Teacher, dorothy.wilson@detroitk12.org

PART B: TEACHING AND LEARNING PRIORITIES

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

Based on our research using our MEAP data, "Golden Package," surveys, stakeholders' interviews, and teacher assessments we determined that: increasing student performance in the four core subject areas and increasing parent participation will be the driving force of our "Turnaround Plan."

Increasing our student's performance by 10 percent on the MEAP assessment each year in all four core areas will be addressed via: extended school day; summer school; differentiated instruction; teachers adjusting to meet the needs of the student; objectives aligned with the common core; professional development; formative evaluation; staff development regarding assessing student data; teachers using a variety of teaching techniques such as grouping, field trips, "Play work" i.e. character development; and using technology in the classroom.

We will increase parent involvement via developing regular opportunities and/or avenues for parent engagement such as "Bring parent to school day"; community activities in conjunction with local churches and agencies; inviting parents to: escort on field trips, visit classroom, volunteer in lunchroom, hall monitor, etc.; communicate monthly via classroom newsletter, quarterly Parental surveys; and special events such as Honors Assembly, Christmas program, Black History program, and parent workshops.

Success Rate:

Thurgood Marshall's 2011 MEAP data is our baseline data. It includes the following information:

READING

Grade	Percent Proficient
03	28%
04	21%
05	18%
06	60%

MATH

Grade	Percent Proficient
03	0%
04	0%
05	0%
06	6%

SCIENCE

Grade	Percent Proficient
05	0%

SOCIAL STUDIES

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Grade	Percent Proficient
06	0%

WRITING

Grade	Percent Proficient
04	14%

Using our MEAP scores as our primary data and other supporting data such as:

- Dynamic Indicators of Early Literacy Skills (DIBELS)
- STAR Reading
- STAR Math
- Accelerated Reader
- Accelerated Math
- Teacher Created Assessments
- Student Portfolios
- Student Driven Formative Assessments
- Student Longitudinal Studies, Demographic Information, Attendance, and Student Mobility Information from our "Golden Package"
- Cognos Student Data
- Student Information System (SIS)
- Parent, Staff and Student Surveys

Our goal is to increase student performance by 10% annually in the four core content areas.

State what data were used to identify these ideas.

Thurgood Marshall Learning Community of staff and community leaders mined the following data resources to identify areas needed for student achievement : 1. MEAP student performance data, 2. Measures of Academic Progress i.e. MAP (a computerized adaptive assessment evaluation given three times per year authorized by the school district) data, 3. STAR assessments i.e. STAR Reading, STAR Math, and STAR Early Literacy data and STAR individual student reports to help teachers differentiate their instruction and develop individualize student learning plans, 4. Teacher assessments, 5. DIBELS which is a district purchased program that gauge student performance as needed with Progress Monitoring of benchmarks, instantly aggregate data and creates reports, and delivers instruction that meets the needs of the student at every achievement level. One can see growth, create study groups, and devise intervention strategies with this program.. 6. Student Information System to specifically address student mobility and student attendance issues, and parent, staff, and student surveys. Our MEAP and MAP data are our primary resource for assessment and evaluation. The other much needed data help crystallize and specifically target areas for instructional intervention. MEAP primary status is related to the fact that the State of Michigan uses the MEAP performance to determine students' performance/success.

Therefore, our learning community has decided to use the same "MEAP" tool to validate student learning and success. Also, the State of Michigan has adopted the Common Core State Standards (CCSS). MEAP will assess student performance base on those standards.

An overview of our data contributed to the development of our two big ideas. Our data sources include Student Information System (SIS); MEAP; Parent Sign In Sheets and Parent Survey; MAP; DIBLES, etc. Information from our student Information system indicates student

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average attendance in 2010 80% 2011 increased to 87%. 72% of our first year students did not come from our school nor attend preschool or kindergarten.

MClass: DIBELS indicates Grade K students 65% are well below Benchmark. Grade 1 students 84% are well below Benchmark. Grade 2 students 45% are well below Benchmark. Grade 3 students 29% are well below Benchmark. Grade 4 students 70% are well below Benchmark. Grade 5 students 100% are at Benchmark.

Our MEAP data indicates

Grade 3 -73% Not proficient in Reading - 100% Not Proficient in Math;

Grade 5 -82% Not proficient in Reading - 100% Not Proficient in Math - Science 100% Not Proficient

Grade 6 -51% Not proficient in Reading - 94% Not Proficient in Math - Social Studies 100% Not proficient

When interpreting our MEAP Data

Students who earn Level 4 Not Proficient and/or Level 3 Partially Proficient are recorded as NOT PROFICIENT in our analysis and summations

Students who earn Level 2 Proficient and/or Level 1 Advanced are recorded as PROFICIENT in our analysis and summations

Partially Proficient student are identified and appropriate correctives are initiated. However, these students are classified "NOT PROFICIENT"

The state only credits Proficient and Advanced for Proficient scoring/credit.

Parent Survey and Sign In Sheets - less than 1% average Parent participation

The Common Core State Standards will enable the Thurgood Marshall learning community to work together to:

- Make expectations for students clear to parents, teachers, and the general public.
- Encourage the development of textbooks, digital media, and other teaching materials aligned to the standards.
- Develop and implement comprehensive, balanced assessments to measure student performance against the Common Core State Standards that will replace the existing testing programs that are difficult to compare across the country and often do not provide educators with enough information to make timely decisions that positively impact instruction.
- Evaluate policy changes needed to help our students and educators meet the standards.

The Common Core State Standards align closely with current Michigan GLCE and HSCE. District curricula and assessments that provide a K-12 progression for meeting the earlier MEAP requirements will require minimal adjustments to meet the CCSS. This allows for curriculum and assessment alignment in SY11-12 and implementation during SY12-13 or sooner.

Herewith, by using CCSS and MEAP data for our primary resource for student evaluation, our leadership team can implement educational standards to facilitate student achievement and help our teachers ensure our students have the skills and knowledge they need to be successful by providing clear goals and clear expectations for student achievement and student assessment. Additional data will further help the leadership to focus with specific accuracy initiatives and correctives specific for our students' needs. We discovered from our "Student Information System[D3]" that 71% of our first graders had not attended Thurgood's nor any pre-K or Kindergarten program. With that information supported by our students' low first grade performance evaluations we initiated an aggressive differentiated instruction program to address reading and emergent reading skills for grades K-1. In the future, we will heavily recruit eligible Kindergarten students by word of mouth from our parents, flyers, and phone blasts to ensure that although Kindergarten is still not mandated in the state of Michigan, our students are starting with a solid foundation of basic skills necessary for them to reach grade level beginning with Grade One

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.

The District Executive Leadership, which includes: Roy Roberts, Emergency Financial Manager; Karen Ridgeway, Superintendent; Shirley Moble-Woods, Chief of Staff; Derrick Coleman, Assistant Superintendent; and Steve Wasko, Chief Communications Officer, reviewed several candidates credentials and past performance for the principal position at Thurgood Marshall. This Selection Committee reviewed candidates over a two month period. The team interviewed Sharon Lee. The final selection was completed in June 2011. The Selection Committee, in consultation with Thurgood parents and stakeholders, i.e. LSCO, determined Ms. Lee was the best candidate for Thurgood Marshall. Ms. Sharon Lee was assigned the principal position beginning in the 2011 school year.

