Reform Redesign Report

Everett High School

Lansing Public 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?

Everett High School Transformation Plan

Executive Summary

Everett High School is an urban performing arts high school located in Lansing, Michigan. The school serves 1,450 students in grades 9 through 12. The school has a very diverse student population as indicated in the following demographics:

1% Native American
12% Asian
45% Black
27% White
15% Hispanic
20% Special Education Students
20% ELL Students
72% Free and Reduced Lunch
50% Mobility

Everett High School experienced a slight decline in enrollment during the 2010-2011 school year, most recently student enrollment has been stable.
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.

Vision, Mission and Beliefs

Vision Statement

School Vision Statement: The vision of Everett High School is to become a world-class high school by providing challenging, engaging, and satisfying educational opportunities for every student, every day.

Mission Statement

School Mission Statement: The Everett High School community is committed to providing an environment that will empower students to strive for excellence in the areas of academics, technology, and school-to-work preparation, which will enable them to be successful in a world of change.

Beliefs Statement

Belief Statement: The belief of the staff and faculty of Everett High School is that every child can learn, and every child can learn more than he or she is presently learning.
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.

The staff and administration of Everett High School (EVHS) in Lansing School District (LSD) are committed to dramatically improving the teaching and learning for our students through focusing on two big ideas: Improving the climate and culture of our building and building a strong, school-wide instructional program. EVHS leaders will use the Multi-Tiered System of Support (MTSS) as a strategic framework for identifying and implementing interventions related to both big ideas. The School Improvement Team has met regularly to examine data and research best practices in developing this Transformation Plan. We have also engaged staff, parents, and students in the development of the plan, and will continue to do so through implementation. The Everett team and the district administration are committed to successfully implementing this Transformation Plan.

The Everett High School staff has been working intensively to implement instructional practices in the areas of literacy over the past few years with the implementation of a school-wide vocabulary practice, as well as, the implementation of a tier 2 system of support for our low readers using the READ 180 program. In addition the staff has worked on building a climate of positive learning with positive rewards for students who have earned good citizenship remarks. We want to build on the early successes to continue improvement and expand our intensive focus on literacy and behavior to ensure that our students have a high school experience which is caring, collaborative and excellent.
Additional Information

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

The team has met extensively examining longitudinal student achievement data and current best practices data in our key areas of need and we have identified the two big ideas for our Transformation Plan: creating a positive culture and climate and a strong instructional program focusing on literacy and numeracy.

English Language Arts:

Student Goal Statement: All students will demonstrate a 10% increase in proficiency levels in the area of English Language Arts.
Gap Statement: On the Michigan Merit Exam reading proficiency dropped from 38% in 2009-10 to 29.6% in 2010-11.
Entering reading levels for incoming freshman showed the following results from the AIMSweb Maze test. 102 of 290 scored at the 50th and higher percentile (scoring 22 and above), 82 scored between 17 and 21, and 106 scored 16 or below.
Cause for Gap: Low reading proficiency and fluency, insufficient skills of students entering high school, poor student attendance and truancy issues, and a high mobility rate of 56%.

Mathematics Computation and Reasoning:

Student Goal Statement: All students will demonstrate a 10% increase in proficiency levels in mathematics computation and reasoning.
Gap Statement: All students did not meet or exceed the state standards on the spring 2011 MME. Adjusting for new cut scores, 7.9% of the class of 2009, 8.8% of the class of 2010, 10.8% of the class of 2011 and 4.4% of the class of 2012 were proficient in math on the MME.
Cause for Gap: The gap is due to poor student attendance and truancy issues, lack of parental involvement, insufficient skills of students entering high school, insufficient resources such as textbooks and curricular materials, lack of student exposure to graphing calculators and insufficient utilization of available supports such as tutoring and credit recovery for struggling students.

School-Wide Culture and Climate

Student Goal Statement: The school will continue to improve the climate and safety within and throughout the building.
Gap Statement: Many students are involved in altercations and situations that require effective problem solving and interpersonal skills. Perception surveys indicate that building climate and safety are major concerns for stakeholders.
Cause for Gap: Many students have poor interpersonal skills and a lack of maturity in problem solving.
Transformation Redesign Diagnostic
Introduction

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

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

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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.)

The staff and administration at Everett High School (EVHS) are committed to improving the quality of teaching and learning for both students and staff. As all school administrators are new to the school in the 2012-13 school year, a broadly representative leadership team was formed to develop a thoughtful response to EVHS’s designation as a “Priority School.” Given the short planning timeframe the team met intensively to develop Everett’s Transformation Plan. Through examining data, soliciting stakeholder input and building on work underway, the team identified two over-arching priorities: improving the school’s climate and culture and implementing school-wide instructional frameworks (focused initially on literacy and eventually expanded to numeracy and reasoning).

These big ideas are housed within the Multi-Tiered System of Supports (MTSS), which is a system for “providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction goals, and applying student response data to important educational decisions” (G.M. Batsche, et al 2005). MTSS specifies three tiers of strategies and supports that are initiated depending on results. Tier 1 interventions are for school-wide implementation, and expected to effectively meet the needs of approximately 80% of students. Tier 2 interventions are focused on groups of students for whom Tier 1 interventions have not proven successful (typically 10-15% of students), and Tier 3 interventions are designed to support individuals for whom neither Tier 1 nor Tier 2 strategies work. Thus, for both improving climate and culture and implementing school-wide instructional frameworks, the EVHS team envisions a tiered approach to the work, targeting students with additional strategies based on data/results.

IMPROVING EVERETT’S CLIMATE AND CULTURE

The core intervention strategy (Tier 1) for improving Everett’s climate and culture is developing clear behavioral expectations for students (at both the classroom- and school-level), and clear expectations for all stakeholders on how to implement them. The secondary intervention strategies (Tier 2) related to this priority area are the creation of an academic intervention room, the deployment of Behavior Prevention Monitors and Student Advocates. Currently, tertiary intervention strategies (Tier 3) related to climate and culture focus on special education students. The Behavior Prevention Monitors will support Everett’s implementation of the Superintendent’s Dropout Challenge.

IMPLEMENTING SCHOOL-WIDE INSTRUCTIONAL FRAMEWORKS

The core intervention strategy (Tier 1) for implementing a school-wide instructional framework will be the identification and development of core literacy practices for Fall 2013 implementation. This framework will include specific strategies and practices for school-wide implementation, meaningful ways to assess implementation and gauge impact, professional development (PD) for all staff, and additional opportunities for teachers to collaborate both within and across departments. The EVHS leadership team will develop an instructional framework for numeracy and reasoning in the 2013-14 school year for Fall 2014 implementation.

State what data were used to identify these ideas.

To identify the big ideas that anchor this plan, the writing team examined different types of data. The goal of the data dialogues was to identify the big ideas and develop a shared understanding of why they should guide EVHS’s transformation process. The data examined by the writing team include:
STUDENT DATA
*Examined MME results through data dialogues on October 6, 2012 and October 9, 2012; analyzed school enrollment, suspension, attendance, drop out rate, and MME/ACT data on MI School Data and the Golden Package; and examined MEAP data, Lexile scores (from Read 180), and the number of classes passed of incoming 8th grade students.

STAFF INPUT/DATA
*Solicited input from EVHS faculty on October 1, 2012 in a staff meeting (provided overview and used a chalk talk process to surface ideas), through a survey conducted on October 11, 2012 (assessed staff perspectives on the school's strengths and challenges), and through another staff meeting on October 16 (presented overview of plan, asked for reaction and input).

STAKEHOLDER INVOLVEMENT
*Interviewed students and staff on Everett's strengths and challenges;
*Presented to the PTSA on September 18, 2012, including both parents and students (provided the opportunity for participation and input).

EXISTING PLANS
*Analyzed the approved School Improvement Plan.

RELEVANT RESEARCH
*Reviewed research on professional supports (e.g., Joyce & Showers), high quality instructional programs (e.g. Adolescent Literacy, Institute for Educational Science); using data for instructional improvement (e.g., Using Student Achievement Data to Support Instructional Decision Making, September, 2006, Institute of Education Sciences), productive ways to engage parents and community (e.g., Epstein), and how high schools can become exemplary (e.g., the Achievement Gap Initiative).

Through this intensive work the team identified the two big ideas around which to build their Transformation Plan: 1) rebuilding Everett's climate and culture to create a school environment centered on safety and clear expectations, respect and understanding, and high academic and professional standards; and 2) implementing school-wide instructional frameworks focused initially on literacy and later on numeracy/reasoning.

Specifically:
1. Beginning in the Spring of 2013 EVHS staff and administration will begin to more deliberately build a climate and culture more conducive to teaching and learning through two main efforts. First, led by teachers and an administrator trained on Positive Behavioral Interventions and Supports (PBIS), EVHS will develop common expectations for students (in hallways, the cafeteria, classrooms, etc.) as well as clear responsibilities for teachers and administrators, and implications for students. Second, also in the Spring of 2013, the school will pilot academic intervention rooms focused on providing academic support to students.

2. In the Spring of 2013 an instructional leadership team from EVHS will begin to develop a school-wide instructional framework focused on literacy to prepare for whole staff PD prior to Fall 2013 implementation. The framework will include core literacy strategies from Reading Apprenticeship (RA) for use by teachers in all content areas, a strategy for providing high quality PD, and a thoughtful way to assess both teacher implementation and the impact on student learning. During the 2013-14 school year the team will develop a school-wide instructional framework for numeracy and reasoning.
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

In March of 2012 the Lansing School District (LSD) Board of Education approved a bold initiative to reconfigure the entire district around three grade span cohorts: PreK - 3rd grades; 4th - 6th grades; and 7th - 12th grades. This reconfiguration was based on research that supports appropriate child development principles, focuses on a solid early learning foundation, targets the “reading to learn” ages with multiple student support structures, and moves students into a career and college ready program before the 9th grade. Because of this reconfiguration coupled with the need to redefine the role of the principal in light of declining student performance and graduation rates, the district identified approximately 27 administrative positions that would be considered for non-renewal by the Board of Education as is required by MCL 1229 of the school code. All of the administrative positions in the high schools and several of the elementary schools were posted for both internal and external candidates. Interviews were held in April and all of the available school leadership positions were filled by the end of April when, according to MCL 1229 the Board of Education must give final notice for non-renewal to administrative contracts. While not yet identified as Priority Schools, administrative teams for both EVHS and Sexton were completely replaced and Eastern acquired 2 new Assistant Principals.

The district is bound to adhering to a bargaining agreement with district administrators as well as with MCL 1229, which states that non-renewals cannot be determined based on “capricious or arbitrary” decisions. In addition to seniority and union contract language, placement decisions were made based on: administrative certification and successful educational experience; responses to the interview questions; engagement beyond the school day; and, references.

Dr. Norman Gear was named the Michigan Association of Secondary Schools Principal of the year in 2011. Dr. Gear is recognized as an asset by the staff because of his background knowledge of the community, families, students and staff, and commitment to improvement. Dr. Gear has the drive and actions to set challenging goals for the EVHS staff to encourage us to reach a higher standard of performance. In addition he has the ability to set clear expectations for the EVHS staff as well as hold us accountable for our classroom performance. Dr. Gear assumes authoritative leadership and is grounded in EVHS's Transformation Plan. He encourages school leaders to think like leaders, not just managers, and identifies advocates within the staff to implement the plan. He understands the importance of building a culture of high expectations and eliminating distractions to ensure that the maximum amount of classroom time is focused on instruction. Dr. Gear also understands the importance of using data to drive decisions and to monitor the progress of the Transformation Plan, as well as, monitor/measure the need for corrections. In short, EVHS administration demonstrates many of the turnaround competencies (as described “School Turnaround Leaders: Selection Toolkit” from www.publicimpact.com).

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

All teachers in the LSD meet the definition of Highly Qualified. For the 2012-13 academic year the evaluation criteria have been raised substantially. Beginning this school year teachers at EVHS will be evaluated using the Charlotte Danielson model of teacher effectiveness and will be expected to demonstrate a 5% increase in student achievement as agreed to through collective bargaining for 2012-13. For the 2013-14 academic year, the student achievement rate climbs to 25% statewide.
the school-wide literacy framework. Specifically, school collaboration will occur between teaching staff and administration focusing on student engagement through core literacy strategies and PBIS classroom structures. Important questions during the initial conference will be addressed that will directly affect the decisions teachers make on a daily basis within their classroom. For example, "How can I engage my students in the learning process? What strategies can I use to increase the comprehension of text? How can I differentiate instruction to meet students' individual learning styles and needs?" Teachers will have the opportunity to discuss how best to evaluate their students, whether it be student portfolios, state assessments, classroom assessments or district assessments. Within EVHS, teachers and administrators will work together to best determine the methods of measuring achievement based on the goals that are set during the initial conference at the beginning of the school year.

Principals will be evaluated using an instrument agreed upon through collective bargaining and will adhere to the same student achievement percentages as for teachers. EVHS administrators will also identify professional goals related to building climate and culture and implementing the school-wide literacy framework.

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

School leaders, teachers, and staff will be rewarded for increased student growth through Board of Education and district recognition ceremonies. Removal of teachers who have not yet increased student achievement is a 2-year process that has already been established by state legislation. Removal of school leaders who have not improved practice or student achievement is subject to MCL1229 timelines and criteria. Notification for consideration of non-renewal of administrators must be done by the Board of Education 90 days prior to the termination of their contracts; final non-renewal consideration must be done 60 days prior to the termination of their contracts. Non-renewal decisions cannot be based on "capricious or arbitrary" reasons. Achievement data for the 2012-13 school, presumably data that would provide non-arbitrary criteria, will not be available until after the MCL 1229 timelines for non-renewal. Therefore, there will not be a non-renewal issued to any administrators of Priority Schools until there are sufficient student achievement data to support a non-renewal decision, perhaps in years two or three.

Within EVHS the staff will be rewarded by recognition at staff meetings (through KUDOS awards), additional flexibility regarding the use of individual planning time, and the opportunity to become involved in leadership roles (both within the school and the district). For example, teachers could be recommended to serve on district wide curriculum committees(e.g. Instructional Council), as well as in building department, SIT, or committee chairs. Individuals who exercise leadership and/or demonstrate and share expertise will also be given additional opportunities to attend conferences and workshops.

**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.**

EVHS leaders are committed to providing high quality PD related to the two priorities outlined in this plan.
Through a variety of channels, staff has indicated that developing, communicating, and enforcing school-wide behavioral expectations is critical to creating an environment conducive to teaching and learning. EVHS staff will develop these expectations through training and support provided through PBIS. A leadership team will take responsibility for implementation, which will include the development of a behavioral matrix that delineates school-level and classroom-level behavioral expectations. The responsibility of all stakeholders to realize the vision embodied in the matrix will also be clarified, communicated, and monitored.

School-Level
The school-level behavioral expectations will be communicated and posted, and responsibilities of staff and administration will be clarified and communicated. These expected behaviors will be the basis for the Tier 1 interventions related to climate and culture and, as such, will drive part of the PD related to this plan. Possible topics for PD include developing and strengthening the behavior team and using program quality and student outcome data for decision-making. PD will be provided through a variety of channels (e.g., through the Ingham ISD [IISD], staff meetings, departments, etc.) See the PD Calendar for more information.

Classroom-Level
The PD for the implementation of classroom-level behavioral expectations will include two components. Initially, members of the leadership team will attend training that focuses on the role of the team in supporting evidence-based classroom management practices and systems across the school. The training will provide the leadership team with steps and tools for a systems approach to providing focus and direction to support teachers and classroom management coaches in the implementation of Randy Sprick's, "Discipline in the Secondary Classroom" (DISC).

