



Reform Redesign Report

Vanderbilt Area School

Vanderbilt Area Schools

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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?

Vanderbilt Area School is a K-12 district with a current enrollment of 119 students in grades K-12. The school is located in the small, rural Village of Vanderbilt in northern Michigan. In each of the past three years, Vanderbilt School has experienced a decline in enrollment. Vanderbilt's current Free/Reduced lunch rate is 57.3%. Current staff consists of 13 teachers and 4 paraprofessionals. Staff turnover is high with the current school year operating with 5 new teaching staff members who replaced staff who either retired or left the district.

The Village of Vanderbilt's residents have been significant supporters of the school and have passed millage and bond proposal requests in the past. The district is currently operating with a sinking fund millage which has allowed for much needed improvements to the building. These improvements would not have been possible without the support of the community.

DEMOGRAPHICS:

Students:

8 / 117 Homeless = 6.8%

Free/Reduced Lunch 67 / 117 = 57.3% (Believed to be higher, but missing paperwork. Currently have free lunch for all students under the Community Eligibility Option grant)

2010: 81% graduation rate

2011: 100% graduation rate

2012: 100% graduation rate

93% Caucasian

Staff:

Median age of teaching staff is 42. The age range of staff is 28 - 58 years of age.

4 High School Teachers, 4 elementary teachers, 1 special education teacher, 3 - part time specials teachers.

1 Pre-School teacher

8 have bachelors degrees plus continuing education credits, 1 has Masters +.

Community:

Education

1. 72% high school education

2. 3.2% Bachelor Degree

3. .8% Master's or higher

4. 9.8% Unemployment

Population decreasing by 4.3% since 2000

Median household income: \$32,358

Per capita income \$14,956

95% white

Village population: 562

Challenges: The community did not pass a sinking fund millage proposal request in the November 2012 election. Vanderbilt is a rural community so students are drawn to a larger city near by. The Village has a declining population and a lack of employment opportunities.

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.

Vanderbilt Area School Mission Statement:

Vanderbilt Area School will graduate respectful, responsible, life-long learners empowered to meet the challenges of their future.

The students and staff at Vanderbilt are dedicated to achieving high standards. The staff takes great pride in developing strategies for students to be successful in their academic journey as well as in their personal lives outside of school.

Vanderbilt provides students the opportunities to enhance their academic coursework through dual enrollment, online learning, special education opportunities, specialized after school tutoring programs, and summer school opportunities. These modes of course delivery require our students to be independent and responsible while also empowering them to participate in academic learning that promotes progress towards college completion.

Vanderbilt students have the opportunity throughout the year to be recognized for academic awards such as Valedictorian and Salutatorian Awards, Honor Roll, National Honor Society, Excellence Certificates/Pins/Letters, and Achievement Certificates. Opportunities to recognize citizenship within the school and the community are also in place. Other awards include scholarships, and a most improved student award that is given to the student who has shown the most improvement in attitude, academics, and leadership. Students of the Week are selected by teachers in each grade each week and students are given a certificate of recognition and have their picture taken for the local newspaper. A Principal's Award is given to an elementary, middle, and high school student that has shown improvement in character and academics each semester as well. The local Kiwanis club provides students with the opportunity to be selected by their teachers as a Terrific Kid. Terrific Kids are given certificates, pencils, and recognition in the local newspapers. The BUG program is available for students who Bring Up Grades throughout the school year. All students selected for the BUG program, are eligible to receive a new bicycle at the awards ceremony at the end of the school year.

See uploaded copy of student handbook pgs. 18-27 that outlines Vanderbilt's Middle School/High School program offerings and requirements as well as student achievement recognition. (Attachment #1: Student Handbook)

See uploaded copy of student handbook pages 22 & 23 for Elementary Awards criteria. (Attachment #1: Student Handbook)

Staff recognition includes an Outstanding Person in Education banquet. One teacher and one support staff member are selected by their peers each year for this award. A banquet is held where dinner is served and awards are handed out.

Please see uploaded attachment that shows our website information. (Attachment #2: Website Information)

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.

Vanderbilt Area School is an amazing school that provides an education to its small rural community while recognizing and celebrating the uniqueness of Vanderbilt. The community is poverty stricken and is faced with the challenge of a very transient community. This challenge only motivates the Priority School Team in facilitating and implementing a plan to assure success regardless of the challenges. As a school team and staff we are working hard to build a culture that nurtures our goals for success. With this in mind, we study, reflect, and discuss collegiately the data that represents our students' progress so it drives our instruction to meet the needs of each individual student.

Vanderbilt Area School is the heart of Vanderbilt and as we embrace the community, the community embraces us as well. There are many community resources with amazing people and organizations in Vanderbilt available to supplement and support us in our endeavors. Our school board members are business owners, politicians, community activists and one member is even our local newspaper owner and editor. All (100%) of the businesses in town support VAS through volunteering, donations, positive reinforcement, service learning, and employment of students and family members. With the new challenges that face Vanderbilt Area School, the community is supporting our Priority School Team, our staff, and our students. The focus is to provide assurances that do what is best for children. This will ultimately provide the assurance that the heart of our small, rural community of Vanderbilt, Vanderbilt Area School, will beat strongly for years of service to all students attending.