The first year of Ms. Lee's leadership produced the following results: 1. Created Parent Connections offering Hustle classes, cooking classes, DTE Presentation/Workshop for parents; 2. Instituted monthly Field Trips for both parents/guardians and students; 3. Increased parent involvement via Cranbrook Private Academy presentation, Smiley the Clown, School-Wide Open House; and Four Parent workshops; 4. Was in TV news twice as being one of "Detroit's Best Kept Secrets"; 5. Applied for and received a \$5,000 grant from T-Mobile to paint and upgrade the building using over 100 community volunteers; 6. Received Comerica Bank gift of 100 book-bags for our students; 7. Free books for our students via New Prospect Church sponsored Book Fair; 8. K.A.Y. Fraternity and Sorority sponsored Dental Project serviced by 100 men and a Dental Van offering free dental care for our students ; 9. Instituted the "Dolphin Pledge" and "Mission Statement" to be recited daily at the beginning of every school day; 10. Recruited Elementary Social Studies Teacher of the Year and Elementary Science Teacher of the Year to become part of Thurgood's teaching staff; 11. Instituted Grade Level meetings, Lead Teacher mentoring; 12. Increased student enrollment by 22% and improved attendance 9%; 13. Bridged with Wayne State University for student Math instruction by visiting College Math professor; 14. Earned 95% on Detroit's "Excellent Schools" assessment .Principal Lee was chosen because she has exhibited the following skills: analyzing data to drive successful instruction, developing public relations systems to ensure the community is informed of school goals and achievements, researching education trends and best practices, and facilitating continuous improvement by enabling staff to participate in communities of learning.

Principal Lee is also skilled to address the new layers of challenges for leaders who must adapt quickly and make headway with a student population and community mired in academic failure. Principal Lee has several years of experience turning around low performing schools. During Lee's tenure at her last school i.e. Remus Robinson Academy, Principal Lee exhibited talents and abilities to facilitate and maintain a sharp focus on improving instruction, establishing an action plan to deliver consistent improvement of student achievement, and quickly building a staff that is committed to the school's improvement goals. Principal Lee is highly qualified to carry out school improvement.

The District used School Turnaround Leaders: Competencies for - Public Impact

www.publicimpact.com/.../Turnaround_Leader_Compencies to determine the competencies for a principal leading a turn-around school.

The competencies addressed include: 1. The ability to identify and focus on early wins and big payoffs; 2. Ability to break organizational norms; 3. The ability to act quickly in a fast cycle; 4. The ability to collect and analyze data; 5. The ability to make action plans based on data; 6. The ability to choose and influence people i.e. staff and community stakeholders.

Ms. Lee exemplifies these above skills as shown in her first year at Thurgood. Principal Lee has turned around her previous school i.e.

Remus Robinson. Remus was marred with a history of gang related violence, low attendance, low staff morale, and low MEAP scores. Ms.

Lee recruited and empowered her staff, students, and community. The school became a school with little to virtually no gang activity, positive moral, and saw an increase in MEAP performance. The local police was so impressed with Ms. Lee turning the school around, that they often consulted her regarding potential neighborhood problems. The community respected and admired Principal Lee. She would go into the

community and meet with the parents, students, and gang members in their home and articulate the expectation of Remus being be a safe

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place for all students. For the most part, the students left their gang activity and drug involvement outside the school. Remus was an oasis for peace and student learning in a community of violence chaos. After six months of Principal Lee's leadership, student suspension and request for police dropped 82%.

Principal Lee has a Post Masters in Educational Leadership, and postgraduate studies of Data Driven Decision Making and [D7] Harvard University. Principal Lee is a presenter for numerous organizations, such as: Metropolitan Detroit Science Teachers' Association; National Science Teachers' Association; Black Child in Crisis Conference; Metropolitan Assessment Test Seminar; and Area E Science Fair In-service. Principal Lee has won numerous awards such as: Spirit of Detroit Award; Booker T Washington Educator Award; MDSTA Outstanding Science Teacher; University of Michigan DAPCEP Outstanding Teacher; Science Teacher of the Year; Grant School Science Couch; Michigan Space Recipient. Principal Lee has served in industry as a Cost Analyst, Ford Motor Company; Marketing Supervisor, Michigan Bell; and Product Manager at Ameritech. The District will align the principal selection process for Priority Schools to the "two-year rule."

See Attachment: Resume

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

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The District provides the school the flexibility for the principal to choose her staff. Approximately fifty percent (50%) of the staff has been replaced beginning 2012 school year. The District supports the local school's new learning community of staff, parents, and stakeholders to develop the school's calendar, time, and budgeting via Consolidating Funds in a Title 1 School wide School. The overall goal of the school is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on state academic assessments. Decisions are based upon emphasizing data-based strategic planning, literacy instruction, technology for instructional and information management use, business management, and assessment.

Thurgood was given flexibility in staffing, calendars and budgeting. Principal Lee was given authority to replace any teacher and/or staff member within Thurgood Marshall. The displaced teachers/staff would be absorb by the district and either laid off, terminated, or reassigned to another school based on each specific teacher's past performance and assessments. New hires could come from either DPS laid off staff or new hires. Principal Lee replaced 60% of her staff. Principal Lee actively recruited who she felt would be the best teachers/staff person for her school. Principal Lee reviewed resumes, follows up on references and curriculum vitae and interviewed potential new hires. She actively recruited two teachers who were teacher of the year. Principal Lee's new staff includes seasoned teachers, new recently graduated college educators, math specialist, etc. All the teachers have displayed a rigor in their instruction and a willingness to grow in their craft and genuine love for teaching and their students.

Thurgood also has flexibility with the school calendar. The school adheres to the district calendar for district events, but the school events are independent from the district calendar. We offer flexible meeting times for our parents. Meetings are scheduled in mornings, noon, afternoon, and evening. Evening meetings offer childcare. Parent workshops offer childcare. Open house activities are scheduled throughout the day.

Parents are involved in scheduling meetings via LSCO meetings, parent surveys, parent suggestion box, and one on one conversation. The District allowed Thurgood to consolidate our funds which allowed more flexibility in funding. Principal Lee has purchased additional teaching staff i.e. Two Math specialist through the school budget consolidation.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school

times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. We reduced our prep periods from 5 to 2 weekly and use the additional 3 hours weekly for individualized instruction. This gives our students ninety (90) hours of additional annual instruction.

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

Thurgood's School Improvement Team, consisting of Sharon Lee, Principal; Teachers Katherine Anderson, Rae Hawkins, Tanisha Johnson, Catherine Schrock, Margo Taylor, Dorothy Wilson; Rosemary West, Instructional Specialist; and Victor Frosh, Academic Engagement Administrator, researched competencies for effective teachers and administrators. The committee used the State of Michigan competencies for the guidelines adopted competencies to measure the effectiveness of the principal and staff and developed the following criteria:

1. Demonstrating student achievement in the four Core areas assessed by the MEAP
2. Improving and increasing parent involvement and participation
3. Demonstrating competencies mandated by the State of Michigan Department of Education
4. Addressing the above three areas via team-leadership evaluation, based on an initial diagnostic review and goal setting exercise, an interim progress evaluation, and corrective steps.
5. In addition to the above evaluation process, the local body has adopted the District's evaluation which includes:

<https://www.mischooldata.org/DistrictSchoolProfiles/StaffingInformation/EducatorEffectiveness/Ratings.aspx>

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.

Principals in-service their teachers on the evaluation process, which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD 360. These Professional Learning Plans are goals that each teacher is going to strive to improve on by the end of each school year. These will be reviewed with the principal and teachers are held accountable for showing improvement in their identified goal areas. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation 360 electronic template, which will allow them to send their feedback via email and PD 360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete a review of the observation, personal learning plan, evaluation materials and rubric, list of possible assessments to use as measures of tracking student growth, and teachers should select a minimum of two data sources to use at the end of the year to indicate student growth.

Value added instruction is emphasized in our teacher evaluations. Teachers are required to show data indicating student growth. Data may include pre-test and post-tests; DIBBLES, BURST, Accelerated Reading and/or Math, and Individualized Student Portfolios.

From November through April, teachers are provided with support and assistance to help them provide the best practices in instruction. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support Form to their Assistant Superintendent. Administrators can also recommend PD 360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers are encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each

core element for their end of the year reviews.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with each teacher to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness labeled on the per rating scale. By the end of the school year, attendance, discipline information, contributions and accomplishments for each teacher will be reviewed.

Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine tune their professional learning plans. Teachers are in-serviced on teacher evaluation process and given opportunity to discuss and reflect during staff meetings.