The second component will be implemented through a three-day conference in Summer 2013 and in the Fall of 2013 when PD for all staff will be provided on-site. This PD will provide classroom teachers with the opportunity to attend DISC training. Teachers attending this training will learn the essential skills and knowledge to fully implement evidence-based management in their classroom.

Additional Ways to Improve Climate and Culture
The leadership team will continue to explore other ways to improve Everett's climate and culture that may have implications for PD. One option EVHS will look into includes the implementation of advisories. As a quality advisory program requires time to be developed and substantial PD, our plan is to form a committee in January, 2013 that will weigh pros and cons, examine different models, and make a recommendation.

As mentioned above, the district will provide two Behavior Prevention Monitors in the Fall of 2012 who will be responsible for flagging at-risk students in jeopardy of not graduating with their cohorts; behavioral incidents that may lead to suspension; and guiding group conversations that have the potential of creating support structures for at-risk students within the school. A central office staff member will supervise the monitors, convene, and provide training as appropriate. The district is also providing two Instructional Support Specialists to work with teachers on developing instructional and classroom management strategies that will increase student engagement.

IMPLEMENTING SCHOOL-WIDE INSTRUCTIONAL FRAMEWORKS
EVHS is committed to improving the quality of instruction in all content areas through the consistent and rigorous use of core practices. These core strategies will be at the heart of the school-wide instructional framework that will guide our work initially in literacy and eventually in numeracy and reasoning. Similar to the climate and culture work, a leadership team will take responsibility for implementation. This team will draw on RA to select strategies and practices for school-wide implementation, identify meaningful ways to assess both implementation and impact, and provide (or arrange for) PD for all staff. PD will focus on core literacy practices, and such areas as differentiated instruction; effective analysis and use of data to determine said differentiated practices with MTSS; and cross-curricular strategies to increase student learning in numeracy and reasoning. See the attached PD Calendar for more information.

Seven EVHS teachers are currently part of the RA framework of instructional routines and practices designed to improve literacy instruction in all content areas. RA is based on instructional routines and approaches to create an interactive classroom environment. The research in
implementing RA has shown that using it increases the effectiveness of disciplinary teaching, and that students build both reading and subject area competence, are engaged in their learning process and become problem solvers when faced with challenging texts (Reading Apprenticeship, July 2010). See the PD Calendar for more information.

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

The district will focus efforts on providing opportunities for career growth through identifying teacher mentors, chairpersonship of district-wide committees, internships as school leaders, teacher in charge, etc. Criteria for these opportunities would be based on, but not limited to, the teacher or school leader with few absences, increasing student achievement beyond contract limits, current participation in school improvement initiatives, extended learning, etc. The district is committed to succession planning and building a cadre of school leaders - both administrators and teachers - is essential to building capacity within a district. The district is currently applying for a Race to the Top - District grant in consortium with Everett and Bremerton school districts in the state of Washington in collaboration with the University of North Carolina, Chapel Hill and the University of Washington. One of the key elements in this grant is the development of a leadership program that brings teachers and administrators together to create cadres of school leadership around instructional process data. Every effort will be made to identify and involve teachers and administrators from our Priority Schools in this initiative.

EVHS administrators will recommend teachers for professional growth opportunities such as serving as a department or SIT chair, committee lead, etc. Teachers will also be recommended for working with student interns and seniors from various universities to mentor and grow teachers for possible employment in the education field. Administrators at EVHS will also recommend staff to serve on district committees. Individuals who exercise leadership and/or demonstrate and share expertise will also be given additional opportunities to attend conferences and workshops, and additional flexibility regarding the use of individual planning time.
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

In the 2012-2013 school year district leaders will create and implement a School Dashboard that will include data such as MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. The dashboard will be publically available and EVHS staff will use it to help design programs and make decisions that meet the needs of our students.

EVHS's plan is focused on improving the school's climate and culture and implementing school-wide instructional frameworks, both embedded in MTSS. To sequence implementation over four years, the leadership team will solicit student, parent, and staff input while focusing on behavior and implementing school-wide instructional frameworks.

IMPROVING CULTURE AND CLIMATE

For the 2012-2013 school year the EVHS staff will be trained in the PBIS system through the IISD and will form a PBIS leadership team who will meet regularly to examine School-wide Information System (SWIS) data, develop and implement a behavior matrix for behavior within the classroom, halls, and cafeteria. Clarifying and communicating behavioral expectations across the school, coupled with clearly delineating the responsibilities of both staff and administrators for enforcing them, is the primary Tier 1 intervention for building Everett's climate and culture. The leadership team will explore additional options, including the implementation of advisories.

Tier 2 interventions are designed to help students for whom Tier 1 interventions are unsuccessful, and the EVHS staff has begun to identify students with behavior problems using SWIS data. An additional component for Tier 2 support will be the implementation of two academic intervention rooms that will offer additional support for students who are chronically disruptive in the classroom (as an alternative to suspension). These rooms will house highly qualified teachers who will work with students on their academic difficulties as well as support staff in increasing student academic and social success.

For the 2012-2013 school year, four Student Advocate positions have been funded to work specifically with students who are at-risk of dropping out of high school. As stated in the IES guide for Dropout Prevention, "personal and academic needs can be addressed through a meaningful and sustained personal relationship with a trained adult" (pg 17). EVHS will also implement a Child Study Team (CST) that will meet regularly to examine student data and discuss interventions for students who are at-risk of not achieving academic success.

IMPLEMENTING SCHOOL-WIDE INSTRUCTIONAL FRAMEWORKS

Literacy: EVHS staff will develop and implement a school-wide instructional framework focused initially on literacy (IES Practice Guide: Improving Adolescent Literacy Instruction).

Select staff has recently been trained in the RA framework for instruction in science, social studies, and English classrooms. Our plan is to draw on RA to develop a school-wide instructional framework that includes core literacy practices, high quality PD, and thoughtful ways to assess both implementation and impact. EVHS will continue with the RA framework as a Tier 1 model of instruction with additional training for all staff in June 2013 in a three-day introduction to the RA framework.

During 2012-2013 a select group will participate in training provided by IISD on Tier 1 student engagement strategies with Kevin Feldman. As part of our Tier 2 intervention EVHS currently offers READ 180 for approximately 100 students identified through the AIMSweb universal screener and the Degrees of Reading Power assessment. For the 2013-2014 school year EVHS will expand READ 180 through additional licenses to reach students who have not reached the Lexile benchmark of 900 by the end of their freshmen year. Another Tier 2 intervention is having an ELA Specialist provide pull out support to students who need additional support and additional support for content area teachers to implement Tier 1 literacy practices.

As part of our Tier 3 instruction EVHS has purchased System 44 from Scholastic for 20 of our lowest special education readers.
Numeracy/Reasoning: With the Common Core in Mathematics being tested for the first time in 2014-2015, EVHS staff will continue to embed the new standards into the mathematics curriculum. Further, building on the school-wide instructional framework in literacy, the EVHS leadership team will identify core practices related to numeracy and reasoning for school-wide implementation. Because of the increase in reasoning in the Common Core for all students it is the intent of EVHS in years 3 and 4 of our plan to develop a school-wide instructional framework for numeracy and reasoning as a Tier 1 intervention for all students. Tier 2 interventions have begun through the addition of a Math Specialist. A universal screener will be put in place and students will be identified for services. All students receiving services will be monitored to determine student success. Tier 3 interventions will be for a very small group of students for whom Tier 2 interventions have not been successful. This level may include an additional class added to a student's schedule, additional intensive tutoring, or one-on-one work with the Math Specialist.

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

In the 2012-2013 school year district leaders will create and implement a School Dashboard that will include data such as MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. The dashboard will be publically available and EVHS staff will use it to help design programs and make decisions that meet the needs of our students.

EVHS's plan is focused on improving the school's climate and culture and implementing school-wide instructional frameworks, both embedded in MTSS. To sequence implementation over four years, the leadership team will solicit student, parent, and staff input while focusing on behavior and implementing school-wide instructional frameworks.

IMPROVING CULTURE AND CLIMATE

For the 2012-2013 school year the EVHS staff will be trained in the PBIS system through the IISD and will form a PBIS leadership team who will meet regularly to examine School-wide Information System (SWIS) data, develop and implement a behavior matrix for behavior within the classroom, halls, and cafeteria. Clarifying and communicating behavioral expectations across the school, coupled with clearly delineating the responsibilities of both staff and administrators for enforcing them, is the primary Tier 1 intervention for building Everett's climate and culture. The leadership team will explore additional options, including the implementation of advisories.

Tier 2 interventions are designed to help students for whom Tier 1 interventions are unsuccessful, and the EVHS staff has begun to identify students with behavior problems using SWIS data. An additional component for Tier 2 support will be the implementation of two academic intervention rooms that will offer additional support for students who are chronically disruptive in the classroom (as an alternative to suspension). These rooms will house highly qualified teachers who will work with students on their academic difficulties as well as support staff in increasing student academic and social success.

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PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

EVHS will offer both the JumpStart and end of school year option, depending on the availability both of staff and funding. The leadership team will gauge staff availability, explore curriculum options, and handle other logistics for the planned implementation in Summer 2013. Our preliminary thinking is to provide a credit recovery-oriented program at the end of the school year, and an enrichment-oriented JumpStart program in August. The EVHS team will continue to collaborate with district leaders to explore options related to extending learning time for students.

The district has embedded 5 half-days for collaborative professional learning time within the parameters of the scheduled work year for teachers. In addition to the 5 half-days for collaborative professional learning, EVHS will provide stipends for all teachers to meet for one hour a month to improve the implementation of school-wide, Tier 1 strategies and practices beginning in January 2013. The leadership team will also participate in a week-long retreat in Summer 2013 to plan for implementation of the Transformation Plan. The staff will meet for three days of professional development focused on RA in June 2013 and for threedays before the start of the 2013-14 school year to collaboratively plan for implementation.

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

Family engagement is a fundamental element of school improvement efforts. Several studies on the impact of family involvement showed that through high school, family involvement contributes to positive results related to student literacy, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). A critical aspect of Everett’s Transformation Plan focuses on establishing strong family/community relationships for the school to improve climate, culture, and student outcomes.

Our data shows little parent involvement beyond parent/teacher conferences, and even at conferences attendance rates are very low (e.g., at the October 2012 conferences 460 students were represented, which accounts for about a third of our enrolled students). Reviewing current practices, EVHS has limited opportunities for parents/guardians and the larger community to be involved with positive experiences with Everett.

Perceptual data from staff suggests a weaker student and family focus than staff would like to see in place. In addition, research on increasing student achievement reinforces the need for strong student, staff, family, and community relationships. EVHS staff believes that a warm school culture that nurtures student development and learning while creating a welcoming environment for families is needed. EVHS’s two main strategies for engaging families and the broader school are through activities and communication.
ACTIVITIES
Families and the larger school community can gain a sense of belonging by participating in school sponsored events tailored to their ability to participate.

Activities Already at EVHS
¢ Parent Teacher Conferences: We offer four parent teacher conferences per year. The conferences are held from 4-7pm on a school day. The first set of conferences for the 2012-2013 school year had about 33% of our student population represented.
¢ Parent volunteers: The school has parent volunteers that help with activities during the day.
¢ Booster organizations: Band Boosters and Athletic boosters.
¢ Parent training workshops: Edline and other systems. Edline is a web-based program that includes student information on classes, grades, assignments, syllabuses, announcements from the teachers about class activities, and email addresses for parents to contact teachers.
¢ School newspaper: periodic newspaper distributed to students.
¢ Parent Teacher Student Association: open to all parents in the EVHS community.
¢ School Improvement Team: open for parents and students to be involved.

Planned Activities to Increase Involvement
With our focus to improve climate/culture at EVHS there are a few things that we propose to do:
¢ Family Surveys: Currently families and community members are not surveyed regularly regarding conference times, desired education programs, involvement ideas, and needed resources. Our plan is to survey families and community members when appropriate through electronic, phone, and/or paper modes to assess the needs of families and how EVHS can better meet their needs. These surveys will be translated into the primary languages of Everett's parent population, with support from Refugee Development. The goals of the surveys are to: (1) identify best parent/teacher conferences times. Conferences will be set based on the parent response to the survey. (2) Assess what educational and extracurricular programs are desired to increase student success. (3) Generate lists of needed resources. (4) Gather data regarding parent/community experience with the school. (5) Design activities that enable parents to be more involved based on their ability to participate. (6) Design communication methods that will reach all parent population. (7) Create action teams for partnerships to increase community involvement. This data would allow EVHS to customize the programs and services that we offer our school community to improve the school climate and culture.
¢ Create Family/Community Events: We will look into hosting family nights and engage outside organization such as The Black/Child Family Institute, Lansing Rotary, Capital Area Literacy Coalition, as well as churches and community centers.
¢ Create Parent Networks: We will explore providing parent training through the Parent Leadership Institute Network. Through developing networks of parents both the quality and quantity of parent engagement can be improved.

COMMUNICATION
A concern of staff is the delivery of information to the parents of students. Parental involvement begins with them knowing what is happening at the school.

Existing Communication Strategies at Everett
Currently the LSD and EVHS employ several methods of transmitting information to our parents and the community:
¢ Web-based Strategies: District and school web pages along with the Edline.
¢ Other: Telephone Robo-calls and mailings.

The current communication methods (listed above) present problems in transmitting the information to our parent population for a number of reasons:
¢ A number of our families do not have computer and/or Internet access;
The LSD population has a large mobility rate so often addresses are not updated;

We have an increase every year in immigrant families where English is not the primary language (approximately 15% of our student population is ESL and 80% of the parents of these students do not speak English) so information received in a phone call or letter is not understood;

Our percentage of disadvantaged students and homeless students is increasing, so a telephone or address may not be available.

Planned Communication Strategies

- Translation: Translate communications into native languages by utilizing support from Refugee Development.
- Television-based: Utilize the district cable channel to air a multi-lingual program on activities at Everett.
- Newsletter: Create a multi-lingual newsletter for parents.
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Staffing, calendars, and time are negotiated at the district level and cannot be altered without prior union and district approval.

The district is engaging the EVHS team in deciding how best to allocate the district's Title 20% set-aside and is providing technical support in regards to aligning the school's 10% set aside with the priorities outlined in this plan.

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

The district will provide two Behavior Prevention Monitors in each of the high schools to support initiatives that address issues of climate, graduation rate, and reduction of student suspensions. The district will also provide two Instructional Support Specialists to work with teachers in the three high schools to improve student engagement, classroom organization, and student productivity. The Ingham ISD is supporting a PBIS initiative in each of the three high schools as well as School Improvement Facilitators - see their service plan.

Ongoing technical assistance and related support will be provided through IISD. IISD staff will provide support and assistance for the Transformation Plan, as outlined below:

1. Assistance in planning, implementing, and evaluating ongoing, high quality, job-embedded PD in the following areas:
   - Professional Learning Communities
   - MTSS
   - Universal Tier 1 School-wide PBIS
   - Universal Tier 1 PBIS Classroom Management/Discipline in Secondary Schools
   - Tier 2 PBIS - Strategic Behavior Interventions
   - Tier 3 PBIS - Functional Behavior Assessment and Intensive Intervention
   - On-going universal screening
   - On-going progress monitoring
   - Data driven decision-making through the use of a problem solving process
   - Collection, analysis and use of appropriate data
   - Core curriculum and delivery modifications based on data
   - Curriculum realignment to the Common Core State Standards

2. Comprehensive Instructional Reform Strategies:
   Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS and PBIS initiatives

3. Data-driven Decision Making Through the Use of a Problem Solving Process
   - IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.
IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.
Transformation Redesign Diagnostic
Introduction

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

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

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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.)