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

Our school leadership screened last year's existing staff and rehired 40% of staff via very detailed criteria. The competencies addressed and assessed include: Knowledge of subject matter, planning instruction, delivery of instruction, designing assessments for instruction, utilizing assessments in instruction, demonstrating student growth and student achievement, classroom management, professional learning and growth, maintaining accurate and timely records, and attendance. The District's Teacher Evaluation Rubric was the primary tool used. This rubric assessed the teacher's knowledge of subject and their planning and delivery of instruction. Each teacher was interviewed and ranked as highly effective, effective, minimally effective, and ineffective. Teacher effectiveness is hinged on classroom data that must be reviewed, as well as visible progress of student growth. Teacher's attendance and punctuality is also documented. Teachers were required to put together and present a portfolio at their end of the year interviews. Teachers were also scored for participating in on line webinars, seminars, and professional developments (PD 360). Only teachers who had a rating of effective or above with a score of at least seventy percent (70%) were consider for being hired. Particular attention was given in the areas of student growth and knowledge of subject area. Principal Lee determined who she felt would best fit the goals and objectives developed by Thurgood's team for student growth.

Teacher evaluation included the ability to function in the new governance model, ability to help increase parental involvement, past history of engaging parents and parental participation, attendance, past demonstration of student growth, classroom management, technology competency and previous use of technology in the classroom, past and current professional development and teacher competence regarding best practices, review of teacher previous work and teammanship, and previous student growth in the four core academic areas.

Teachers were interviewed by Committee of Principal, ELA Coach, and Math Coach. The principal had the final decision after conferring with the other team members. Over fifty candidates were interviewed for 12 positions between May 2011 and September 2011. References were contacted and the previous principal was consulted regarding the teacher's strengths and weaknesses. The newly hired staff was completed September 2011.

Thurgood was given flexibility in staffing. Principal Lee was given authority to replace any teacher and/or staff member within Thurgood. The displaced teachers/staff would be absorb by the district and either laid off, terminated, or reassigned to another school based on each specific teacher's past performance and assessments. New hires could come from either DPS laid off staff or new hires from outside the district. Principal Lee replaced 60% of her staff. Principal Lee actively recruited who she felt would be the best teachers/staff person for her school. Principal Lee reviewed resumes, followed up on references and curriculum vitae and interviewed potential new hires. As previously mentioned, she actively recruited two teachers who were awarded the prestigious Teacher of the Year Awards in Michigan for both Social Studies and Science.

Principal Lee's new staff includes seasoned teachers who were given at least an effective or highly effective rating on their evaluations, new recently graduated college educators from Michigan State University, which is amongst the top Universities for Education, math specialists, and other highly qualified educators. All the teachers, new staff and old staff, have displayed a rigor in their instruction and a willingness to grow in their craft and genuine love for teaching and their students. They are fully committed to the turnaround of Thurgood and have already proved this through their extra hours and dedication in the start of the 2011-2012 school year.

In regards to additional resources necessary, Thurgood needs additional SSAs so that they can work with Tier 3 students on a regular basis throughout all grade levels (explained in detail in question 9). The cost of an additional SSA is \$30,000 per school year, and they would be immediately allocated into a schedule where Tier 3 students are given tutoring to meet their needs so that in the long term, the outcome will be a smaller achievement gap between Tier 3 and Tier 1 students across all grades. The evidence that the SSA(s) are implementing the Response to Intervention strategies will be identified through the BURST and DIBELS progress monitoring test scores, which will be implemented to drive differentiated instruction throughout the grade levels.

See Attachments: Interview Questions, Teacher Rubric, and Teacher Evaluation

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.

When the new hiring process began to replace at least 50% of Thurgood's staff, the district recruited newly graduated educators from Michigan State University's rigorous five-year program who completed a yearlong internship in a Detroit Public School classroom. They provided new hires with incentives for staying with the district, such as grade choice, paid new hire professional development opportunities and job placement security beginning in July. In an effort to retain new hires and highly qualified educators, Ms. Lee recruited two additional teachers to be placed at Thurgood, which reduced class sizes in overcrowded classrooms and gave teachers the chance to optimize individualized instruction. Many class sizes at Thurgood are now not only competitive, but smaller than many high performing schools across the state. This is very alluring to educators because they can work much more closely with students on their individualized learning plans and make more achievement gains with more time spent with each child.

Beginning last May, the recruitment and retention opportunities began, and the indicators discussed below will be continued throughout the 2014-2015 school year to maintain the highest qualified educators at Thurgood during and after the turnaround process. Looking at the long term timeline, the outcome of recruiting and retaining highly effective teachers will be indicated by a decrease in Thurgood student's achievement gap and an increase in test scores, specifically in the four core subject areas, as addressed in the "big ideas." These scores, beginning with the October 2012 benchmark MEAP and continuing through the October 2015 MEAP and beyond, will serve as evidence of highly qualified, effective educators remaining at Thurgood and following through with the turnaround plan.

Within the school setting, there are several opportunities for teachers to advance their career goals within the school community. Teachers can participate or be the coordinator of a committee, such as the School Improvement Plan, Social, Field trip, and Data Committees. Teachers can also plan and promote programs with LSCO and with local businesses. Teachers have the opportunity to present a mini lesson to the staff, followed by staff assessment. These formative assessments allow teachers the ability to enhance lessons with an emphasis on technology and differentiated instruction using resources from professional development conferences and trainings sponsored by the district. Teachers are awarded flexible working hours to attend training, seminars, and give presentations. New hires are mentored and given ongoing support via professional development and mentoring. Teachers are recruited and retained by feeling valued as a part of our family i.e. learning community. Staff celebrates and comforts one another through life's gifts, graces and challenges, truly making Thurgood a positive, professionally stimulating place to work.

The District, in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

One critical way to retain highly effective teachers is to allow them the opportunity for high quality professional development. In order to provide this, Thurgood needs an additional \$5,000.00 to send the highest effective teachers to out-of-state and in-state professional development workshops and training programs. These opportunities can not only serve as a way to retain highly effective teachers, but also motivate staff to earn this funding and choose a high quality professional development program that suites their professional needs. This would have a great long term outcome because staff would work hard to "win" the opportunity to be sent to a workshop that interests them, and would also help increase effectiveness and student scores.

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.

Thurgood will extend data's reach as we move deeper into the Data Use Cycle to close the achievement gaps by assessing policies, practices, programs, interventions, and school culture. Training for use of the Data Use Cycle will begin in years 1 and 2. Throughout the school year, teachers will attend conferences, workshops, and inservices on best practices that will allow students multiple means to access the content and demonstrate learning by using the theory of Multiple Intelligences (MI), Madeline Hunter instruction model, Formulate assessment, data decision making, checking for understanding, understanding the culture of poverty, differentiated instruction, scaffolding, team teaching and Universal Design in Learning (UDL.) Teachers will develop and implement activities such as Literacy Learning Centers (Debbie Diller), Leveled Literacy Intervention (Fountas and Pinnell), Differentiated Instruction and Assessment (William Bender), and Literature Circles. Teachers will also be provided Professional Development in Brain-Based Learning Strategies and Direct Interactive Instruction to promote academic success for all learners and Michigan's Common Core Curriculum. Professional Development has been designed based on both a Teacher and Student Survey. The surveys indicated that teachers want to be at mastery level and the students need for them to be at mastery level. Thurgood is proud to announce that the following two teachers were named Teachers of the year: Krystal Bolar, Science Teacher 2012 and Yolanda Portis, Social Studies Teacher 2013. These two teachers will also provide professional development in their content areas to the staff during staff meetings.

Job-Embedded Professional Development

Throughout the school year, teachers receive Professional Development one Wednesday per month during the staff meeting in topics related to data, inclusive education practices and will indicate in their weekly lesson plans (to be reviewed by the principal) how they differentiate instruction as a way to recognize and act responsively to students' varying background knowledge, readiness, language, preferences in learning, and interests. In addition, staff will meet during pre-arranged grade level meetings to have data conversations, read and discuss professional texts related to differentiated learning and classroom instruction that works for at-risk sub groups and all students. Teachers will be trained in best practices that support student's diverse learning needs and "make bridges" across difficult content by incorporating instruction that utilizes and addresses the multiple intelligences and learning styles of their individual students. Through creating educational experiences based on natural talents and gifts, teachers are more likely to increase opportunities whereby students can become actively engaged in learning experiences that are pleasurable, heightened or magnified. Such experiences can be highly motivational and very pleasurable for students.

PD 360

Throughout the school year, teachers will access PD 360 online. PD 360 was created to address the challenge of personalized professional development for individual teachers. One of the benefits of an on-demand tool like PD 360 is that teachers can access the videos they need to watch at any time of the day. This frees up valuable school time for other vital activities. To fully take advantage of PD 360s on demand qualities, administrators can encourage teachers to access needed videos on their own time, and use on-site time for professional conversations around the topics they are studying, and define specific challenges in their own practice and search PD 360 for answers.

Michigan Online Professional Learning Program (MOPLS) Module for English Language Arts (ELA)

Throughout the school year, teachers will have access to MOPLS online after an initial in-service. The Bureau of Assessment and Accountability (BAA) has launched an online Professional Learning Program for educators. This web-based user-driven ELA Program provides critical information on the Common Core State Standards (CCSS) in ELA, with additional in depth information provided on informational reading, informational writing and vocabulary. MOPLS ELA includes many valuable CCSS - aligned instructional examples

developed by Michigan educators as well as a comprehensive resources section. Additionally, MOPLS ELA includes important information on balanced assessments (formative, interim, and summative), including information on the SMARTER Balanced Assessment Consortium.

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.

Survey was taken regarding teacher attitudes and beliefs for school management. 93% of the teachers indicated a desire to have collaborative school management. 97% of the teacher indicated the building principal has the greatest influence regarding management style. 100% of the teacher felt burdened with unreasonable directives from central office. 100% of the teachers felt best qualified to assess and institute best practices and interventions for their students. After discussing the teachers' survey, three teachers volunteered to present a learning session for collaborative school management. Two weeks following the teacher led presentation and staff and parents approved our new school governance proposal for our shared leadership model. This rapid implementation of the school governance model facilitated Rapid turnaround.

Appropriate indicators of successful implementation include: Virtually all teachers involved in school decision making and assessment, Team task aligned with the Big Ideals of the school, Teacher initiation of inquiry, contributions, and exploration, Teachers exercising democratic choice, respectful dialogue between staff members i.e. teacher to teacher, administrator to teacher, teacher to parent, positive school climate, etc.

This Management model began October 2012 with monthly meeting during school year. Ongoing assessment may occur throughout the monthly meeting. The board will have annual elections every October from 2012 through 2015.

Our accountability structure consists of our Principal, who reports to the Assistant Superintendent for turnaround schools, who reports to Superintendent of Academics, who reports to Superintendent of Schools. The Principal has an Academic Engagement Administrator and an Instructional Specialist to support Thurgood's efforts in ensuring high quality assessment, accountability, teacher preparation and support, and ensuring ongoing and verifiable student academic achievement is taking place. Collaborative governance is our "reform" process and our "reform" form of governance in which stakeholders (administration, support staff, teachers, parents/guardians, community leaders) representing different interests are collectively empowered to make a policy decision or make recommendations to the principal who will not substantially change consensus recommendations from the group. We believe it is not enough for stakeholders to be willing to democratically control schools. We believe our collaborative culture must be cultivated by creating the community, the collective, the consensual, the consultative, and implementing a structure in which facilitates and supports are collaborative commitment. Our leadership plan begins with student achievement at the core of all data driven decisions. From that focus, we develop our School Improvement Plan, and Reform Redesign, which is the ethos of our learning community. Supporting, assessing, and guiding our Learning Community are our Shared Leadership Teams consisting of a data team, grade level teams, technology team, discipline/attendance/security team, co-curricular/school climate team, psycho-social team, and parent and community team: Data Team, Grade Level Teams, Technology Team, Discipline Attendance and Security Team, Co-Curricular/School Climate Team, Psycho-Social Team, Parent and Community Team
Each team is made of both staff and community stakeholders.

The principal is the de facto member of every team. Teams meet monthly to assess and make recommendations for ongoing student improvement. Each team has their area of focus for leadership and expertise. Each team chooses a representative to participate on the leadership team. The total leadership team consists of the five team representatives, principal, academic engagement administrator and two additional stakeholders chosen by the principal. This leadership team shall help form the school's direction and determine internal policy and procedures, disciplinary rules, and ongoing assessments and revisions. The leadership team will help promote a mutual responsibility and consensus building. Long term, these teams will remain in place through the turnaround process, which extends to the 2015-2016 school year. Having longevity with each team and its members from year to year will allow for a more consistent experience and outcome. For example, the Parent and Community Team will retain its members and work to expand throughout the turnaround process. Having the same team members will allow for consistent team experience and will result in increased parental involvement, which will be indicated by parent

meeting attendance and overall increase in student test scores. Parents will form bonds with these team members, and by keeping them run by the same teams, the accountability from parents will increase year to year. Please see #2 for detailed description of operational funding, extended instructional time per week, and extended year details.

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.

We use the following data to identify our student's strengths and deficits; MEAP results, Accelerated Reading, Math, Star Reading, Math, BURST, and DIBELS. Measures of Academic Progress (MAP) assessments are adaptive achievement tests in Mathematics, Reading, Language Usage, and Science taken on a computer. We chose to use research proven models because they are consistent with what DPS has in place and provide a concise way to track student growth across grade levels. We have data-driven teacher discussions and student assessments in each class for each child. Thurgood is creating a new mechanism that ensures what every student needs to know and do to be academically successful. Every student throughout the building will have an individualized learning plan to help pinpoint their strengths, weaknesses and align our students' performance with state and national expectations. Our student learning plans will be amended on an ongoing basis from existing student data systems, test scores, rigor of coursework, attendance rates, promotion rates, and rates of participation in co-curricular activities. The homeroom teacher collaborates with each student and develops an individual learning plan within the first eight weeks of instruction. The student learning plan is assessed, reviewed, and amended quarterly with teacher and student. This collaboration process began September 2012 through June 2013. Long term, the process repeats every school year through 2016. We will spend considerable time training staff in the first year to ensure solid understanding of how to implement this plan. Indicators of the success of the strategy includes: evidence of student contribution to their development plan, plan aligned with expected instructional outcomes, well designed formative assessment, student engagement with their learning and assessment, student performance data documented, reviewed, and published, classroom interactions among the teacher and individual students are highly respectful and productive. Test scores identify "bubble kids" or students whose current levels of achievement place them near the state's cutoff for proficiency in reading and mathematics. To identify the extreme lower achieving students to offer remediation is the expectation of narrowing the gap between high and lower performing student groups. We will do this by having those extreme lower achieving students spend one hour per day with an SSA aide on repetition of skills they are weak in. The timeline for implementing these Individualized Learning Plans began in September and will continue until June. Another use intended to make test scores more informative for decision making is value-added instruction model. This model takes in account the students' prior achievement in assessing the contributions of school and/or teachers toward the growth in student achievement. The staff relies on other data sources for even more continuous information about student performance, such as classroom tests, assignments, and homework. Our school staff primarily uses our MEAP test scores to set our improvement goals, targets areas for improvement, and focused instructional strategies. The goal for our staff is to demonstrate a higher level of awareness about the content of the SIP and what we are doing to implement it. In the long term, we would like to see at least one school year worth of achievement growth for each and every student at Thurgood. This will be determined based on the student's data in their Individualized Learning Plan. One year's growth will shorten our achievement gap and indicate that students are successfully learning and on the right path to ultimately be promoted onto high school and college. In the short term, teachers will closely progress monitor every student and intervene when a student is not achieving where they should be to result in one year of growth by the end of the year. An appropriate indicator of student growth will be a 5% increase on their DIBELS progress monitor assessments, which are given every other week to every student. Furthermore, the district has provided Thurgood with additional support that has been allocated around the school on a tight schedule to make sure critically low students receive one-on-one instruction from either a teacher or instructional aide (SSA) in an effort to increase their learning. Thurgood is also working closely with Volunteer Reading Corps, who come in everyday and pull students to boost their reading skills. There are parent volunteers of both staff and students that come in and sit with critically low students and work directly on increasing their skills. Thurgood has shifted from a 9 period day to an 8 period school day, which allows for increased time in the core curriculum areas. There is no longer a short day on Fridays, which adds an extra class period per week, which teachers use to review and reinforce the core curriculum content area

material. Classroom teachers will monitor individual student progress and make decisions regarding individual student needs and appropriate interventions and correctives. Staff will collaborate, plan, implement, make correctives and assess their strategies on an ongoing regular basis. Student psycho-social support supports our big idea for student achievement. Research indicates a well-balanced student facilitates and supports student achievement. Some activities include having students focus with the 'end' in mind and set goals for their future; have a weekly character education trait to focus on. With additional funding, Thurgood would like to have a full time counselor on staff. This would decrease the disruption/distraction to the class and offer immediate feedback to the child so that they can participate and actively engage in their learning. The additional funding necessary to provide this service would be around \$100,000 and the resources would be allocated to hiring a counselor.