The staff and administration at Everett High School (EVHS) are committed to improving the quality and teaching and learning for both students and staff. As all school administrators are new to the school in the 2012-13 school year, a broadly representative leadership team was formed to develop a thoughtful response to EVHS's designation as a "Priority School." Given the short planning timeframe the team met intensively to develop Everett's Transformation Plan. Through examining data, soliciting stakeholder input and building on work underway, the team identified two over-arching priorities: improving the school's climate and culture and implementing school-wide instructional frameworks (initially focused on literacy and eventually expanded to numeracy and reasoning).

These big ideas are housed within the Multi-Tiered System of Supports (MTSS), which is a system for "providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction goals, and applying student response data to important educational decisions" (G.M. Batsche, et al 2005). MTSS specifies three tiers of strategies and supports that are initiated depending on results. Tier 1 interventions are for school-wide implementation, and expected to effectively meet the needs of approximately 80% of students. Tier 2 interventions are focused on groups of students for whom Tier 1 interventions have not proven successful (typically 10-15% of students), and Tier 3 interventions are designed to support individuals for whom neither Tier 1 nor Tier 2 strategies work. Thus, for both improving climate and culture and implementing school-wide instructional frameworks, the EVHS team envisions a tiered approach to the work, including students in additional tiers as based on data/results.

Improving Everett's Climate and Culture
The core intervention strategy (Tier 1) for improving Everett's climate and culture is developing clear behavioral expectations for students (at both the classroom- and school-level), and clear expectations for all stakeholders on how to implement them. The secondary intervention strategies (Tier 2) related to this priority area are the creation of an academically-oriented in-house suspension room, the deployment of Behavior Prevention Monitors and of Student Advocates. Currently, tertiary intervention strategies related to climate and culture focus on special education students. The Behavior Prevention Monitors will support Everett's implementation of the Superintendent's Dropout Challenge.

Implementing School-wide Instructional Frameworks
The core intervention strategy (Tier 1) for implementing a school-wide instructional framework will be the identification and development of core literacy practices for Fall 2013 implementation. This framework will include specific strategies and practices for school-wide implementation, meaningful ways to assess implementation and gauge impact, professional development (PD) for all staff, and additional opportunities for teachers to collaborate both within and across departments. The EVHS leadership team will develop an instructional framework for numeracy and reasoning in the 2013-14 school year for Fall 2014 implementation.

State what data were used to identify these ideas.

To identify the big ideas that anchor this plan, the writing team examined different types of data. The goal of the data dialogues was to identify the big ideas and develop a shared understanding of why they should guide EVHS's transformation process. The data examined by
the writing team include:

STUDENT DATA
*Examined MME results through data dialogues on October 6, 2012 and October 9, 2012; analyzed school enrollment, suspension, attendance, drop out rate, and MME/ACT data on MI School Data and the Golden Package; and examined MEAP data, Lexile scores (from Read 180), and the number of classes passed of incoming 8th grade students.

STAFF INPUT/DATA
*Solicited input from EVHS faculty on October 1, 2012 in a staff meeting (provided overview and used a chalk talk process to surface ideas), through a survey conducted on October 11, 2012 (assessed staff perspectives on the school's strengths and challenges), and through another staff meeting on October 16 (presented overview of plan, asked for reaction and input).

STAKEHOLDER INVOLVEMENT
*Interviewed students and staff on Everett's strengths and challenges;
*Presented to the PTSA on September 18, 2012, including both parents and students (provided the opportunity for participation and input).

EXISTING PLANS
*Analyzed the approved School Improvement Plan.

RELEVANT RESEARCH
*Reviewed research on professional supports (e.g., Joyce & Showers), high quality instructional programs (e.g. Adolescent Literacy, Institute for Educational Science); using data for instructional improvement (e.g., Using Student Achievement Data to Support Instructional Decision Making, September, 2006, Institute of Education Sciences), productive ways to engage parents and community (e.g., Epstein), and how high schools can become exemplary (e.g., the Achievement Gap Initiative).

Through this intensive work the team identified the two big ideas around which to build their Transformation Plan: 1) rebuilding Everett's climate and culture to create a school environment centered on safety and clear expectations, respect and understanding, and high academic and professional standards; and 2) implementing school-wide instructional frameworks focused initially on literacy and later on numeracy/reasoning.

Specifically:
1. Beginning in the Spring of 2013 EVHS staff and administration will begin to more deliberately build a climate and culture more conducive to teaching and learning through two main efforts. First, led by teachers and an administrator trained on Positive Behavioral Interventions and Supports (PBIS), EVHS will develop common expectations for students (in hallways, the cafeteria, classrooms, etc.) as well as clear responsibilities for teachers and administrators, and implications for students. Second, also in the Spring of 2013, the school will pilot academic intervention rooms focused on providing academic support to students.

2. In the Spring of 2013 an instructional leadership team from EVHS will begin to develop a school-wide instructional framework focused on literacy to prepare for whole staff PD prior to Fall 2013 implementation. The framework will include core literacy strategies from Reading Apprenticeship (RA) for use by teachers in all content areas, a strategy for providing high quality PD, and a thoughtful way to assess both teacher implementation and the impact on student learning. During the 2013-14 school year the team will develop a school-wide instructional framework for numeracy and reasoning.
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

In March of 2012 the Lansing School District (LSD) Board of Education approved a bold initiative to reconfigure the entire district around three grade span cohorts: PreK - 3rd grades; 4th - 6th grades; and 7th - 12th grades. This reconfiguration was based on research that supports appropriate child development principles, focuses on a solid early learning foundation, targets the "reading to learn" ages with multiple student support structures, and moves students into a career and college ready program before the 9th grade. Because of this reconfiguration coupled with the need to redefine the role of the principal in light of declining student performance and graduation rates, the district identified approximately 27 administrative positions that would be considered for non-renewal by the Board of Education as is required by MCL 1229 of the school code. All of the administrative positions in the high schools and several of the elementary schools were posted for both internal and external candidates. Interviews were held in April and all of the available school leadership positions were filled by the end of April when, according to MCL 1229 the Board of Education must give final notice for non-renewal to administrative contracts. While not yet identified as Priority Schools, administrative teams for both EVHS and Sexton were completely replaced and Eastern acquired 2 new Assistant Principals.

The district is bound to adhering to a bargaining agreement with district administrators as well as with MCL 1229, which states that non-renewals cannot be determined based on "capricious or arbitrary" decisions. In addition to seniority and union contract language, placement decisions were made based on: administrative certification and successful educational experience; responses to the interview questions; engagement beyond the school day; and, references.

Dr. Norman Gear was named the Michigan Association of Secondary Schools Principal of the year in 2011. Dr. Gear is recognized as an asset by the staff because of his background knowledge of the community, families, students and staff, and commitment to improvement. Dr. Gear has the drive and actions to set challenging goals for the EVHS staff to encourage us to reach a higher standard of performance. In addition he has the ability to set clear expectations for the EVHS staff as well as hold us accountable for our classroom performance. Dr. Gear assumes authoritative leadership and is grounded in EVHS's Transformation Plan. He encourages school leaders to think like leaders, not just managers, and identifies advocates within the staff to implement the plan. He understands the importance of building a culture of high expectations and eliminating distractions to ensure that the maximum amount of classroom time is focused on instruction. Dr. Gear also understands the importance of using data to drive decisions and to monitor the progress of the Transformation Plan, as well as, monitor/measure the need for corrections. In short, EVHS administration demonstrates many of the turnaround competencies (as described "School Turnaround Leaders: Selection Toolkit" from www.publicimpact.com).

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

All teachers in the LSD meet the definition of Highly Qualified. For the 2012-13 academic year the evaluation criteria have been raised substantially. Beginning this school year teachers in the LSD will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness. For the 2012-13 school year, 5% of a teacher's evaluation will be based on student performance as agreed to through collective bargaining. For the 2013-14 academic year, the percentage upon which student performance will impact a teacher's evaluation
During the 2013-2014 school year individual professional growth goals will be set in relation to building climate and culture and implementing the school-wide literacy framework. Specifically, school collaboration will occur between teaching staff and administration focusing on student engagement through core literacy strategies and PBIS classroom structures. Important questions during the initial conference will be addressed that will directly affect the decisions teachers make on a daily basis within their classroom. For example, "How can I engage my students in the learning process? What strategies can I use to increase the comprehension of text? How can I differentiate instruction to meet students' individual learning styles and needs?" Teachers will have the opportunity to discuss how best to evaluate their students, whether it be student portfolios, state assessments, classroom assessments or district assessments. Within EVHS, teachers and administrators will work together to best determine the methods of measuring achievement based on the goals that are set during the initial conference at the beginning of the school year.

Principals will be evaluated using an instrument agreed upon through collective bargaining and will adhere to the same student achievement percentages as for teachers. EVHS administrators will also identify professional goals related to building climate and culture and implementing the school-wide literacy framework.

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

School leaders, teachers, and staff will be rewarded for increased student growth through Board of Education and district recognition ceremonies. Removal of teachers who have not yet increased student achievement is a 2-year process that has already been established by state legislation. Removal of school leaders who have not improved practice or student achievement is subject to MCL1229 timelines and criteria. Notification for consideration of non-renewal of administrators must be done by the Board of Education 90 days prior to the termination of their contracts; final non-renewal consideration must be done 60 days prior to the termination of their contracts. Non-renewal decisions cannot be based on "capricious or arbitrary" reasons. Achievement data for the 2012-13 school, presumably data that would provide non-arbitrary criteria, will not be available until after the MCL 1229 timelines for non-renewal. Therefore, there will not be a non-renewal issued to any administrators of Priority Schools until there are sufficient student achievement data to support a non-renewal decision, perhaps in years two or three.

Within EVHS the staff will be rewarded by recognition at staff meetings (through KUDOS awards), additional flexibility regarding the use of individual planning time, and the opportunity to become involved in leadership roles (both within the school and the district). For example, teachers could be recommended to serve on district wide curriculum committees (e.g. Instructional Council), as well as in building department, SIT, or committee chairs. Individuals who exercise leadership and/or demonstrate and share expertise will also be given additional opportunities to attend conferences and workshops.
EVHS leaders are committed to providing high quality PD related to the two priorities outlined in this plan.

Improving Everett's Climate and Culture

Through a variety of channels, staff has indicated that developing, communicating, and enforcing school-wide behavioral expectations is critical to creating an environment conducive to teaching and learning. EVHS staff will develop these expectations through training and support provided through PBIS. A leadership team will take responsibility for implementation, which will include the development of a behavioral matrix that delineates school-level and classroom-level behavioral expectations. The responsibility of all stakeholders to realize the vision embodied in the matrix will also be clarified, communicated, and monitored.

School-Level

The school-level behavioral expectations will be communicated and posted, and responsibilities of staff and administration will be clarified and communicated. These expected behaviors will be the basis for the Tier 1 interventions related to climate and culture and, as such, will drive part of the PD related to this plan. Possible topics for PD include developing and strengthening the behavior team, using program quality and student outcome data for decision-making. PD will be provided through a variety of channels (e.g., through the IISD, staff meetings, departments, etc.) See the PD Calendar for more information.

Classroom-Level

The PD for the implementation of classroom-level behavioral expectations will include three components. Initially, members of the leadership team will attend training that focuses on the role of the team in supporting evidence-based classroom management practices and systems across the school. The training will provide the leadership team with steps and tools for a systems approach to providing focus and direction to support teachers and classroom management coaches in the implementation of Randy Sprick's, "Discipline in the Secondary Classroom" (DISC).

The second component is to provide classroom teachers with the opportunity to attend DISC training. Teachers attending this training will learn the essential skills and knowledge to fully implement evidence-based management in their classroom.

The third component will be implemented through a four-day conference in Summer 2013 and in the Fall of 2013 when PD for all staff will be provided on-site.

Additional Ways to Improve Climate and Culture

The leadership team will continue to explore other ways to improve Everett's climate and culture that may have implications for PD. One option EVHS will look into includes the implementation of advisories. As a quality advisory program requires time to be developed and substantial PD, our plan is to form a committee in Spring 2013 that will weigh pros and cons, examine different models, and make a recommendation.

Implementing School-Wide Instructional Frameworks

EVHS is committed to improving the quality of instruction in all content areas through the consistent and rigorous use of core practices. These core strategies will be at the heart of the school-wide instructional framework that will guide our work initially in literacy and eventually in numeracy and reasoning. Similar to the climate and culture work, a leadership team will take responsibility for implementation. This team will be trained in RA and will select strategies and practices for school-wide implementation, identify meaningful ways to assess both
implementation and impact, and provide (or arrange for) PD for all staff. PD will focus on core literacy practices, and such areas as 
differentiated instruction; effective analysis and use of data to determine said differentiated practices with MTSS; and cross-curricular 
strategies to increase student learning in numeracy and reasoning. See the attached PD Calendar for more information.

Seven EVHS teachers are currently part of the RA framework of instructional routines and practices designed to improve literacy instruction 
in all content areas. RA is based on instructional routines and approaches to create an interactive classroom environment. The research in 
implementing RA has shown that using it increases the effectiveness of disciplinary teaching, and that students build both reading and 
subject area competence, are engaged in their learning process and become problem solvers when faced with challenging texts (Reading 
Apprenticeship, July 2010). See the PD Calendar for more information.

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

The district will focus efforts on providing opportunities for career growth through identifying teacher mentors, chairpersonship of district-wide 
committees, internships as school leaders, teacher in charge, etc. Criteria for these opportunities would be based on, but not limited to, the 
teacher or school leader with few absences, increasing student achievement beyond contract limits, current participation in school 
improvement initiatives, extended learning, etc. The district is committed to succession planning and building a cadre of school leaders - both 
administrators and teachers - is essential to building capacity within a district. The district is currently applying for a Race to the Top - District 
grant in consortium with Everett and Bremerton school districts in the state of Washington in collaboration with the University of North 
Carolina, Chapel Hill and the University of Washington. One of the key elements in this grant is the development of a leadership program that 
brings teachers and administrators together to create cadres of school leadership around instructional process data. Every effort will be made 
to identify and involved teachers and administrators from our Priority Schools in this initiative.

EVHS administrators will recommend teachers for professional growth opportunities such as serving as a department or SIT chair, committee 
lead, etc. Teachers will also be recommended for working with student interns and seniors from various universities to mentor and grow 
teachers for possible employment in the education field. Administrators at EVHS will also recommend staff to serve on district committees. 
Individuals who exercise leadership and/or demonstrate and share expertise will also be given additional opportunities to attend conferences 
and workshops, and additional flexibility regarding the use of individual planning time.
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

In the 2012-2013 school year district leaders will create and implement a School Dashboard that will include data such as MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. The dashboard will be publicly available and EVHS staff will use it to help design programs and make decisions that meet the needs of our students.

EVHS's plan is focused on improving the school's climate and culture and implementing school-wide instructional frameworks, both embedded in MTSS. To sequence implementation over four years, the leadership team will solicit student, parent, and staff input while focusing on behavior and implementing school-wide instructional frameworks.

Everett's plan is focused on improving the school's climate and culture and implementing school-wide instructional frameworks, both embedded in MTSS. To sequence implementation over four years, the leadership team will focus on behavior and a school-wide instructional framework on reading and writing in 2013-14, and will add numeracy and reasoning skills in 2014-2015.

Improving Culture and Climate
For the 2012-2013 school year the EVHS staff will be trained in the PBIS system through the IISD and will form a leadership team who will meet regularly to examine School-wide Information System (SWIS) data, develop and implement a behavior matrix for behavior within the classroom, halls and cafeteria. Clarifying and communicating behavioral expectations across the school, coupled with clearly delineating the responsibilities of both staff and administrators for enforcing them, is the primary Tier 1 intervention for building Everett's climate and culture. The leadership team will explore additional options, including the implementation of advisories.