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.

According to the Response to Intervention (RTI) model, these are the steps that a successful RTI program should meet the educational system can effectively teach all children: early intervention is critical to preventing problems from getting out of control, the implementation of a multi-tiered service delivery model is necessary, a problem solving model should be used to make decisions between tiers, research-based interventions should be implemented to the extent possible, progress monitoring must be implemented to inform instruction, and data should drive decision making.

At Thurgood, we are striving to have an RTI model that can effectively teach all children. This will be evident in our student improvement throughout the year based on intervention strategies teachers will implement across grade levels. Teachers are practicing early intervention according to the STAR Reading, STAR Math, DIBELS, BURST, and Measures of Academic Progress (MAP) test scores. Once the students were tested at the beginning of the year, the implementation of a multi-tiered delivery model began in order to move students from Tier to Tier in attempts to boost these students' academic knowledge and close the achievement gap. Throughout this process, teachers are using Open Court intervention and core curriculum strategies, along with BURST workshop strategies to meet the needs of each student. Both of these programs consist of research-based intervention models that have been tested and proven successful. Decisions between tiers are made on a case-by-case basis with discussion between grade level teams and with parental input to make sure each student is getting the direct instruction they need at their academic level.

We use the following data to identify our students' strengths and deficits; MEAP, Accelerated Reading and Math, Star Reading and Math, and BURST. From this data, we develop an Individual Learning Plan (ILP) for every student. We have data-driven teacher discussions and student assessments in every class for every child. Every student throughout the building will have a data-based ILP to help pinpoint his or her strengths and weaknesses and align our students' performance with state and national expectations. Our ILP's will be created and amended on an ongoing basis from existing student data systems, test scores, rigor of coursework, attendance rates, promotion rates, and rates of participation in co-curricular activities (including community service.) Our IDP's will evolve from the four major areas of educational performance identified in our "Big Ideas." Another specific use of test scores is the identification of "bubble kids" or students whose current levels of achievement place them near the state's cutoff for determining proficiency in reading and mathematics, and to identify the extreme lower achieving students to offer remediation is the expectation of narrowing the gap between high and lower performing student groups. Another use intended to make test scores more informative for decision making is value-added instruction model. This model takes in account the students' prior achievement in assessing the contributions of school and/or teachers toward the growth in student achievement. The staff also relies on other data sources for even more continuous information about student performance, such as classroom tests, assignments, and homework. Non-achievement student outcome measures are also used for decision making. Thurgood factors students' attendance, students' mobility, and promotion rates into our monitoring. Our school staff primarily uses our MEAP test scores, to set our improvement goals and targets areas for improvement and focused instructional strategies. The goal for our staff is to demonstrate a higher

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level of awareness about the content of the SIP and what we are doing to implement it. Additionally, for our staff to describe their plans as meaningful data driven documents that truly guide their work, while acknowledging the need to continually assess these tools, documents and strategies we implement.

Thurgood uses the following steps to promote the continuous use of individual student data:

DATA USE CYCLE IMPLEMENTATION: every teacher will be in-serviced on the Data Use Cycle, every teacher will implement the Data Use Cycle for each of their students, teachers will create an IDP based on the Data Use Cycle, ongoing dialog and staff consultation will be shared during weekly staff meetings, our Data Team (which is part of our Governance Model) will support, assist, monitor and make specific recommendation to help teachers implement the Data Use Cycle.

DATA USE CYCLE: collect and prepare a variety of data about student learning, interpret data and develop hypotheses about how to improve student learning using best practices, implement instruction/intervention, monitoring the implementation, from the formative assessors, teachers make corrections and adjustments to the implementation. Student data will be shared with parents via: L.S.C.O. monthly meetings, monthly teacher newsletters, data board and data room for parents and teachers, parent communication via parent connect reports, and parent teacher consultation. Currently, Thurgood uses the Open Court reading program for whole class and small group instruction. If granted, an additional financial resource of \$10,000.00 to purchase "Imagine It," and an additional financial resource of \$50,000.00 to update and implement technology throughout every classroom, Thurgood would achieve a long term outcome of implementing technology for every child's learning to bring them up to speed with the rest of the State for technology literate students. The timeline would begin January 2013 and would extend through the 2015-2016 school year.

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?

Thurgood created increased learning time for our students by focusing on the core subjects area via extended day programs, summer school, after-school tutoring, using one elective period (i.e. Gym) weekly for math, science, higher level problem solving projects, Math and English/Reading has double period adding 185 additional hours of instruction per school year for all students and the extended day programs add 300 hours of additional instructional time per school year. Thurgood will need an additional \$25,000.00 in funding resources to be allocated to continuing and increasing after school tutoring programs to increase critical meaningful instructional time for Tier 3 students that need the extra help the most. Our long term goals for extended day programs are to have a decrease in the achievement gap, specifically for Tier 3 students, by the first school year's completion, June-July 2013. It would continue to show a decrease in the achievement gap and an increase in overall scores for Tier 3 students through the 2015-2016 school year.

PreK-8: The six-week program will provide a continuation of learning opportunities focused on literacy and mathematics for struggling PreK-8 students. All students will have Individualized Learning Plans based on testing assessments specific to each grade level. "These students will receive one-on-one attention in smaller classroom settings to master critical subject areas that they may struggle with. This strategy creates a more efficient Summer School program that builds on the district's 2012 academic blueprint to provide data-based Individualized Learning Plans for all students, and to give students the necessary skills they need to become proficient in all subject areas" offering 120 hours of additional instruction over the summer.

21st Century Community Learning Centers Program: A focus on academic enrichment opportunities will be offered to K-8 students to enhance academic standards in all subject areas. Program activities are related to youth development, drug and violence prevention, technology, art, music, recreation, counseling and character education offering 120 hours of additional instruction over the summer.

Increased Instructional Time: Extended Day Strictly Academics , 300 hours for targeted students, Extended Day 21st Century, 300 hours, targeted students, weekly project learning, 185 hours, all students, summer school Prek-8, 120 hours, targeted students, summer school 21st Century, 120 hours, targeted students. Increased Instructional Time Taken from electives but not adding to the school day, double period math, 185 hours, all students, double period English/Reading, 185 hours, All students, Individualized Tutoring, 40 hours, Targeted students, In response to observations, assessments, and parental input, the prekindergarten teachers in our school have determined a need to adjust the small group groupings.

Assigned at the beginning of the year (September), these small groups are used to individualize instruction, and are designed to meet the needs of all students. These small groups meet for instruction twice a day for 20 minutes each time. However, after observation and assessment, the prekindergarten teachers adjust the groups in December, grouping students into more homogenous groups, so that the students that need more help can get more in-depth instruction, and the students that have grasped the concepts can be moved on in their learning. Parents are involved in this process by weekly newsletters, home activities, and invitations into the classroom. The kindergarten teachers assessed their students using Burst and DIBELS in September and in October placed students into 2 learning groups for ELA instruction. These groups switch from their regular classes for 1 hour each day, with the lower students going with one teacher, and the higher students going with another teacher. This allows the teachers to give more in-depth instruction to the students, geared towards their level of instruction. This allows the students that need more help to get in-depth help, and the students that have grasped the concepts to move on in their learning. Parents are involved in this process by newsletters, ELA home-connections, and homework connected with instruction. Parents have also been invited into the classroom to work with the students. In regard to classroom instructional time being used effectively, our principal will monitor timely start of instruction, speedy transitions, and appropriate end time in class on quarterly walkthroughs and observations. Walk throughs will be done per month by administrator per teacher and will be monitoring effective use of materials.

instructional time, and best practices. Thurgood has increased collaboration time for teachers to eight hours a month, two hours per week in professional learning communities. These will allow grade level meetings for instructors to look at data use cycle, individualized learning plans, researching best practices, accommodating and scaffolding instruction as part of differentiation instruction.