Tier 2 interventions are designed to help students for whom Tier 1 interventions are unsuccessful, and the EVHS staff has begun to identify students with behavior problems using SWIS data. An additional component for Tier 2 support will be the implementation of two academic intervention rooms that will offer additional support for students who are chronically disruptive in the classroom (as an alternative to suspension). These rooms will house highly qualified teachers who will work with students on their academic difficulties as well as support staff in increasing student academic and social success.

For the 2012-2013 school year, four Student Advocate positions have been funded to work specifically with students who are at-risk of dropping out of high school. As stated in the IES guide for Dropout Prevention, "personal and academic needs can be addressed through a meaningful and sustained personal relationship with a trained adult" (pg 17).

EVHS will also implement a Child Study Team (CST) that will meet regularly to examine student data and discuss interventions for students who are at-risk of not achieving academic success.

Implementing School-wide Instructional Framework
Literacy: EVHS staff will develop and implement a school-wide instructional framework focused initially on literacy (IES Practice Guide: Improving Adolescent Literacy Instruction).

Select staff has recently been trained in the RA framework for instruction in science, social studies, and English classrooms. Our plan is to draw on RA to develop a school-wide instructional framework that includes core literacy practices, high quality PD, and thoughtful ways to
assess both implementation and impact. EVHS will continue with the RA framework as a Tier 1 model of instruction with additional training for all staff in June 2013 in a three-day introduction to the RA framework.

During 2012-2013 a select group will participate in training provided by IISD on Tier 1 student engagement strategies with Kevin Feldman. As part of our Tier 2 intervention EVHS currently offers READ 180 for approximately 100 students identified through the AIMSweb universal screener and the Degrees of Reading Power assessment. For the 2013-2014 school year EVHS will expand READ 180 through additional licenses to reach students who have not reached the Lexile benchmark of 900 by the end of their freshmen year. Another Tier 2 intervention is having an ELA Specialist provide pull out support to students who need additional support and additional support for content area teachers to implement Tier 1 literacy practices.

As part of our Tier 3 instruction EVHS has purchased System 44 from Scholastic for 20 of our lowest special education readers.

Numeracy/Reasoning: With the Common Core in Mathematics being tested for the first time in 2014-2015, EVHS staff will continue to embed the new standards into the mathematics curriculum. Further, building on the school-wide instructional framework in literacy, the EVHS leadership team will identify core practices related to numeracy and reasoning for school-wide implementation. Because of the increase in reasoning in the Common Core for all students it is the intent of EVHS in years 3 and 4 of our plan to develop a school-wide instructional framework for numeracy and reasoning as a Tier 1 intervention for all students.

Tier 2 interventions have begun through the addition of a Math Specialist. A universal screener will be put in place and students will be identified for services. All students receiving services will be monitored to determine student success. Tier 3 interventions will be for a very small group of students for whom Tier 2 interventions have not been successful. This level may include an additional class added to a student's schedule, additional intensive tutoring, or one-on-one work with the Math Specialist.

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

Over the 2012-13 and 2013-14 school years, the district will spearhead an effort to develop curricular Pacing Guides based on Core Standards, and EVHS teachers will participate. Given the mobility rate of the district (50%), it is imperative that all content is paced evenly across the district. Beginning this year, the district is spearheading an initiative to return to Pacing Guides. In school year 1999-2000 fifty-six teams of approximately 500 teachers met to design and develop Pacing Guides that reflected content expectations. They also built formative assessments that were given every quarter. PD was provided with data feedback so that schools could monitor and adjust before the MME. With the development of the GLCE's and HSCE's, the district abandoned the Pacing Guides. Now with Common Core State Standards, there is an expressed need to return to some sort of sequence on content delivery so that the entire district is congruent and coherent. Different from previous iterations of Pacing Guides, the district will go beyond the "what" and begin outlining the "how."

Based on the results of data analyzed, a team of EVHS staff will determine specific strategies that will be implemented building-wide with the goals of increasing Content Literacy, increasing Numeracy/Reasoning, and improving the Climate/Culture of EVHS. Using the MTSS process for instruction the strategies will be for all students. If after implementation of said strategies data reveals that additional intervention is necessary then Tier 2 intervention will be applied for smaller groups of students. This intervention will not be just academically oriented, but will be behavioral as well.

For our areas of improvement in this plan available data will be analyzed during staff, department, and focus group meetings. PD will be needed to educate staff on the do's and don'ts of data analysis.
Specific information for each area of improvement follows.

Improving Everett’s Climate and Culture

Student baseline data for climate/culture will be collected through sources such as surveys, the SWIS, the Computer Information Management System (CIMS), the School Report Card, the Golden Package, and the building and district DASHBOARD. The EVHS leadership team will use these data to monitor the implementation and impact of the interventions designed to improve climate and culture (clarifying behavioral expectations across the school using PBIS, continuing Viking Vanguard, establishing an academically-oriented in-house suspension room, etc.). Our success in improving our climate/culture will be determined by analyzing post data after strategies have been practiced.

Implementing School-wide Instructional Frameworks

A key part of the instructional frameworks that will be designed, in addition to identifying the core instructional practices, is specifying what data will be examined to determine impact, make adjustments, etc. Both student achievement and progress data will be the driving factor in designing, altering, and improving instruction. Instruction will be designed based on on-going assessments, with opportunities for re-teaching and/or student intervention determined by results of these formative and summative assessments. Teachers will be provided training on how to use these data and teachers will have time to collaboratively plan on how to adjust their instruction.

Literacy (Fall 2013 implementation)

Student baseline data on content literacy will be collected through sources such as ACT/MME, EXPLORE, PLAN, AIMSweb Reading, building-wide content literacy activities, pre-test vocabulary tests, and teacher created assessments.

Student success will be determined by analyzing data collected from sources such as ACT/MME, AIMSweb Reading, formative assessments, common assessments across teachers within departments, post-test vocabulary tests, and teacher created final exams.

Numeracy/Reasoning (Fall 2014 implementation)

Student baseline data dealing with Numeracy/Reasoning will be collected through sources such as ACT/MME, EXPLORE, and PLAN strand and standard data; SMARTER BALANCED interim assessments; building-wide activities; and teacher created assessments.

Student success will be determined by analyzing data collected from sources such as ACT/MME, formative assessments, common assessments across teachers within departments, and teacher created final exams.
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

While federal guidelines point to research that shows the unequivocal importance of increasing instructional time as a variable in improving student achievement, the research that is most commonly cited was done in 1998, the target group studied was Kindergartners, and instructional time was increased by approximately 30 days (180 hours). See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp. 495-497.

Additionally, there are no written stipulations for the specific amount of time that is required, either in the 11 fundamental points of the Transformation plan or in the State-developed rubric. There are hours that are suggested, but not required. There is also no written stipulation as to the source for the funding of this increased time. No clear documentation that it is either the responsibility of the general fund or is eligible for Title 1 through set aside or direct funding to the Priority School.

With those conditions present and given the complexity of implementing a drastic departure from current schedules, the district will support and approve increased instructional time only before the beginning of the school year (JumpStart) or at the end of the school year (Catch Up). This would equal to a range of approximately 60 - 90 hours of additional instructional time in the first year. Consideration would be given to increasing time over the course of the next three years based on success of this practice. Teachers will be compensated according to the bargaining agreement and only those classes that are directly related to the core curriculum and the MME or MEAP will be approved. Unless otherwise stipulated, in writing, the district plans to use the 20% set-aside for this effort.

EVHS will offer the Catch Up option beginning in June 2014. The leadership team will recruit staff, explore curriculum options, and handle other logistics for the planned implementation in Summer 2014. The EVHS team will continue to collaborate with district leaders to explore options related to extending learning time for students.

In terms of enrichment activities, EVHS will provide a credit recovery-oriented program at the end of the school year for juniors and seniors beginning in June 2013, and an orientation for new students in August 2013. The EVHS team will continue to collaborate with district leaders to develop additional enrichment opportunities for EVHS students.

The district has embedded 5 half-days for collaborative professional learning time within the parameters of the scheduled work year for teachers. In addition to the 5 half-days for collaborative professional learning, EVHS will provide stipends for all teachers to meet for one hour a month to improve the implementation of school-wide, Tier 1 strategies and practices beginning in January 2013. The leadership team will also participate in a week-long retreat in Summer 2013 to plan for implementation of the Transformation Plan. The staff will meet for three days of professional development focused on RA in June 2013 and for three days before the start of the 2013-14 school year to collaboratively plan for implementation.
Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Family engagement is a fundamental element of school improvement efforts. Several studies on the impact of family involvement showed that through high school, family involvement contributes to positive results related to student literacy, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). A critical aspect of Everett's Transformation Plan focuses on establishing strong family/community relationships for the school to improve climate, culture and student outcomes.

Our data shows little parent involvement beyond parent/teacher conferences, and even at conferences attendance rates are very low (e.g., at the October 2012 conferences 460 students were represented, which accounts for about a third of our enrolled students). Reviewing current practices, EVHS has limited opportunities for parents/guardians and the larger community to be involved with positive experiences with Everett. Perceptual data from staff suggests a weaker student and family focus than staff would like to see in place. In addition, research on increasing student achievement reinforces the need for strong student, staff, family, and community relationships. EVHS staff believes that a warm school culture that nurtures student development and learning while creating a welcoming environment for families is needed. EVHS two main strategies for engaging families and the broader school are through activities and communication.

Activities
Families and the larger school community can gain a sense of belonging by participating in school sponsored events tailored to their ability to participate.

Activities Already at EVHS
- Parent Teacher Conferences: We offer four parent teacher conferences per year. The conferences are held from 4-7pm on a school day. The first set of conferences for the 2012-2013 school year had about 33% of our student population represented.
- Parent volunteers: The school has parent volunteers that help with activities during the day.
- Booster organizations: Band Boosters and Athletic boosters.
- Parent training workshops: Edline and other systems.
- School newspaper: periodic newspaper distributed to students
- Parent Teacher Student Association: open to all parents in the EVHS community
- School Improvement Team: open for parents and students to be involved

Planned Activities to Increase Involvement
With our focus to improve climate/culture at EVHS there are a few things that we propose to do:
- Family Surveys: Currently families and community members are not surveyed regularly regarding conference times, desired education programs, involvement ideas, and needed resources. Our plan is to survey families and community members when appropriate through electronic, phone, and/or paper modes to assess the needs of families and how EVHS can better meet their needs. These surveys will be translated into the primary languages of Everett’s parent population, with support from Refugee Development. The goals of the surveys are to: (1) Identify best parent/teacher conferences times. Conferences will be set based on the parent response to the survey. (2) Assess what educational and extracurricular programs that are desired to increase student success. (3) Generate lists of needed resources. (4) Gather data regarding parent/community experience with the school. (5) Design activities that enable parents to be more involved based on their ability to participate. (6) Design communication methods that will reach all parent population. (7) Create action teams for partnerships to increase community involvement. This data would allow EVHS to customize the programs and services that we offer our school community.
to improve the school climate and culture.

cCreate Family/Community Events: We will look into hosting family nights and engage outside organizations such as The Black/Child Family Institute, Lansing Rotary, Capital Area Literacy Coalition, as well as churches and community centers.

cCreate Parent Networks: We will explore providing parent training through the Parent Leadership Institute Network. Through developing networks of parents both the quality and quantity of parent engagement can be improved.

Communication:
A concern of staff is the delivery of information to the parents of students. Parental involvement begins with them knowing what is happening at the school.

Existing Communication Strategies at Everett
Currently the LSD and EVHS employ several methods of transmitting information to our parents and the community:
cWeb-based Strategies: District and school web pages along with the web based program Edline, which includes student information on classes, grades, assignments, syllabuses, announcements from the teachers about class activities, and Email addresses for parents to contact teachers;
cOther: Telephone Robo calls and mailings.

The current communication methods (listed above) present problems in transmitting the information to our parent population for a number of reasons:
cA number of our families do not have computer and/or Internet access;
cThe LSD population has a large mobility rate so often addresses are not updated;
cWe have an increase every year in immigrant families where English is not the primary language (approximately 15% of our student population is ESL and 80% of the parents of these students do not speak English) so information received in a phone call or letter is not understood;
cOur percentage of disadvantaged students and homeless students is increasing, so a telephone or address may not be available.

Planned Communication Strategies
cTranslation: Translate communications into native languages by utilizing support from Refugee Development.
cTelevision-based: Utilize the district cable channel to air a multi-lingual program on activities at Everett.
cNewsletter: Create a multi-lingual newsletter for parents.
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.

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Staffing, calendars, and time are all negotiable and cannot be altered without prior union and district approval.

Based on contractual obligations, monies have been set aside to provide staffing and resources to support the programs added to the school day—e.g., Read 180, PBIS, Behavior Prevention Monitors, etc. Additional resources, including the recruitment and deployment of volunteers, will continue to be solicited and deployed to support the two big ideas outlined in this plan. Indeed, the district has and will engage the EVHS team in deciding how best to allocate the district's Title 20% set-aside and is providing technical support in regards to aligning the school's 10% set aside with the priorities outlined in this plan.

The EVHS team has reviewed the School Improvement Plan (SIP) and modified the budget to meet the needs of the transition plan. Coordination of funding sources—the SIP funds and district and school Title set asides—has been a priority to accomplish the goals established through the EVHS team.

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

The district will provide two Behavior Prevention Monitors in each of the high schools to support initiatives that address issues of climate, graduation rate, and reduction of student suspensions. The district will also provide two Instructional Support Specialists to work with teachers in the three high schools to improve student engagement, classroom organization, and student productivity. The IISD is supporting a PBIS initiative in each of the three high schools as well as School Improvement Facilitators—see their service plan.

Ongoing technical assistance and related support will be provided through IISD. IISD staff will provide support and assistance for the Transformation Plan, as outlined below:

1. Assistance in planning, implementing, and evaluating ongoing, high quality, job-embedded PD in the following areas:
   - Professional Learning Communities
   - MTSS
   - Universal Tier 1 School-wide PBIS
   - Universal Tier 1 PBIS Classroom Management/Discipline in Secondary Schools
   - Tier 2 PBIS - Strategic Behavior Interventions
   - Tier 3 PBIS - Functional Behavior Assessment and Intensive Intervention
   - On-going universal screening
   - On-going progress monitoring
   - Data driven decision-making through the use of a problem solving process
   - Collection, analysis and use of appropriate data
Core curriculum and delivery modifications based on data
Curriculum realignment to the Common Core State Standards

2. Comprehensive Instructional Reform Strategies:
Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS and PBIS initiatives

3. Data-driven Decision Making Through the Use of a Problem Solving Process
IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.
IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.
Assurances Report
### Michigan Department of Education Assurances

**Priority Assurances**

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<th>Assurance</th>
<th>Certified</th>
<th>Comment/Attachment</th>
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<td>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.)</td>
<td>Yes</td>
<td>Teacher.Leaderevaltools_LSD.docx</td>
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<tr>
<td>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.)</td>
<td>Yes</td>
<td>Please see attached. Everett ASSURANCE PD Plan and Calendar 11_27 2012 3.docx</td>
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<tr>
<td>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.)</td>
<td>Yes</td>
<td>See attached. Everett ASSURANCE_Student_schedule_11_27 2012 3.docx</td>
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<tr>
<td>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</td>
<td>Yes</td>
<td>See attached. Everett ASSURANCE_Student_schedule_11_27 2012 3.docx</td>
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<td>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</td>
<td>Yes</td>
<td>See Attached. Everett ASSURANCE_Increased teacher collaboration_11_27 2012 3.docx</td>
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<td>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.</td>
<td>No</td>
<td>All elements of the plan are within the scope of the current bargaining agreement.</td>
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Assurances Report
Michigan Department of Education Assurances
Priority Assurances

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<td>Yes</td>
<td>Teacher.Leader Evaluation Framework.pdf</td>
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<td>Yes</td>
<td>ASSURANCE PD Plan and Calendar_FINAL.pdf</td>
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<td>Yes</td>
<td>Memorandum of Understanding LSEA 1-25-13.pdf</td>
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Domain Five: Student Growth

Component 5a: Student Growth Indicators

Elements: System to determine student strengths and weaknesses  *Established baseline for learning *Pre- and post – assessments *Recorded student progress used for pacing instruction  *Desired results for students clearly defined *Assessment and in-class questioning techniques address various learning styles and higher order thinking skills *Teacher analyzes, interprets, and reflects on student growth

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<td>Ineffective</td>
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<td>System to determine student strengths and weaknesses</td>
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<td>Established baseline for learning</td>
<td>Teaching is directed by the textbook with no reference to Common Core State Standards.</td>
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<td>Pre- and post-assessments</td>
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<td>ELEMENT</td>
<td>LEVEL OF PERFORMANCE</td>
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<tr>
<td>Recorded student progress used for pacing instruction</td>
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<td>Desired results for students clearly defined</td>
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<td>Assessments and in-class questioning techniques address various learning styles and higher order thinking skills</td>
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FRAMEWORK FOR PROFESSIONAL PRACTICE

AND

TEACHER EVALUATION PROCESS
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<th>Domain 3. Instruction</th>
<th>Added for 2012-2013</th>
</tr>
</thead>
</table>

### Track I

**Initial Professional Development**

**Who:**
- Teachers new to the district
- Probationary teachers

**Purpose:**
- To ensure that the Domains within the Framework for Professional Practice are understood, accepted and demonstrated
- To provide support in implementing the components and elements in the Domains
- To provide accountability for

**What:**
- Informal observations

### Track II

**Ongoing Professional Growth**

**Who:**
- Tenured teachers who consistently demonstrate successful practices in the five Domains.

**Purpose:**
- To enhance professional growth
- To promote reflection on practice

### Track III

**Specific Professional Development**

**Who:**
- Tenured teachers in need of specific professional guidance in identified area(s) of the Domains within the Framework for Professional Practice

**Purpose:**
- To provide a tenured teacher the opportunity to seek assistance in any component or element of the Domains

**What:**
- Assistance

### Track IV

**Specific Professional Development**

**Who:**
- Tenured teachers in need of specific professional guidance in identified area(s) of the Domains within the Framework for Professional Practice

**Purpose:**
- To provide a more structured process for a tenured teacher who needs improvement and/or may benefit from more support and specific professional development
- To provide due process for disciplinary
Lansing School District
Evaluation Cycle for Probationary Teachers

Track I

Initial Professional Development Probationary Teacher

Non-Tenured
(5 years probation)

Annual Individualized Development Plan (each of 5 years)

Tenured in Michigan
(2 years probation)

Annual Individualized Development Plan (each of 2 years)
Lansing School District
Evaluation Cycle for Probationary Teachers

Annual Summative Evaluation

Individualized Development Plan (annually during probationary period)

Tenured (Completion of probationary period: 2 year evaluation cycle)

Non-renewal
Lansing School District
Evaluation Cycle for Tenured Teachers

Track II
Ongoing Professional Growth
Satisfactory Performance
(Effective)

Track III Specific Professional Development
Areas of Concern

Informal Process

Track IV Specific Professional Development
Disciplinary/Competency Issue

Formal Process

*Professional Growth Plan

Improvement Plan
Lansing School District
Evaluation Cycle for Tenured Teachers

Individualized Development Plan

*Year 3 includes all Domains

Summative Evaluation

Summative Evaluation

*Professional Growth Year 1 and 2 includes 2 Domains
Lansing School District
Evaluation Cycle for Tenured Teachers

Summative Evaluation

Tenure Commission
## Lansing School District
### Framework for Professional Practice

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1</strong> includes comprehensive understanding of the content to be taught, knowledge of the students’ backgrounds, and designing instruction and assessment. Its components are:</td>
<td><strong>Domain 2</strong> addresses the teacher’s skill in establishing an environment conductive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</td>
</tr>
<tr>
<td><strong>Component 1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
<td><strong>Component 2a: Creating an Environment of Respect and Rapport</strong></td>
</tr>
<tr>
<td><strong>Component 1b: Demonstrating Knowledge of Students</strong></td>
<td><strong>Component 2b: Establishing a Culture for Learning</strong></td>
</tr>
<tr>
<td><strong>Component 1c: Selecting Instructional Goals</strong></td>
<td><strong>Component 2c: Managing Classroom Procedures</strong></td>
</tr>
<tr>
<td><strong>Component 1d: Selecting Instructional Goals</strong></td>
<td><strong>Component 2d: Managing Student Behavior Component 2e: Organizing PhysicalSpace</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 3</strong> is concerned with the teacher’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</td>
<td><strong>Domain 4</strong> addresses a teacher’s additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:</td>
</tr>
<tr>
<td><strong>Component 3a: Communicating Clearly and Accurately</strong></td>
<td><strong>Component 4a: Reflecting on Teaching Component 4b: Maintaining Accurate Records Component 4c: Communicating with Families</strong></td>
</tr>
<tr>
<td><strong>Component 3b: Using Questioning and Discussion Techniques</strong></td>
<td><strong>Component 4d: Contributing to the School and District</strong></td>
</tr>
<tr>
<td><strong>Component 3c: Engaging Students in Learning</strong></td>
<td><strong>Component 4e: Growing and Developing Professionally</strong></td>
</tr>
<tr>
<td><strong>Component 3d: Providing Feedback to Students</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Domain 5: Focuses on Student Growth and is evidenced by multiple measures as determined by employee and evaluator. |
| **Component 5a: Student Growth Indicators** | |

4
Domain One: Planning & Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

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

Component 1b: Demonstrating Knowledge of Students

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

Component 1c: Selecting Instructional Goals

Elements:
- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: Demonstrating Knowledge of Resources

Elements:
- Resources for teaching
Component 1e: Designing Coherent Instruction

Elements:

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

Component 1f: Assessing Student Learning

Elements:

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

Component 1g: Utilizing Technology

Elements:

• Expectations for use
## Domain One: Planning and Preparation

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

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

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

**DOMAIN ONE: PLANNING AND PREPARATION**

Component 1b: *Demonstrating Knowledge of Students*

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>INEFFECTIVE</th>
<th>MINIMALLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Characteristics of Age Group</td>
<td>Teacher displays minimal knowledge of developmental characteristics of age group.</td>
<td>Teacher displays generally accurate knowledge of developmental characteristics of age group.</td>
<td>Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.</td>
<td>Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows.</td>
</tr>
<tr>
<td>Knowledge of Students’ Varied Approaches to Learning</td>
<td>Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, etc.</td>
<td>Teacher displays general understanding of the different approaches to learning that students exhibit.</td>
<td>Teacher displays solid understanding of the different approaches to learning that different</td>
<td>Teacher uses, where appropriate, knowledge of students’ varied approaches to learning in instructional.</td>
</tr>
<tr>
<td>Knowledge of Students’ Skills and Knowledge</td>
<td>Teacher displays little knowledge of students’ skills and knowledge and does not indicate that such knowledge is valuable.</td>
<td>Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class.</td>
<td>Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.</td>
<td>Teacher displays knowledge of students’ skills and knowledge for each student, including those with special needs.</td>
</tr>
<tr>
<td>Knowledge of Students’ Interests and Cultural Heritage</td>
<td>Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that’s such.</td>
<td>Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for.</td>
<td>Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</td>
<td>Teacher displays knowledge of the interests or cultural heritage of each student.</td>
</tr>
</tbody>
</table>

Component 1c: Selecting Instructional Goals

**Elements:** VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. CLARITY: Goals are clearly stated as student learning and permit sound assessment.

SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

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

## DOMAIN ONE: PLANNING AND PREPARATION

Component 1d: *Demonstrating Knowledge of Resources*

**Elements:** Resources for teaching \& Resources for students

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
<th>Ineffective</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for Teaching</td>
<td></td>
<td>Teacher is unaware of resources available through the school or district.</td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
<td>Teacher is fully aware of all resources available through the school or district.</td>
<td>In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example,</td>
</tr>
<tr>
<td>Resources for Students</td>
<td></td>
<td>Teacher is unaware of resources available to assist students who need them.</td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
<td>Teacher is fully aware of all resources available through the school or district.</td>
<td>In addition to being aware of school and district resources, teacher is aware of additional resources available for them.</td>
</tr>
</tbody>
</table>

Component 1e: **Designing Coherent Instruction**

**Elements:** Learning activities \(\text{y}\) Instructional materials and resources \(\text{y}\) Instructional groups \(\text{y}\) Lesson and unit structure

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

## Domain One: Planning and Preparation

**Component 1f: Assessing Student Learning**

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Congruence with Instructional Goals</td>
<td>Content and methods of assessment lack congruence with instructional goals.</td>
</tr>
<tr>
<td>Criteria and Standards</td>
<td>The proposed approach contains no clear criteria or standards.</td>
</tr>
<tr>
<td>Use for Planning</td>
<td>The assessment results affect planning for these students only minimally.</td>
</tr>
</tbody>
</table>


## DOMAIN ONE: PLANNING AND PREPARATION

### Component 1g: Utilizing Technology

**Element:** Expectations for use

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Expectations for Use</td>
<td>Teachers use of technology fails to adequately support instructional goals.</td>
</tr>
<tr>
<td></td>
<td>Minimally Effective</td>
</tr>
<tr>
<td></td>
<td>Teacher uses technology to support instructional goals, taking into consideration students’ prior knowledge about technology.</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>Teacher uses technology to support instructional goals while engaging students in meaningful learning that enhances learning in content areas.</td>
</tr>
<tr>
<td></td>
<td>Highly Effective</td>
</tr>
<tr>
<td></td>
<td>Teacher uses technology to plan varied approaches to learning, to support instructional goals, and to engage students in meaningful learning of</td>
</tr>
</tbody>
</table>

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996.
Domain Two: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Elements:

• Teacher interaction with students
• Student interaction

Component 2b: Establishing a Culture for Learning

Elements:

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

Component 2c: Managing Classroom Procedures

Elements:

• Management of instructional groups
• Management of transitions
• Management of materials and supplies
• Performance of non-instructional duties
• Supervision of volunteers and paraprofessionals
**Component 2d: Managing Student Behavior**

Elements:

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

**Component 2e: Organizing Physical Space**

Elements:

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

**Component 2f: Incorporating Technology into the Environment**

Element:

- Management of materials and classroom interactions
## Domain Two: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport

**Elements:** Teacher interaction with students \& Student interaction

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Teacher Interaction with Students</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</td>
</tr>
<tr>
<td>Student Interaction</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Importance of the Content</td>
<td>Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by teacher.</td>
</tr>
<tr>
<td>Student Pride in Work</td>
<td>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to complete it to the best of their abilities.</td>
</tr>
<tr>
<td>Expectations for Learning and Achievement</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</td>
</tr>
<tr>
<td></td>
<td>Minimally Effective</td>
</tr>
<tr>
<td></td>
<td>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
</tr>
<tr>
<td></td>
<td>Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.</td>
</tr>
<tr>
<td></td>
<td>Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.</td>
</tr>
<tr>
<td></td>
<td>Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
</tr>
<tr>
<td></td>
<td>Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</td>
</tr>
<tr>
<td></td>
<td>Highly Effective</td>
</tr>
<tr>
<td></td>
<td>Students demonstrate through their active participation, curiosity, and attention to detail that they value the content’s importance.</td>
</tr>
</tbody>
</table>
|                                | Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is established and maintained through planning of learning activities, interactions, and the classroom environment high expectations for the
DOMAIN TWO: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Instructional Groups</td>
<td>Ineffective: Students not working with the teacher are not productively engaged in learning.</td>
</tr>
<tr>
<td>Management of Transitions</td>
<td>Ineffective: Much time is lost during transitions.</td>
</tr>
<tr>
<td>Management of Materials and Supplies</td>
<td>Ineffective: Materials are handled inefficiently, resulting in loss of instructional time.</td>
</tr>
<tr>
<td>Performance of Non-instructional Duties</td>
<td>Ineffective: Considerable instructional time is lost in performing noninstructional duties.</td>
</tr>
<tr>
<td>Supervision of Volunteers and Paraprofessionals</td>
<td>Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Safety and Arrangement of Furniture</td>
<td>The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or</td>
</tr>
<tr>
<td>Accessibility to Learning and Use of Physical Resources</td>
<td>Teacher uses physical resources poorly, or learning is not accessible to some students.</td>
</tr>
</tbody>
</table>

Element: Management of materials and classroom interactions

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Materials and Classroom Interactions</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>Teacher’s attempts to manage technology and student interactions fail to create a positive environment.</td>
</tr>
</tbody>
</table>

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

Component 3a: Communicating Clearly and Accurately

Elements:

- Directions and procedures
- Oral and written language

Component 3b: Using Questioning and Discussion Techniques

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

Elements:

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

Component 3d: Providing Feedback to Students

Elements:

- Quality: Accurate, substantive, constructive, and specific
- Timeliness
Component 3e: *Demonstrating Flexibility and Responsiveness*

Elements:

- Lesson adjustment
- Response to students
- Persistence

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

Element:

- Integration of technology
## COMPONENT 3a: Communicating Clearly and Accurately

**Elements:** Directions and procedures y Oral and written language

### LEVEL OF PERFORMANCE

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

## DOMAIN THREE: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

**Elements:** Quality of questions y Discussion techniques y Student participation

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

**DOMAIN THREE: INSTRUCTION**

Component 3c: *Engaging Students in Learning*

**Elements:** Representation of content y Activities and assignments y Grouping of students

y Instructional materials and resources y Structure and pacing

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVE L O F P E R F O R M A N C E</th>
<th>Ineffective</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation of Content</td>
<td></td>
<td>Representation of content is inappropriate and unclear or uses poor examples and analogies.</td>
<td>Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult for the students to follow.</td>
<td>Representation of content is appropriate and links well with students’ knowledge.</td>
<td>Representation of content is appropriate and links well with students’ knowledge and experience. Students are energized.</td>
</tr>
<tr>
<td>Activities and Assignments</td>
<td>Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.</td>
<td>Some activities and assignments are appropriate to students and engage them mentally, but others do not.</td>
<td>Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to instructional goals.</td>
<td>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to instructional goals.</td>
<td></td>
</tr>
<tr>
<td>Grouping of Students</td>
<td>Instructional groups are inappropriate to the students or to the instructional goals.</td>
<td>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.</td>
<td>Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance</td>
<td>Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance</td>
<td></td>
</tr>
</tbody>
</table>

### Domain Three: Instruction Component 3c: Engaging Students in Learning

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Instructional Materials and Resources</td>
<td>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</td>
</tr>
<tr>
<td>Structure and Pacing</td>
<td>The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.</td>
</tr>
</tbody>
</table>

## Component 3d: Providing Feedback to Students

### Elements:
- **Quality**: accurate, substantive, constructive, and specific
- **Timeliness**

### Level of Performance

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

## Domain Three: Instruction

**Component 3e: Demonstrating Flexibility and Responsiveness**

**Elements:** Lesson adjustment \( \times \) Response to students \( \times \) Persistence

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Lesson Adjustment</td>
<td>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</td>
</tr>
<tr>
<td>Response to Students</td>
<td>Teacher ignores or brushes aside students’ questions or interests.</td>
</tr>
<tr>
<td>Persistence</td>
<td>When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student’s struggles.</td>
</tr>
</tbody>
</table>