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

There is a great deal of data indicating large numbers of children contending with significant social, emotional, and mental health barriers to their success in school and welfare. Many children engage in challenging behaviors that educators must address to provide high quality instruction. For our school to be successful, Thurgood will target these behaviors to increase uninterrupted instruction time and reduce behavior challenges that deter from student learning in the classroom. Research indicates schools that create socially and emotionally sound learning and working environments, show increases in student knowledge and growth. These environments will help students and staff develop a greater social and emotional competence, which helps ensure positive academic and personal outcomes. A socially and emotionally sound working environment will result in higher levels of teaching and work satisfaction for staff. It also decreases a student's levels of emotional distress and conduct problems. According to the Collaborative for Social and Emotional Learning (CASEL), social and emotional learning (SEL) programs delivered in schools can improve social and emotional skills across the board. Children and youth face a number of risks to their behavioral, social, and emotional health. Poverty, substance abuse, developmental delays, mental health and behavioral issues, violence, racism, and overexposure to harmful media messages can all place a burden on a young person's healthy development. Increasingly, Thurgood understands the need to provide supports to students to help them succeed socially, emotionally, and academically. The benefits of social and emotional learning increases the students: social-emotional skills, improves the students attitude about self, others and the school. Thurgood Marshall will implement programs and take field trips that address high priority needs of our students. These programs/field trips will be both comprehensive and focused programs. Some of the programs will be all inclusive and others will have target/focus groups. These programs will be combined with character education in all grades and classes. Thurgood will seek assistance from Wayne RESA, the District, the State of Michigan and outside agencies for assistance/partnerships. Outside agencies that will be contacted for partnerships will include: CASEL organization, Boy and Girl Scouts, Boys and Girls Club, Procter and Gamble, and many other organizations throughout Detroit. Thurgood will contact local mental health providers can help coordinate the services and will also have professional development programs that will aid staff in modeling and teaching 4 core areas. Socially and emotionally competent children are skilled in five core areas: The goals of biweekly and monthly in-house workshops, programs and field trips will target students to become self-aware, learn how to regulate their emotions, socially aware, good relationship skills, and responsible decision-making. Young children can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling. Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.

Through the monthly parent meetings, specific needs of the community can be addressed. For example, if health workshops/fair and housing concerns are needed, then staff will try to help find community agencies that can come to the monthly meeting to offer assistance to parents/community.

With additional funding Thurgood Marshall would like to have a full time counselor/social worker on staff. Many issues that students have that are not academic could often best be handled by a counselor or social worker. Having a full time staff member would allow student concerns to be immediately handled outside of the classroom. This would decrease the disruption/distraction to the class and offer immediate feedback to the child. Thurgood would also like to request funding for a full time nurse on staff. Many Thurgood students have never even been to a doctor, and having a full time nurse would allow for a lot of social, physical, and emotional needs to be met, providing students a less stressful environment so they can focus on learning and achievement. A full time nurse would require an additional \$100,000.00 in funds to be allocated specifically to hiring a full time nurse and using the nurse as a resource to find and implement a lot of the previous mentioned programs to support Thurgood students beyond the classroom. The long term goal for this would be to start a school nurse full time

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September 2013 and continue with monthly social and emotional health programs in or out of the school through June-July of 2016. Currently at Thurgood, there are no sports teams outside of gym class. If allocated an additional financial funding of \$15,000.00, Thurgood could start its own football, track, and cheerleading teams, amongst other sporting teams that would achieve the long term outcome of increasing parental involvement and interest, while increasing student citizenship, which would in turn promote better study habits and higher achievement on tests.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>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.)</p>	<p>Yes</p>	<p>Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students.</p> <p><u>Teacher-Principal Process.pdf</u></p>
<p>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.)</p>	<p>Yes</p>	<p>The professional development calendar reflects the four core areas, which is part of our Big Idea that we will be focusing on through the 2015-2016 school year.</p> <p>In addition, teachers have reviewed the DPS PD Offerings document and have each selected one professional development per core subject area (four total) to attend by June 2013.</p> <p><u>PROFESSIONAL DEVELOPMENT CALENDARTM.doc</u></p>

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<p>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.)</p>	Yes	<p>Students have Project Based Learning eighth period on every Friday. Also, the electives have been reduced from five hours to two hours weekly in order to increase instruction in Math and ELA and allow for increased differentiated instruction time.</p> <p>Thurgood Marshall is implementing an extended year for an additional four weeks through July 12, 2013. This will continue through the 2015-2016 school year. A copy of the daily schedule is attached, and will continue throughout the rest of this school year, including the extended full day, full four weeks. STUDENT SCHEDULE.docx</p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	Yes	<p>Students have Project Based Learning experiences for one hour every Friday, Project learning include items such as Science projects, Math projects, Chess, Hands on activities, Art, Music, Play production, etc.</p> <p>Students go on monthly field trips into the community. Vendors come into the building on a daily basis through the 21st Century program, and the community members come weekly to provide enrichment opportunities, which include art, music, dance, cooking, and character development. Beginning January, Marshall will have Play Works which will provide sports and conflict resolution. WINTER 21ST SCHEDULE[1].pdf</p>

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<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers are given bi-weekly two hour grade level meetings as a chance to collaborate, in addition to weekly lunch meetings. Teachers partake in various committees that contribute a major part of the governance body of Thurgood Marshall. Additionally, teachers do monthly peer reviews of each other in order to increase best practices in their classrooms. Quarterly, teachers have meetings on a Saturday to provide a workshop and collaborate on other issues pertaining to their specific needs. Grade Level Team Meeting[1].pdf</p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>The rubric upon which all evaluations are based on sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development. DAEOE.LOA.PrioritySchools_Union agreement.pdf</p>

Teacher Observation Form

201__ - 201__ School Year

Teacher: _____ Subject: _____ Grade: _____

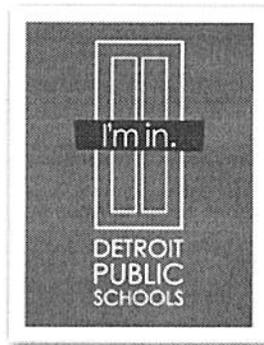
School: _____ File #: _____

Observer's Name: _____ Observer's Title: _____

Observation Date: _____ Probationary Teacher Tenured Teacher

Initial Observation Mid-Year Observation

	Ineffective	Minimally Effective	Effective	Highly Effective
Core Element 1: Demonstrated Pedagogical Skills				
I.A. Knowledge of Subject				
I.B. Planning for Instruction				
I.C. Delivery of Instruction				
Recommendations/Comments:				
Core Element II: Student Growth as a Predominant Factor				
II.A. Designing Assessments				
II.B. Utilizing Assessments in Instruction				
II.C. Demonstrating Student Growth				
Recommendations/Comments:				
Core Element III: Classroom Management				
III.A. Managing Instructional Time				
III.B. Managing Student Behavior				
III.C. Creating an Atmosphere of Mutual Respect				
III.D. Creating and Facilitating a Learning Space				
Recommendations/Comments:				
Core Element IV: Professional Learning and Growth				
IV.A. Professional Learning and Growth				
IV.B. Reflecting on Teaching Practice				
Recommendations/Comments:				
Core Element V: Educator Responsibilities				
V.A. Maintains a Stimulating Learning Environment				
V.B. Maintains Accurate Grade Books, Lesson Plans, and Student Records				
V.C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner				
Recommendations/Comments:				



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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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 feedback from administrators and teachers and aligned to Charlotte Danielson's Framework for teaching.