Domain 3: Instruction

Component 3f: Providing Instruction In and Through Technology

Element: Integration of technology

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Integration of</td>
<td>Teacher-directed activities and assignments utilizing technology are inappropriate for students and fail to engage students mentally.</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

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

Component 4a: Reflecting on Teaching

Elements:
- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

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

Component 4c: Communicating with Families

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

Component 4d: Contributing to the School and District

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

Component 4e: Growing and Developing Professionally

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

Component 4f: Showing Professionalism

Elements:
- Service to students
- Advocacy
- Decision making
## Component 4a: Reflecting on Teaching

**Elements:** Accuracy y Use in future teaching

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>L E V E L O F P E R F O R M A N C E</th>
<th>Ineffective</th>
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<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td></td>
<td>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.</td>
<td>Teacher has generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met.</td>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite many specific examples from the lesson and weighing the effectiveness.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the effectiveness.</td>
</tr>
<tr>
<td>Use in Future Teaching</td>
<td>Teacher has no suggestions for how a lesson may be improved another time.</td>
<td>Teacher makes general suggestions about how a lesson may be improved.</td>
<td>Teacher makes a few specific suggestions of what he may try another time.</td>
<td>Drawing on extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

## DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

### Component 4b: Maintaining Accurate Records

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

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

**Domain Four: Professional Responsibilities**

**Component 4c: Communicating with Families**

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
<th>Ineffective</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information About the</td>
<td></td>
<td>Teacher provides little information about the instructional program to</td>
<td>Teacher participates in the school’s</td>
<td>Teacher provides frequent information to parents, as appropriate, about</td>
<td>Teacher provides frequent information to parents, as appropriate, about the</td>
</tr>
<tr>
<td>Instructional Program</td>
<td></td>
<td>families.</td>
<td>activities for parent communication but</td>
<td>the instructional program.</td>
<td>instructional program.</td>
</tr>
<tr>
<td>Information About</td>
<td></td>
<td>Teacher provides minimal information to parents and does not respond or</td>
<td>Teacher adheres to the school’s required</td>
<td>Teacher communicates with parents about students’ progress on a regular</td>
<td>Teacher provides information to parents frequently on both positive and negative</td>
</tr>
<tr>
<td>Individual Students</td>
<td></td>
<td>responds insensitively to parent concerns about</td>
<td>procedures for communicating to parents.</td>
<td>basis and is available as needed to handle parent concerns with great</td>
<td>aspects of student progress. Response to parent concerns is handled with great</td>
</tr>
<tr>
<td>Engagement of Families in the</td>
<td></td>
<td>Teacher makes no attempt to engage families in the instructional program,</td>
<td>Teacher makes modest and inconsistently</td>
<td>sensitive.</td>
<td>sensitivity.</td>
</tr>
<tr>
<td>Instructional Program</td>
<td></td>
<td>or such attempts are inappropriate.</td>
<td>successful attempts to engage families in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the instructional program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher’s efforts to engage families in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>instructional program are frequent and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher’s efforts to engage families in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>instructional program are frequent and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>successful.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students contribute ideas for projects.
DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

### DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

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

**Elements:** Relationships with colleagues \(\text{y}\) Service to the school \(\text{y}\) Participation in school and district projects

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td>Relationships with Colleagues</td>
<td>Teacher’s relationships with colleagues are negative or self-serving.</td>
</tr>
<tr>
<td>Service to the School</td>
<td>Teacher avoids becoming involved in school events.</td>
</tr>
<tr>
<td>Participation in School and District Projects</td>
<td>Teacher avoids becoming involved in school and district projects.</td>
</tr>
</tbody>
</table>

**DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES**

**Component 4e: Growing and Developing Professionally**

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

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

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996.
DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Service to students y Advocacy y Decision making

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

Lansing School District
Framework for Professional Practice for Teachers

Analysis of Self-assessment Worksheet

Track I, Track II, Track III and Track IV

Directions:

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

Teacher ____ School Year ____ Date of Initial Conference ____

Teacher’s Signature ____ Administrator’s Signature ____

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

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

Suggested Growth Areas for Goal Setting for Teacher’s Plan

(to be completed during conference between teacher & administrator)
Who

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

Purpose

The purpose of the Initial Professional Development Track is to:

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

Mentoring

New staff with less than three years of professional experience will be teamed with a mentor. The role of the mentor is to guide and support the new teacher through the probationary period.

Professional Development

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

Group Session

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

Initial Self Assessment – Framework for Professional Practice for Teachers

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

Upon completion of the Self Assessment using the rubrics in the Framework, the teacher will summarize his/her assessment results on the Analysis of Self-assessment Worksheet in the first two boxes. This form is on page 35. This will provide a starting point for the conference with the administrator as both of them work through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (teacher’s copy and administrator’s copy) and Individualized Development Plan will be attached to the Summative Evaluation at the end of the teacher’s evaluation year.

Initial Conference

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

Individualized Development Plan

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

Formal Observation

Three formal observations, each one equal to 30 minutes or more shall be completed within sixty-five (65) school days from date of hire. One (1) additional observation shall be made within one hundred twenty (120) school days from date of hire. This procedure shall be followed each probationary year with the time line beginning from the first teaching day of the school year.

There shall be at least sixty (60) calendar days between the first and third observations. Written summaries of each observation will be provided to the teacher within five (5) working days of the formal observation. The templates for these summaries are included in this Track I section. A conference regarding the observation may be held at the request of either the teacher or the administrator. Note the timelines on the Procedural Documentation NCR Form from the Human Resources Office.
Informal Observations & Feedback

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

Professional Development Log

Teachers in Track I are encouraged to record their professional development online through the format provide by the district’s Human Resources Office.
Summative Evaluation and Conference

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

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

NEW Requirements 2012-2013

Domain 5, Student Growth, is a mandatory component. Student Assessment Chart and needs to be submitted for discussion purposes only.
Lansing School District
Framework for Professional Practice for Teachers

Individual Development Plan Track 1

Teacher Name ______________ Date ______________

Administrator Name ______________ Probationary Year _____

Goal 1 (define): The goal addresses the following domains of the district’s Framework for Professional Practice (check all that apply):

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

Purpose of the Goal (explain):

Teacher responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):
The goal addresses the following domains of the district’s Framework for Professional Practice (check all that apply):

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

Administrator responsibilities (list type(s) of support and activities that can be expected from the administrator):
Goal 3 (define):

Purpose of the Goal (explain):

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

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

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

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):
Selection of Domain 5 Assessments:

Goal Statements for example of student growth:

Assessment Choice 1

Assessment Choice 2

Mutually developed by:

Teacher Signature______  Date __

Administrator Signature______  Date __
Personnel File, Employee, Administrator
Lansing School District
Framework for Professional Practice for Teachers

Single Lesson Plan Track I

Teacher ______ School ______

Grade Level ______ Subject: ______ Date ______

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

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

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

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (Component 1e)
Lansing School District
Framework for Professional Practice for Teachers

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

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

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

8. How do you plan to make use of the results of the assessment? (Component 1f)
Lansing School District
Framework for Professional Practice for Teachers

Classroom Observation Form Track 1

Teacher _______  School _______

Date of Observation (s) _______ (circle year)  Area/Grade ___

Probation 1 2 3 4 5

Duration of Visit _______  Outcome of Lesson Observed ___

(observation must be 30 minutes or more)

The domains, components, elements and rubrics of the district’s Framework for Professional Practice are the basis for the following comments: Observations:
Recommendations/Suggested Areas for Further Improvement:

Administrator Signature Date of Conference c: Employee and Administrator
Summative Evaluation Form Track I

Teacher ________  Building ________

Administrator __  School Year ___

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

Summarize the following areas:

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

1. Planning and Preparation
2. The Classroom Environment

3. Instruction

4. Professional Responsibilities
Lansing School District
Framework for Professional Practice for Teachers

5. Student Growth
Summarize the following areas (continued):

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

C. General Comments:
Lansing School District
Framework for Professional Practice for Teachers

Administrator’s Evaluation: Yes or No
Circle One
1. Ineffective
2. Minimally Effective
3. Effective
4. Highly Effective

Date of year-end evaluation Summative Evaluation Conference_

Teacher statement attached? ______ yes ______ no

__________________________  ________________
Teacher Signature        Date

__________________________
Administrator Signature
Date c: Personnel File, Employee, Administration
Track II – Ongoing Professional Growth

Who

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

Purpose

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

1. Demonstration of the Framework for Professional Practice for Teachers

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

2. Progress on the Professional Growth Plan

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

PROCESS
Group Session

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

Initial Self Assessment – Framework for Professional Practice for Teachers

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

**Analysis of Self-assessment Worksheet**

Upon completion of the Self Assessment using the rubrics in the Framework, the teacher will summarize his/her assessment results on the Analysis of Self-assessment Worksheet (page 35) in the first two boxes. This Analysis will provide a starting point for the collaborative dialogue between the teacher and the administrator as both work together through the third box on the Worksheet. A copy of both Analysis of Self-assessment Worksheets (teacher’s copy and administrator’s copy) and Professional Growth Plan will be attached to the Summative Evaluation at the end of the teacher’s evaluation year.

**Planning Conference**

The teacher will have an initial planning conference with the supervising administrator as early as the spring prior to the evaluation year, and no later than October 1 of the evaluation year, (as noted in the Timelines Chart at the end of this packet of materials and on the Procedural Documentation NCR Form from the Human Resources Office) to:

1) Review and discuss the completed Self Assessment using the rubrics; and,

2) Use the Analysis of Self-assessment Worksheet to collaboratively identify areas of strength and possible areas for improvement.

**Professional Growth Plan**

The teacher develops a written Professional Growth Plan and submits it to the administrator for approval and signature by October 1, using the template following this section of text. If it becomes necessary to revise a Professional Growth Plan, all revisions must be reviewed with the supervising administrator. Guidelines for the Plan are on the following pages.

**Mid-Year Conference**

A mid-year conference, scheduled prior to January 25, will provide an opportunity for dialogue with, and support from the administrator, about progress with the goal(s) in the Professional Growth Plan. Requests for additional 1-1 conferences or classroom observations can be made by the teacher or administrator.

**Summative Evaluation Conference**
Lansing School District
Framework for Professional Practice for Teachers

The teacher and supervising administrator will have a Summative Evaluation Conference in the spring, no later than April 30, to review the results of the goals in the Professional Growth Plan and to add the student assessment data to the plan. The teacher will provide a list of the actual products or bring actual artifacts developed as part of the goal accomplishment. The teacher will provide the selected student growth data to this conference. He/she will bring the completed Summative Evaluation Form to this conference for administrator input, approval and signature. All forms shall be submitted to the Human Resources Office by May 15.
Lansing School District
Framework for Professional Practice for Teachers

Track II – Ongoing Professional Growth

Professional Log

Teachers in Track II are encouraged to record their professional development online through the format provided by the district’s Human Resources Office.

Major Components of the Professional Growth Plan

Goal(s)

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

In the Track II process, teachers are encouraged to work in a way that best matches the goal(s) they establish for their Professional Growth Plan. They can work individually or collaboratively with their colleagues, department colleagues, or any other combination of faculty members.

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

Rationale for Goal(s)

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

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

Strategies/Activities to Accomplish Goal(s)

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

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

Examples of Strategies/Activities

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

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

Resources/Professional Development

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

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

Examples of Resources & Professional Development

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

Indicators of Progress/Goal Accomplishment

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

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

Examples of Indicators

* student work portfolios * administrator observations * parent feedback
* peer observations * written curriculum * statistical measures
Lansing School District
Framework for Professional Practice for Teachers

* artifacts
* performance assessment
* reflective journal entries
* analysis of case study
* benchmarks
* student feedback/responses
(Completed by teacher working on an individual plan or teachers working collaboratively as part of a team on a plan.)

Teacher(s)  School  Grade/Department/Team

………………………………………………………………………………………………………………………………

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

This plan addresses the following domains of the district’s Framework for Professional Practice (check all that apply):

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

Administrator checks which type of goal has been set (refer to the Addendum at the end of this document for details):

- Improvement Goal
- Renewal Goal
- Redesign or Restructuring Goal
- “Deepening” Goal
- “Integrating” Goal
- “Engaging” Goal
- “Assessing” Goal

The goal(s) must be aligned with the domains, components and elements of the Framework for Professional Practice. Indicate whether this goal(s) will be accomplished during a one-, two- or three-year time frame. Guidelines are on the preceding pages. Use the space below or attach a document using the following template:

**Specific Goal(s): What strategies or activities will you do?**
Resources/Professional Development Needed to Accomplish Goal(s): Projected Indicators/Artifacts of Goal(s) Accomplishment:

Selection of Domain 5 Assessments

Assessment Choice 1 (National or State) Goal Statement

Assessment Choice 2 (Other Objective Criteria) Goal Statement

Teacher(s) Signature and Date: Administrator Signature and Date:

______________________________  ______________________________

______________________________  ______________________________

c: Personnel File, Employee, Administrator
Lansing School District
Framework for Professional Practice for Teachers

Summative Evaluation Form Track II

(Completed by teacher working individually or as a member of a collaborative team)

Teacher(s)     School      Program/Department/Team

Date of Mid-year Progress Conference: __

Date of Final Summative Evaluation: ___(by April 30)

Reflection on Goal Accomplishment and/or Progress:

Directions

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

Part One

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

Part Two

Please respond to each of the following reflective questions:
Lansing School District  
Framework for Professional Practice for Teachers

a. What went particularly well as you worked on this goal(s) in your Professional Growth Plan?

b. What did not go as you had expected?

c. If you had a chance to begin again, is there anything you would do differently?

d. How do you plan to apply this new learning?

e. What significance has this Professional Growth Plan made in your work and/or your students’ learning and/or families’ progress?

f. How has working on this goal helped you form future Framework goals?

g. What other insights have you gained as a result of this professional growth experience?

Part Three

a. Attach the Professional Growth Plan to this form.

b. Attach copies of Analysis of Self-assessment Worksheet (from both parties)

c. Attach your Professional Log (optional)

New Requirements 2012-2013

Domain 5, Student Growth, is a mandatory component. Student Assessment Chart needs to be submitted for discussion purposes at the Summative conference.
Lansing School District
Framework for Professional Practice for Teachers

<table>
<thead>
<tr>
<th>Recommendation for continued employment</th>
<th>Circle One</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Yes   _____ No</td>
<td>1. Ineffective</td>
</tr>
<tr>
<td>Placed on Track III –Informal</td>
<td>2. Minimally Effective</td>
</tr>
<tr>
<td>_____ Yes   _____ No</td>
<td>3. Effective</td>
</tr>
<tr>
<td></td>
<td>4. Highly Effective</td>
</tr>
</tbody>
</table>

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

Teacher(s) Signature and Date: Administrator Signature and Date:

__________________________________________  ________________________________

__________________________________________

c: Personnel File, Employee, and Administrator
Track III – Specific Professional Development

Who

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

Purpose

The purpose of the Specific Professional Development Track is to:

1. Enable a tenured teacher to seek assistance in any of the components and elements within the district’s Framework for Professional Practice:

2. Provide a more structured process for a tenured teacher, who by the determination of the administrator, needs improvement and/or may benefit from more specific support and professional development; and/or,

3. Provide due process for disciplinary action.

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

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

Informal Process (assistance)

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

Analysis of Self-assessment Worksheet

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

Teachers in Track III are encouraged to record their professional development online or on the Professional log (appendix).