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:

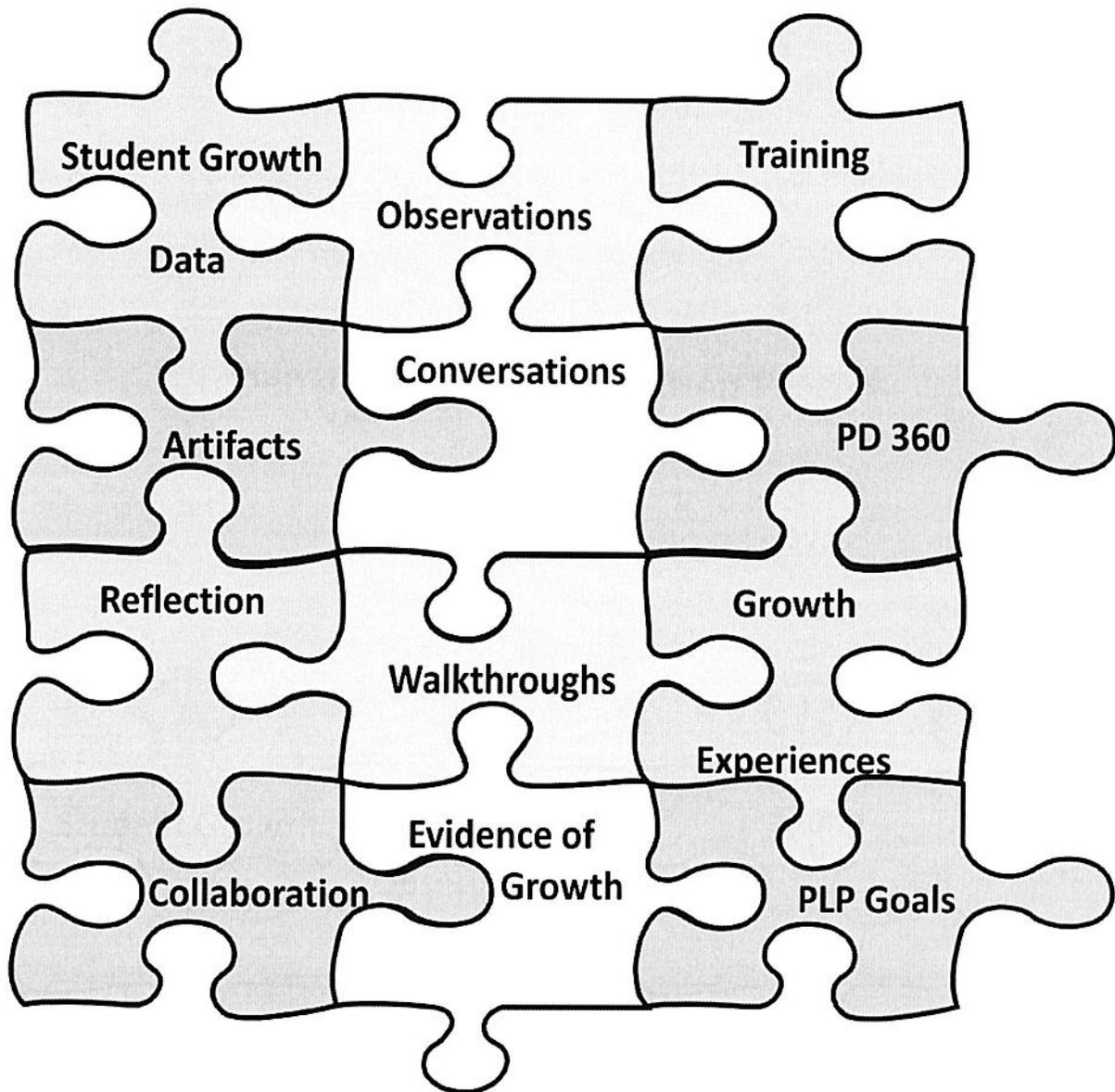
380.1249 Performance Evaluation System.

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:

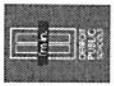
SUPPORT REQUESTED:

<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

Development and Support Which May Include:

- Initial Observation
- Develop PLP
- 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 \(PLP\)](#)

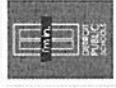
[End of Year Teacher Evaluation Form](#)

[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.

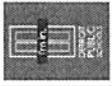


CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- 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: _____

DPS Core Elements 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities	Element(s) to be addressed:
--	-----------------------------

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

Each educator must have an effectiveness label reported by June 30th.

Computing Annual Rating for Teacher Performance

For each element, enter the summary rating score from the End of Year Teacher Evaluation Form using the following scale:

Ineffective = 0 Minimally Effective = 1 Effective = 2 Highly Effective = 3

<i>Element 1 Summary Rating Score</i>	_____ x	25	_____
<i>Element 2 Summary Rating Score</i>	_____ x	25	_____
<i>Element 3 Summary Rating Score</i>	_____ x	25	_____
<i>Element 4 Summary Rating Score</i>	_____ x	10	_____
<i>Element 5 Summary Rating Score</i>	_____ x	15	_____
		<i>TOTAL ABOVE</i>	_____
		<i>Divided by 100=SUMMARY TOTAL</i>	_____

Use the following rating scale to determine the Annual Teacher Effectiveness Label to be reported on the Registry of Educated Personnel (REP) report.

Rating Scale

- 0.0 - 0.9 = Ineffective
- 1.0 - 1.8 = Minimally Effective
- 1.9 - 2.7 = Effective
- 2.8 - 3.0 = Highly Effective

The following information will factor into each teacher's evaluation.

Effectiveness Label:

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

List Contributions/Accomplishments such as School Improvement Team, Committee Member, Extracurricular Coaching, etc.

Evaluator Signature

Teacher Signature



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.



Teacher Evaluation Rubric

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.



Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
I.A. Knowledge of Subject	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
I.B. Planning for Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, & of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent coordination of in-depth content knowledge, understanding of different students' needs & available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied with opportunities for student choice. The lesson's structure is clear & allows for different pathways according to diverse student needs.



Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
I.C. Delivery of Instruction	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.



Teacher Evaluation Rubric

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	Ineffective	Minimally Effective	Effective	Highly Effective
II.A. Designing Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.



Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
<p>II.B. Utilizing Assessments in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>II.C. Demonstrating Student Growth</p> <p>*Teacher may select the data/artifacts to share that demonstrate student growth*</p>	<p>Student data indicates no growth in achievement. Teacher demonstrates no collaborative practice that enhances student growth.</p>	<p>Student data indicates minimal growth. Teacher has access to student growth data but is not using it to modify instruction. Teacher collaborates on a limited basis with other teachers within the subject area.</p>	<p>Teacher uses student growth data to modify instruction. Students show at least one year's growth in achievement during one year of instruction. Teacher demonstrates collaborative practice within the subject area.</p>	<p>Teacher consistently uses multiple indicators of student growth data to modify instruction. Student performance data represents more than a year's growth during one year of instruction. Teacher demonstrates collaborative practice consistently within the subject area enhancing student growth.</p>





Teacher Evaluation Rubric

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	Ineffective	Minimally Effective	Effective	Highly Effective
III.A. Managing Instructional Time	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little or no evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines & procedures. Management of instructional groups, transitions, and/or the handling of materials & supplies is inconsistent, leading to some disruption of learning. With regular guidance & prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.



Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
III.B. Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher attempts, with uneven results, to monitor student behavior and teacher's response to student misbehavior shows little respect. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs & respects students' dignity.
III.C. Creating an Atmosphere of Mutual Respect	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and/or developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not address disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and/or developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	Teacher-student interactions are friendly & demonstrate general caring and respect. Interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite & respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite & respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.



Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
III.D. Creating and Facilitating a Learning Space	The physical environment is unsafe and/or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.



Teacher Evaluation Rubric

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	Ineffective	Minimally Effective	Effective	Highly Effective
IV.A. Professional Learning and Growth	Teacher engages in no professional development activities to enhance knowledge or skills. Teacher has no implementation of their PLP. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent and minimally integrates the training in instruction in a meaningful way. Teacher has little implementation of their PLP. Teacher accepts, with some reluctance, feedback on teaching performance from either supervisors or professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and integrates the training into their instruction in a meaningful way. Teacher implements their PLP. Teacher welcomes feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher integrates the training into their instruction in a meaningful way and shares what they have learned with their colleagues. Teacher implements, revises, and revisits their PLP on a regular basis. Teacher seeks out feedback on teaching from both supervisors and colleagues.
IV.B. Reflecting on Teaching Practice	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. Teacher resists the use of technology.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. Teacher uses technology for basic classroom needs (i.e., email and word processing).	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Teacher uses technology as a tool to increase productivity.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and about how it can be improved and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Teacher has an extensive repertoire and is able to offer specific alternative actions, complete with the probable success of different courses of action and uses technology to enhance their professional development, planning, and productivity.



Teacher Evaluation Rubric

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 relationships 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.

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
V.A. Maintains a Stimulating Learning Environment	Teacher presents a classroom environment devoid of any stimulating artifacts. Students are not engaged due to teacher's ineffective delivery of instruction. Teacher has failed to organize the classroom and the room is filled with clutter.	Teacher has artifacts displayed and evidence of work that is outdated. Teacher has limited variety in their delivery of instruction. The predominant mode of delivery is paper/pencil work and lectures.	Teacher has a variety of artifacts that stimulate student learning and incorporates them in some lessons. Teacher uses hands-on activities and manipulatives when appropriate to engage the learners in the current lesson. Teacher effectively addresses multiple intelligences when delivering instruction to students. Teacher utilizes outside resources occasionally when planning for their lessons.	Teacher has designed all of their lessons to include a multitude of artifacts that stimulate student learning related to the current instructional topic in the content area. Displays of student work are interactive and relate to the current instruction or classroom organization. Teacher also has identified a variety of learning modalities within the classroom and provided resources to allow students to explore topics using a myriad of tools. Teacher brings in outside resources consistently that are appropriate to the instruction being taught.
Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
V.B. Maintains Accurate Grade Books, Lesson Plans, and Student Records	A system for maintaining grades, lesson plans, and student records is non-existent.	Teacher records grades for students but they are not up to date. Teacher maintains attendance records but they are not submitted in a timely manner and may contain errors. Other forms and paperwork may be incomplete or late. Lesson	The effective teacher has an efficient and effective process for recording student work and attendance. Teacher uses the district mandated system to record attendance and grades. Students have access to information about completed and/or missing	The highly effective teacher uses technology to capture data in the most efficient way. Teacher's grade book has a variety of entries for tasks that have been completed. The attendance is recorded accurately every hour for students using the district mandated system system. They also record their grades using the system and can produce up to date



Teacher Evaluation Rubric

		plans reflect minimal planning and may not be submitted consistently.	assignments. Lesson plans and student records are accurate, current, and submitted consistently.	progress reports upon request for each student. Students contribute to maintaining records indicating completed and incomplete work assignments. Lesson plans and student records are exemplary and easily accessible.
V.C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner	Teacher has no evidence of communicating progress to students or parents. They provide no feedback to students.	Teacher communicates progress to parents or students through one mode of communication. Teacher provides feedback without providing an opportunity for students to make corrections.	Teacher provides written and verbal comments in regards to student progress. Teacher provides corrective feedback in a timely manner. Teacher sends progress reports to students and parents. Teacher has established a communication system with students and parents.	Teacher uses all resources to ensure that communication is ongoing between teacher and student and teacher and parent. Teacher has instituted a procedure for students to self-monitor their progress. Teacher provides immediate corrective feedback and ensures multiple opportunities for mastery.

Thurgood Marshall Elementary School

“WORKING TOGETHER TO ACHIEVE EXCELLENCE”

PROFESSIONAL DEVELOPMENT CALENDAR 2012 - 2013

List of Activities

Activity	Begin Date	Staff Responsible
<i>Classroom Management: Increasing Student Achievement</i>	<i>10-03-2012</i>	<i>Administration, Literacy Coach, & outside Consultants</i>
<i>Classroom walk-throughs</i>	<i>09-06-2012</i>	<i>Administration</i>
<i>Data Driven Practices for Teachers</i>	<i>01-09-2013</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Instructional Strategies: Effective Strategies for Teachers</i>	<i>03-01-2013</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Training for Differentiating Instruction in Multilevel Classrooms</i>	<i>12-01-2012</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Using 3-2-1 for Informative Text Comprehension</i>	<i>09-05-2012</i>	<i>All Thurgood Marshall Instructional staff</i>
<i>Using Previewing with Informative Text</i>	<i>09-05-2012</i>	<i>All Thurgood Marshall Instructional staff</i>

PROFESSIONAL DEVELOPMENT CALENDAR 2013

List of Activities

Activity	Begin Date	Staff Responsible
<i>Algebra for 6th Graders</i>	<i>9-04-2013</i>	<i>Administration, Literacy Coach, & outside Consultants</i>
<i>Social Studies for grade 4th – 6th</i>	<i>10-10-13</i>	<i>Administration</i>
<i>Classroom Management</i>	<i>11-20-2013</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Writing Across the Curriculum</i>	<i>12-03-13</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Literacy Centers for Elementary Teachers</i>	<i>1-10-2014</i>	<i>Administration, Literacy Coach, & outside Consultant</i>
<i>Hands on Science</i>	<i>2-4-2014</i>	<i>Administration, Literacy Coach</i>
<i>Differentiation & RTI Training</i>	<i>3-13-2014</i>	<i>All Thurgood Marshall Instructional staff</i>
<i>Hands on Math</i>	<i>4-14-2014</i>	<i>Administration, Literacy Coach</i>
<i>Literacy Centers Part II</i>	<i>5-15-2014</i>	<i>Administration, Literacy Coach</i>

THURGOOD MARSHALL
STUDENT SCHEDULE
2012-13

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th *
HR	8:44 9:30	9:30 10:28	10:28 11:20	11:20 12:12	12:12 1:04	1:04 1:56	1:56 2:48	2:48 3:40
Anderson 1-202	202	316 W/Fr	202	Lunch	202	202	202	202
Sargent 1-206	316 M/Th	206	206	Lunch	206	206	206	206
Eskridge 2-317	317	317	208 Tu	lunch	317	317	317	317
Ingram 2-311	311	208 Tu	311	lunch	311	311	311 Prep Mo	311
Davis 3-305	305	305	305	305	305	305	Math Wiggins 208	Math Wiggins 208
Bolar 3-222	Science Bolar 222	ELA Hawkins 312	ELA Hawkins 312	Lunch	Math Wilson 210	Math Wilson 210	Writing Davis 305 Gym TH/F	S. St. Davis 305
Johnson 4-310	310	310	310	310	Lunch	Science Bolar	310	Gym Tu
Hopkins 4-308	308	308	308	308	Lunch	308	Science Bolar	308
Hawkins 5-312	ELA Hawkins	Science Bolar 222	Math Wilson 210	Math Wilson 210	Lunch	ELA Hawkins	ELA Hawkins Gym F	S.St Hawkins Gym Th
Portis 6-318	ELA Potis 318	ELA Portis 318	Science Bolar 222	Soc. St Portis 318	Lunch	210	210	210
Wilson 6-210	6-210	210	312	312	Lunch	318	318	318

* Eighth (8th) period every Friday students participate in Project Based Learning

GRADE LEVEL TEAM MEETING

Detroit Public Schools
Thurgood Marshall Elementary School

Date: _____

Time: _____

Location: _____

Meeting called by:

Group #: _____

Grade Level(s): _

Facilitator:

Note taker:

Timekeeper:

Attendees:

Please read:

Please bring:

AGENDA ITEMS

Topic

Presenter

Time allotted

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

OTHER INFORMATION

Observers:

Resources:

Special notes:

**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