Discussion

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

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

The administrator will offer the teacher the following options:

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

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

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

Improvement Plan

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

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

A mid-year conference, scheduled prior to January 25, will provide an opportunity for dialogue and support about progress with the goal(s) in the Professional Growth Plan. Requests for additional conferences can be made by the teacher or administrator.

Observations

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

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

The administrator will complete the year-end written Summative Evaluation and conference by March 15 using the templates provided in this Track III section. It shall include an assessment of the teacher’s progress in meeting the goal(s) of his/her Improvement Plan. Again, copies of the teacher’s and administrator’s Self-assessment Worksheet, a copy of the Improvement Plan and any copies of the Classroom Observation Form will be attached to the Summative Evaluation. The teacher and administrator will keep their own copies of the completed Framework for Professional Practice rubrics to be continued in the next evaluation cycle.

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

1. The goal(s) were achieved in which case the teacher will be returned to Track II.

2. There was some progress toward the goal. However, the progress was not sufficient.

Therefore, the teacher will be continued on the Improvement Plan and informally evaluated in the following school year.

3. There was little to no progress toward the goal(s). Therefore, the teacher will be placed on an Individualized Development Plan (see Formal Process). The Improvement Plan serves as the Informal Discussion and Identification of Areas Needing Improvement required as part of the Formal Process.
Goal 1 (define): The goal addresses the following domains of the district’s Framework for Professional Practice (check all that apply):

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

Purpose of the Goal (explain):

Teacher responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):
Goal 2 (define):

Purpose of the Goal (explain):

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

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

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

Framework for Professional Practice for Teachers

Track III – Specific Professional Development

Goal 3 (define):

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

Planning and Preparation
The Classroom Environment
Instruction
Professional Responsibilities
Student Growth

Purpose of the Goal (explain):

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

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):
Selection of Domain 5 Assessments:

Goal Statements for example of student growth

Assessment Choice 1

Assessment Choice 2

Mutually developed by:

Teacher Signature _____ Date ___
1. Briefly describe the students in this class, including those with special needs. (Component 1b)

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

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

4. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (Component 1e)
5. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? (Component 1a)

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

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

8. How do you plan to make use of the results of the assessment? (Component 1f)
The domains, components, elements and rubrics of the district’s Framework for Professional Practice are the basis for the following comments: Observations:
Lansing School District
Framework for Professional Practice for Teachers

Recommendations:

Administrator Signature Date of Conference c: Employee and Administrator
Summative Evaluation Form Track III

Teacher _______ Building _______

Administrator _______ School Year _____

Summarize the following areas:

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

1. Planning and Preparation
Lansing School District
Framework for Professional Practice for Teachers

2. The Classroom Environment

3. Instruction

4. Professional Responsibilities
5. Student Growth
Summarize the following areas (continued):

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

Administrator’s Evaluation: Circle One:

<table>
<thead>
<tr>
<th>1. Ineffective</th>
<th>2. Minimally Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Effective</td>
<td>4. Highly Effective</td>
</tr>
</tbody>
</table>

Comments:
Lansing School District
Framework for Professional Practice for Teachers

If “yes”, then check which plan: ______ Improvement Plan (assistance)

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

Date of year-end evaluation conference ______

Teacher statement attached? ______ yes ______ no

Teacher Signature ___________________________ Date ________________

Administrator Signature ___________________________ Date ________________

c: Personnel File, Employee, Administration
Lansing School District
Framework for Professional Practice for Teachers

Track IV – Specific Professional Development

Who

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

Purpose

The purpose of the Specific Professional Development Track is to:

1. Enable a tenured teacher to seek assistance in any of the components and elements within the district’s Framework for Professional Practice:

2. Provide a more structured process for a tenured teacher, who by the determination of the administrator, needs improvement and/or may benefit from more specific support and professional development; and/or,

3. Provide due process for disciplinary action.

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

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

Formal Process (disciplinary or competency issues)

The teacher may be placed in Track IV at any time because of, but not limited to:
Lansing School District
Framework for Professional Practice for Teachers

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

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

Informal Discussion

The information from the Self Assessment and Analysis of Self-assessment Worksheet will be used in this process. The administrator and teacher shall informally discuss perceived problems.
The informal discussion period shall not exceed twenty (20) school days. Copies of both Analysis of Self-assessment Worksheets (teacher’s copy and administrator’s copy) and Individualized Development Plan will be attached to the Summative Evaluation at the end of the evaluation year or other pre-determined timeline.

Identification of Areas Needing Improvement

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

Individualized Development Plan

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

The plan will include:

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

Observations
Lansing School District
Framework for Professional Practice for Teachers

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

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

Monitoring Progress

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

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

The administrator will complete the year-end written Summative Evaluation and conference by March 15. It shall include an assessment of the teacher’s progress in meeting the goal(s) of his/her Individualized Development Plan. Again, copies of the teacher’s and administrator’s Self-assessment Worksheets, a copy of the Individual Development Plan, and any copies of the Classroom Observation Form will be attached to the Summative Evaluation. The teacher and administrator keep their own copies of the completed Framework for Professional Practice rubrics to be continued in the next evaluation cycle.

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

1. The goal(s) were achieved in which case the teacher can be returned to Track II.

2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the teacher will be continued on the Individualized Development Plan and formally evaluated in the following school year.

3. There was little to no progress toward the goal(s) or the Individualized Development Plan was not taken seriously by the teacher. Discussion will be held with the Human Resources Office to determine appropriate next steps.
Teacher Name _

Date __

Administrator Name ___

Tenure ______

Goal 1 (define):

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

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

Purpose of the Goal (explain):

Teacher responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):
Lansing School District
Framework for Professional Practice for Teachers

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

Goal 2 (define):

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

- Planning and Preparation
- The Classroom Environment
- Instruction

Purpose of the Goal (explain):

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

Administrator responsibilities (list type(s) of support and activities that can be expected from the administration):
Goal 3 (define):

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

Planning and Preparation
The Classroom Environment
Instruction
Professional Responsibilities
Student Growth

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

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

Selection of Domain 5 Assessments:
Goal Statements for examples of student growth

Assessment Choice 1

Assessment Choice 2

Mutually developed by:

Teacher Signature_______ Date __

Administrator Signature_______ Date __
Lansing School District
Framework for Professional Practice for Teachers

c: Personnel File, Employee, Administrator
1. Teacher _____ School ______

2. Grade Level ____ Subject: ______ Date ___

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

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

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

6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates) (Component 1e)
7. What difficulties do you anticipate students may experience in this lesson, and how do you plan to anticipate these difficulties? (Component 1a)

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

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

10. How do you plan to make use of the results of the assessment? (Component 1f)
Lansing School District
Framework for Professional Practice for Teachers

Classroom Observation Form Track IV

Teacher _______ School _______

Date of Observation (s) _______ Area/Grade ___

Duration of Visit _______ Outcome of Lesson Observed ___

(each observation must be 30 minutes or more)

The domains, components, elements and rubrics of the district’s Framework for Professional Practice are the basis for the following comments: Observations:
Lansing School District
Framework for Professional Practice for Teachers

Recommendations:

Administrator Signature Date of Conference: Employee and Administrator
Summative Evaluation Form Track IV

Summarize the following areas:

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

1. Planning and Preparation
2. The Classroom Environment

3. Instruction

4. Professional Responsibilities
5. Student Growth
B. Individualized Development Plan/Improvement Plan (attach plan, copies of the teacher’s and administrator’s Self-assessment Worksheet using the Framework rubrics, and any copies of Classroom Observation Form)

**Administrator’s Evaluation:**

Circle one:

<table>
<thead>
<tr>
<th>1. Ineffective</th>
<th>2. Minimally Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Effective</td>
<td>4. Highly Effective</td>
</tr>
</tbody>
</table>

Comments:
| **Lansing School District**  
| **Framework for Professional Practice for Teachers** |

**Improvement Plan (assistance)**

**Recommended to go to Track IV**  
Disciplinary/Competency - action

**Date of year-end evaluation conference**

**Teacher statement attached?**  
yes  no

<table>
<thead>
<tr>
<th>Teacher Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Administrator Signature</th>
<th>Date c: Personnel File, Employee, Administration</th>
</tr>
</thead>
</table>
Lansing School District

Framework for Professional Practice for Teachers

Professional Growth Plan

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

Teaching and Learning Goals

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

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

3. Redesign or Restructuring Goals - Doing Things Differently
• Goal relates to the components or elements of the Framework for Professional Practice for Teachers.

• Goals should lead to new ways of doing things.

• Goal would require additional resources and time.

• Purpose of goal would be to provide a new way of thinking about and demonstrating the importance of the domains.

• Product for this goal should include a rationale for the change, the desired outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for revaluing all relevant outcomes of the change.

• Teachers should work toward this goal as a team.

• Goal should be a two- or three-year goal.
Program or Curriculum Goals

1. “Deepening” Goals – Organizing Curriculum around Deepening Student Understanding
   - Goal focuses on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts).
   - Teachers could work toward this goal individually or as a team.
   - The product for this goal should include a rationale, what students should know and be able to do as a result of this work, and a plan for assessing and evaluating the merit of the changes.
   - Goal could be a one-, two-, or three-year goal, depending on the scope of the project.

2. “Integrating” Goals – Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts across Different Content Areas
   - Goals would focus on developing integrated lessons, units and courses.
   - This work could be done individually or in teams.
   - Products should include rationale, desired outcomes, necessary materials, recommended strategies or practices, and a plan for assessing and evaluating the merit of the activity.
   - Goals should be for two or three years, depending on the scope of the effort.

3. “Engaging” Goals – Designing Learning Experiences to Engage Students
   - Goals would focus on developing curriculum plans, materials and related activities that attend specifically to increasing the engagement of students in the work on the classroom.
   - Goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages.
   - Product should include desired outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and a plan for assessing student outcomes and the merit of the process.
   - This work could be done by an individual or a team.
   - Goals could be for one, two or three years, depending on the scope of the plan.

4. “Assessing” Goals – Designing Activities and Experiences Determining What Students Have Learned and What They Can Do
• Goal would focus on developing new or alternative assessments to measure or describe student learning.
• Work could be done individually or in teams.
• Product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction.
• Goals could be for one, two or three years, depending on the scope of the plan.

Adapted from: Teacher Evaluation to Enhance Professional Practice, Danielson & McGreal, 2000, pages 112-113
### Professional Reading: Instructional Supervision

**8. Teacher Evaluation**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCD (1992)</td>
<td>Teacher Evaluation/Teacher Portfolios (Topic Pack)</td>
</tr>
<tr>
<td>Barker &amp; Searchwell</td>
<td><em>Supervision in Transition</em></td>
</tr>
<tr>
<td>Barker &amp; Searchwell</td>
<td><em>Writing Meaningful Teacher Evaluations - Right Now!</em></td>
</tr>
<tr>
<td>Barker &amp; Searchwell</td>
<td><em>Writing Year-End Teacher Improvement Plans – Right</em></td>
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<td>Barker &amp; Searchwell</td>
<td><em>Writing Meaningful Evaluations for Non-Instructional Staff</em></td>
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<tr>
<td>Beerens</td>
<td><em>Evaluating Teachers for Professional Growth: Creating a</em></td>
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<tr>
<td>Blase &amp; Blase (2003)</td>
<td><em>Breaking the Silence: Overcoming the Problem of</em></td>
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<tr>
<td>Buron &amp; Donald-Mann</td>
<td><em>Giving Feedback to Subordinates –</em> <a href="http://www.ccl.org">www.ccl.org</a></td>
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<td>Comer</td>
<td><em>Waiting for a Miracle: Why Schools Can’t Solve Our</em></td>
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<td>Coens &amp; Jenkins</td>
<td><em>Abolishing Performance Appraisals: Why They Backfire</em></td>
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<td>Costa &amp; Garmston</td>
<td><em>Cognitive Coaching: A Foundation for Renaissance</em></td>
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<td>Cummings</td>
<td><em>Teaching Makes a Difference and Managing to Teach</em></td>
</tr>
<tr>
<td>Danielson</td>
<td><em>Enhancing Professional Practice: A Framework for</em></td>
</tr>
<tr>
<td>Danielson &amp; McGreal</td>
<td><em>Teacher Evaluation to Enhance Professional Practice</em></td>
</tr>
<tr>
<td>Daresh &amp; Playko</td>
<td><em>Supervision as a Proactive Process: Concepts and Cases</em></td>
</tr>
<tr>
<td>DuFour &amp; Eaker (1998)</td>
<td><em>Professional Learning Communities at Work: Best</em></td>
</tr>
<tr>
<td>ETS</td>
<td><em>Pathwise Software: A Framework for Teaching</em></td>
</tr>
<tr>
<td>Garmston &amp; Wellman</td>
<td><em>The Adaptive School: A Sourcebook for Developing</em></td>
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<tr>
<td>Ginsberg &amp; Wlodkowski</td>
<td><em>Creating Highly Motivating Classrooms for All Students: A</em></td>
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<tr>
<td>Glatthorn</td>
<td><em>Differentiated Supervision</em></td>
</tr>
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<td>Glickman</td>
<td><em>Supervision of Instruction: A Developmental Approach</em></td>
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<tr>
<td>Glickman</td>
<td><em>Leadership for Learning: How to Help Teachers Succeed</em></td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------</td>
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<tr>
<td>Kerkland &amp; Manoogian</td>
<td><em>Ongoing Feedback: How to Get it, How to Use It</em> –</td>
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<tr>
<td>Lawrence, et al</td>
<td><em>The Marginal Teacher: A Step-by-Step Guide to Fair</em></td>
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<td>NAESP</td>
<td><em>Essentials for Principals: Effective Teacher Observations</em></td>
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<td>Peterson</td>
<td><em>Teacher Evaluation: A Comprehensive Guide to New</em></td>
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<td>Popejoy &amp; McManigle</td>
<td><em>Managing Conflict with Direct Reports</em></td>
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<td>Ribas</td>
<td><em>ELPS: The Educational, Legal, Public Relations and</em></td>
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<td>Schlechty</td>
<td><em>Social-emotional Standards and Processes of Effective</em></td>
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<td><em>Inventing Better Schools: An Action Plan for Educational Leadership</em></td>
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<tr>
<td>Sergiovanni</td>
<td><em>Leadership for the Schoolhouse: How Is It Different? Why</em></td>
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<tr>
<td>Stewart, et al</td>
<td><em>The Reflective Principal: Leading the School</em></td>
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<tr>
<td>Stronge (2002)</td>
<td><em>Qualities of Effective Teachers</em></td>
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<tr>
<td>Sullivan &amp; Glanz (2000)</td>
<td><em>Supervision that Improves Teaching: Strategies and</em></td>
</tr>
<tr>
<td>Tomlinson &amp; Allan</td>
<td><em>Leadership for Differentiating Schools &amp; Classrooms</em></td>
</tr>
<tr>
<td>Wald &amp; Castelberry</td>
<td><em>Educators as Learners: Creating a Professional Learning</em></td>
</tr>
<tr>
<td>Weitzel</td>
<td><em>Feedback That Works: How to Build and Deliver Your</em></td>
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Lansing School District

Administrative Performance Review

Employees’ Name______________________________

Title_________________________________________

Evaluator_____________________________________

School Year___________________________________
### DOMAIN FIVE:

<table>
<thead>
<tr>
<th>Timelines</th>
<th>Due Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement on Goals</td>
<td>September 30</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>Year-end Evaluation</td>
<td>March 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 1 for Administrators who may be non-renewed for performance</td>
<td></td>
</tr>
</tbody>
</table>

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

Part One:  Job Responsibilities

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

Part Two:  Objectives

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

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

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>% of Student Growth in Year-end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>25%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>40%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>50%</td>
</tr>
</tbody>
</table>
### DOMAIN FIVE:

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Ineffective &lt; 70%</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Effective 61% - 75%</td>
</tr>
<tr>
<td>2</td>
<td>Effective 76% - 89%</td>
</tr>
<tr>
<td>3</td>
<td>Highly Effective &gt; 90%</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Supervises the instructional programs of the school, evaluating lesson design and observing classes on a regular basis to assure instructional strategies and materials are consistent with student learning needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Leads development and implementation of the building’s School Improvement Plan. Uses student achievement data to establish SIP goals and monitors progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Manages, evaluates and supervises effective and clear procedures for the safe and orderly operation of the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Ensures compliance with all laws, board policies, and state and federal regulations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Administers school budget and maintains system to account for all student activity funds, fund raising activities, extra curricular and athletic funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Maintains positive, collaborative and mutually supportive relationships with parents and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Communicates effectively and regularly with parents, staff and district administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Maintains current, complete student records. Has established procedures for maintaining confidentiality of student information as required by law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Supervises and evaluates teachers and staff in accordance with collective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DOMAIN FIVE:

bargaining agreements and legal requirements in a timely manner.

10. Maintains high standards for student behavior and applies consistent disciplinary measures in accordance with Board policy and administrative guidelines.

11. Completes reports thoroughly and promptly and responds to requests promptly and efficiently.

12. Is present in the building, attends meetings and participates in school and community activities.

This section to be completed by the Evaluator

Assessment of Employee’s Performance of Job Responsibilities

☐ Ineffective  ☐ Minimally Effective  ☐ Effective  ☐ Highly Effective

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

Date of Initial Goal Setting Meeting: ________________

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

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>Performance Objectives (Includes Statement of Measurable Outcome)</th>
<th>Evidence you will provide to demonstrate successful completion of objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth 5%</td>
<td>• MEAP Data is required</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td></td>
<td></td>
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</tbody>
</table>

This section to be completed by the Evaluator
## DOMAIN FIVE:

### Assessment of Employee’s Performance of Job Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
</table>

**Comments:**

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

---

**Part Three: Year-End Evaluation**

**Overall Performance Rating and Evaluator’s Summary/Recommendations**

This section to be completed by the Evaluator before March 31
**DOMAIN FIVE:**

Assessment of Employee's Performance of Job Responsibilities

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>&lt; 60%</td>
</tr>
<tr>
<td>Minimally Effective</td>
<td>61% - 75%</td>
</tr>
<tr>
<td>Effective</td>
<td>76% - 89%</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>&gt; 90%</td>
</tr>
</tbody>
</table>

Comments:

Evaluator's Signature: _____________________________   Date: ________________

This section to be completed by the employee
DOMAIN FIVE:

Employee’s Comments (Optional)

- I have reviewed this Performance Review with my immediate supervisor and I agree with the performance rating.

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

Employee’s Signature: ____________________________   Date: ________________
<table>
<thead>
<tr>
<th>MONTH</th>
<th>WHEN/FOCUS</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2012</td>
<td>10/11: Staff meeting: input for transformation plan</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>10/25: Staff PD Overview of Reading Apprenticeship (RA) to entire staff and modeling of specific strategies; technology strategies (breakout sessions)</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>10/22: RA Cohort 1 meets to implement the routines and practices of RA, to examine student work, schedule and discuss observations, etc.</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td></td>
<td>10/23: PBIS training (Universal non-classroom)</td>
<td>School Based Leadership Team (SBLT)</td>
</tr>
<tr>
<td></td>
<td>10/29: PBIS training (Classroom Management Coaching Day 1)</td>
<td>SBLT</td>
</tr>
<tr>
<td></td>
<td>10/30: PBIS training (Classroom Management 9-12)</td>
<td>SBLT</td>
</tr>
<tr>
<td>November 2012</td>
<td>11/5: Staff meeting: Committees/PLCs structure; update on Transformation Plan</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>11/8: Staff PD: Priority school/Top to Bottom; Connecting the SIP to the Transformation Plan; Reading Apprenticeship and Positive Behavior and Intervention Supports reports; Organizing for successful implementation of the Plan</td>
<td>Instructional Staff / Departments</td>
</tr>
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<td>11/26: RA Cohort 1 meets to implement the routines and practices of RA, to examine student work, schedule and discuss observations, etc.</td>
<td>Literacy PLC/ RA</td>
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<tr>
<td></td>
<td>PLC for Academic Intervention Room meets to begin planning for implementation January 2013</td>
<td>PLCs</td>
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<td></td>
<td>11/30: Discipline in the Secondary Classroom, Day 1</td>
<td>SBLT</td>
</tr>
<tr>
<td>December 2012</td>
<td>12/3: Staff meeting: Explain new Everett governance structure with committee sign-up; School Improvement Plan peer review</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>12/18: RA Cohort 1 meets to implement the routines and practices of RA, to examine student work, schedule and discuss observations, etc.</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td></td>
<td>PLC for Academic Intervention Room meets to begin planning for implementation January 2013</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>ADVISORY PLC will begin investigating the possibilities</td>
<td></td>
</tr>
<tr>
<td>January 2013</td>
<td>01/07: Staff meeting: PBIS and how it affects our Building Climate and Culture; Implementation plan for Academic Intervention Room</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>01/28: RA Cohort 1 meets to examine student work, schedule and discuss observations, etc.</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td>February 2013</td>
<td>02/04: Staff meeting: Discussion of Surveys of Enacted Curriculum (purposes, values, assessment process, registration information)</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>02/26: RA Cohort 1 meets to examine student work, schedule and discuss observations, etc.</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs – Credit Recovery Summer Program planning begins</td>
<td>PLCs</td>
</tr>
<tr>
<td>March 2013</td>
<td>03/04: Staff meeting: Additional planning for transformation plan implementation and SIP development</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>03/05-07: Staff PD during MME/ACT Testing: Co-Teaching; Technology</td>
<td>Select Staff</td>
</tr>
<tr>
<td></td>
<td>Staff PD: 3 hours on own time – pre-test: Surveys of Enacted Curriculum</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Department/Location</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>03/25:</td>
<td>RA Cohort 1 to examine student work and discuss observations.</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td>3/15:</td>
<td>Discipline in the Secondary Classroom, Day 2</td>
<td>SBLT</td>
</tr>
<tr>
<td>3/19:</td>
<td>Classroom Management Coaching, Day 2</td>
<td>SBLT</td>
</tr>
<tr>
<td>3/26:</td>
<td>Universal Non-Classroom SBLT</td>
<td>SBLT</td>
</tr>
<tr>
<td>April 2013</td>
<td><strong>04/08:</strong> Staff meeting: Surveys of Enacted Curriculum Results (what do the results mean for our building?)</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td><strong>04/22:</strong> RA Cohort 1 meets to examine student work, discuss observations</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td></td>
<td><strong>May 2013</strong></td>
<td></td>
</tr>
<tr>
<td>05/07:</td>
<td>Staff Meeting: Additional planning for transformation plan implementation and SIP development</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>05/10:</td>
<td>Optional Staff PD: Credit Recovery Summer Program</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td>05/28:</td>
<td>RA Cohort 1 meets to examine successes and failures of first year of implementation and plan for next year’s implementation of the program</td>
<td>Literacy PLC/ RA</td>
</tr>
<tr>
<td></td>
<td><strong>June 2013</strong></td>
<td></td>
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<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs – Credit Recovery Summer Program (final planning)</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>PD: RA Cohort 1: attend 2-day professional development based on second semester work</td>
<td>Literacy PLC/RA</td>
</tr>
<tr>
<td></td>
<td>PD: 3-day Reading Apprenticeship: This training will cover the basic tenants, practices, and routines from which our staff will select common strategies to use for cross-curricular academic literacy in the fall of 2013.</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td><strong>July/August 2013</strong></td>
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<tr>
<td></td>
<td>3-day School-wide Instructional Improvement Conference (DISC training, etc)</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>MONTH</td>
<td>WHEN/FOCUS</td>
<td>PARTICIPANTS</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>August/September 2013</td>
<td>08/2013: Staff Meeting: Discussion of specific RA strategies to be implemented in the classroom</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>RA Cohorts 1 and 2 will meet to implement the routines and practices of RA, to examine student work, schedule and discuss observations,</td>
<td>Literacy PLC/RA</td>
</tr>
<tr>
<td></td>
<td>Numeracy/Reasoning PLC planning for the implementation of Numeracy into all content Fall 2014</td>
<td>Numeracy/Reasoning PLC</td>
</tr>
<tr>
<td>October 2013</td>
<td>10/2013: Staff Meeting: Discussion of success and failure of RA strategies used in September</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Staff PD: Teachers Learning Together – how are we to use this with our students</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td></td>
<td>RA Cohorts 1 and 2 will meet to implement the routines and practices of RA, to examine student work, schedule and discuss observations,</td>
<td>Literacy PLC/RA</td>
</tr>
<tr>
<td>November 2013</td>
<td>11/2013: Staff Meeting: Staff PD: Data Training- what should we be using and how to use it to check for growth</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
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<tr>
<td></td>
<td>Numeracy/Reasoning PLC planning for the implementation of Numeracy into all content Fall 2014</td>
<td>Numeracy/Reasoning PLC</td>
</tr>
<tr>
<td>December 2013</td>
<td>11/2013: Staff Meeting: Parent Involvement</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td>January 2014</td>
<td>01/2014: Staff Meeting: Inservice</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td>February 2014</td>
<td>02/2014: Staff Meeting: Instruction Framework and Climate/Culture PLCs</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Numeracy/Reasoning PLC planning for the implementation of Numeracy/Reasoning strategies into all content Fall 2014</td>
<td>Numeracy/Reasoning PLC</td>
</tr>
<tr>
<td>March 2014</td>
<td>03/2014: Staff Meeting: Instruction Framework and Climate/Culture PLCs</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Staff PD: Inservice</td>
<td>Instructional Staff</td>
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<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td>April 2014</td>
<td>04/2014: Staff Meeting</td>
<td>Instructional Staff</td>
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<td></td>
<td>Numeracy/Reasoning PLC planning for the implementation of Numeracy into all content Fall 2014</td>
<td>Numeracy/Reasoning PLC</td>
</tr>
<tr>
<td>May 2014</td>
<td>05/2014: Staff Meeting: Staff PD: Numeracy/Reasoning PLCs presentation of plan for implementation of strategies across the building during 2014-2015 school year</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td></td>
<td>Instructional Framework and Climate/Culture PLCs</td>
<td>PLCs</td>
</tr>
<tr>
<td>June 2014</td>
<td>Credit Recovery Summer Program</td>
<td>Select Staff</td>
</tr>
<tr>
<td>July/August 2014</td>
<td>Jumpstart Summer Program</td>
<td>Select Staff</td>
</tr>
</tbody>
</table>
The specifics of professional development for this school year have yet to be determined, with the exception of Numeracy/Reasoning strategies being implemented school wide in the fall.

### August / September 2014
- **08/2014**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### October 2014
- **10/2014**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### November 2014
- **11/2014**: Staff Meeting: Taking Temperature of Numeracy Strategies that were implemented
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### December 2014
- **12/2014**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### January 2015
- **01/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### February 2015
- **02/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### March 2015
- **03/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### April 2015
- **04/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### May 2015
- **05/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Participants: Instructional Staff

### June 2015
- **06/2015**: Staff Meeting
  - Instructional Framework and Climate/Culture PLCs
  - Credit Recovery Summer Program
  - Participants: Instructional Staff

### July/August 2015
- **Jumpstart Summer Program**
  - Participants: Selected Staff

### 2015-2016 School Year
The Everett High School staff will continue implementing Numeracy/Reasoning strategies and Literacy strategies in our classrooms. We will continue to improve our Climate and Culture through using programs that we have been trained on and have implemented. We will continue our PLC work to implement, amend, or add new strategies that continue our plan. We will gather post data to see if our programs have been successful, including the Surveys for Enacted Curriculum.
## ASSURANCE Priority School Increased Instructional Time, Increased Enrichment Opportunities

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>Before School Year*</th>
<th>School Year</th>
<th>After School Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>See schedule at right</td>
<td>Two-week ½ day credit recovery-oriented summer school</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>Two-week ½ day enrichment-oriented summer school</td>
<td>See schedule at right</td>
<td>Two-week ½ day credit recovery-oriented summer school</td>
</tr>
<tr>
<td>2014-15</td>
<td>Two-week ½ day enrichment-oriented summer school</td>
<td>See schedule at right</td>
<td>Two-week ½ day credit recovery-oriented summer school</td>
</tr>
<tr>
<td>2015-16</td>
<td>Two-week ½ day enrichment-oriented summer school</td>
<td>See schedule at right</td>
<td>Two-week ½ day credit recovery-oriented summer school</td>
</tr>
</tbody>
</table>

* Subject to staff availability and funding
## ASSURANCE: Increased Collaboration Time for Educators

<table>
<thead>
<tr>
<th></th>
<th>2012-13 through 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before School August</strong></td>
<td>Instructional Improvement Conference</td>
</tr>
</tbody>
</table>
| **School Year September-June** | 1<sup>st</sup> Monday—Staff Meeting  
2<sup>nd</sup> Monday—Department Meetings  
2<sup>nd</sup> Wednesday—SIT Subcommittee Meetings  
3<sup>rd</sup> Monday—SIT Meeting  
4<sup>th</sup> Monday—PLCs** |
| **After School June** | SIT leadership retreat; whole staff PD as necessary |

* In 2012-13 this schedule will begin in January  
** PLCs will meet for 2012-13 and for two hours beginning in 2013-14
Memorandum of Understanding
Priority Schools and Transformation Plans

The Lansing School District and the Lansing Schools Education Association

As required by state law, The State Reform Office has the responsibility of identifying Priority Schools that fall within the lowest 5% in the state based on student achievement measures and formulas. These schools are then placed on a four-year reform and redesign plan within which the district has the option of selecting one of four turn-around models:

- Closure – close the school
- Restart – reopen as a charter
- Turnaround – replace principal and 50% of the staff
- Transformation – replace principal, increase learning time, provide PD for improved leader and teacher effectiveness

The Lansing School District believes that from both an organizational and pedagogical perspective, the preferred option is Transformation.

In order to comply with the requirements of a Transformation Plan that will garner approval from the State Reform Office and the Michigan Department of Education, it may be necessary to deviate from either current or future contract language.

The current bargaining agreement expires on June 30, 2013. This Memorandum of Understanding serves as proof that as a new contract is negotiated both the Lansing School District’s Board of Education and the Lansing Schools Education Association will work in collaboration to assure implementation of the required elements of the Transformation Plans, including extended learning time, an educator evaluation that includes a student growth component, operational flexibility, and additional hours for enrichment and teacher collaboration, as submitted by the district’s Priority Schools.

Yvonne Caamil Canul
Superintendent
Lansing School District

Patti Seidl
President
Lansing Schools Education Association

January 25, 2013
July 18, 2013

To Whom It May Concern:

Attached please find the attached Redesign Signatures for Everett High School, Sexton High School, and Riddle Elementary School of the Lansing School District. In addition, while you cannot modify the actual signature pages, we certify that:

“The parties recognize and agree that the LEA is bound by the current LSEA master agreement and that any required modification or addendum to the master agreement with regard to individual school buildings under MCL 30.1280 is subject to bargaining under subsections 5 and 6 or MCL 423.215.”

Thank you in advance for your cooperation.

Sincerely,

Yvonne Caamal Canul

CARING - COLLABORATION - EXCELLENCE