Student Achievement:

Students at Vanderbilt are recognized for a wide variety of student achievements. At the elementary level, students can earn awards for positive behavior, excellence in academics, honor roll, and attendance. At the high school level students can earn awards for grade point average (honor roll), excellence in academics, academic letters and pins, appointment to the National Honor Society, honors graduates, the Matthew Whitman Citizenship, Outstanding Senior, STAR Citizenship, valedictorian, salutatorian, and athletic recognition. Many Vanderbilt students go on to make significant contributions to society through direct entry, military service, or continued education.

One area of notable of improvement for Vanderbilt Area School was the change in administrative staffing from one Principal/Superintendent to two positions; one full time Principal and one part time Superintendent. This change allows for the Principal to focus on instructional leadership, and develop a research based evaluation protocol.

Outcomes: After careful review of the data, the following three big ideas were decided upon:

Though students at Vanderbilt Area School have higher achievement in reading than they do in math,

- 1) Students, especially in 3rd, 4th, and 6th grades, do not understand 2D/3D geometry
- 2) Students at all levels do not understand operations in math
- 3) Students at all levels are not comprehending reading material

Therefore, the following big idea goals were set:

- 1) Students in grades two through eight will understand and be able to solve problems focusing on 2D/3D geometry.
- 2) Students in all elementary and middle school grades will understand and be able to solve problems focusing on math operations.
- 3) Students in all elementary and middle school grades will understand informational and literary reading.

By addressing these big ideas, the staff of Vanderbilt feel they can create an environment of rapid turnaround and increase student achievement.

Additional Information

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

Vanderbilt School is a very small school with a dedicated staff that is determined to improve student achievement. Although we are small in size, we are big on heart and commitment. Vanderbilt School is the heart of the Vanderbilt community and we are proud of our accomplishments and look forward to future challenges.

Community Partnerships

Senior Citizens

- o Reading
- o Music
- o Fine Arts
- o After school programs
- o Enrichment
- o Tutoring
- o Seniors who eat breakfast and lunch with the students
- o Open gym activities on weekends

Churches

- o Clothes donations
- o Food drives for families
- o After school programs
- o Tutoring
- o School supply donations
- o Family counseling
- o Character building instruction

PTO

- o Fundraisers
- o Support after school programs
- o Assist in purchasing teaching supplies
- o Cultural & character building assemblies

Law Enforcement Liaison

- o Support schools in discipline
- o Support schools in drug/alcohol education
- o Preventative programs

Grant Writing

- o Seek willing community members to assist in attaining grants
- o Company offered grants
- o Organization offered grants

School is a Focal Point for the Community

- o VAS offers a preschool which started two years ago. There are currently 11 four-year-old students enrolled in this program. At times there is a waiting list to get into this program.

Reform Redesign Report

Vanderbilt Area School

Drop Out Challenge

One on one counseling with students

Guaranteed follow through with each child

Independent studies created to fit the needs of students

Continued On-line classes

Parent/student communications to ensure achievement

Teacher advisor for every student

Extra-curricular activities

Local scholarships for college

Course offerings in line with the student's ability

100% of the 2012 class - all graduated and went on to college - we will continue to support our students and staff as we have in the past - allowing us to achieve a high level of graduates and college bound students.

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.

John Palmer, Superintendent Vanderbilt Area Schools palmerj@vanderbilt.k12.mi.us

Michelle Kihn, Principal Vanderbilt Area Schools kihnm@vanderbilt.k12.mi.us

Lisa King, Teacher Vanderbilt Area Schools kingl@vanderbilt.k12.mi.us

Adam Respecki, Teacher Vanderbilt Area Schools respeckia@vanderbilt.k12.mi.us

Sarah Bailey, Intervention Specialist MSU sbailey1922@gmail.com

Lori Pearson, Director of Learning Services COPESD pearsonl@copecsd.org

PART B: TEACHING AND LEARNING PRIORITIES

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

Vanderbilt is a one building district, K-12, and therefore, the staff is comprised of one interim superintendent, one principal, 13 teachers, and four support staff all in the same building. Of the 17 staff, three are part-time employees. Because of the small size, it was decided by the superintendent and principal that the teachers would be added to the data dialogue team. On October 12, the Vanderbilt team met with the MSU Intervention Specialist (IS) with assistance from the COP-ESD Director of Learning Services. Data Dialogues 3.1 and 3.2 were completed at that time. At the conclusion of the two dialogues, it was decided by the superintendent, principal and IS that a Priority School Team would be formed that included the IS, the COP-ESD Director of Learning Services, the principal, the superintendent and two lead teachers. Since then, the Priority School Team has met several times to complete Data Dialogue 3.3.

Data Reviewed from the Golden Package: Top-to-Bottom Look-Up Tools for Z-Scores, Trajectory of Achievement by Grade Level, Percentage of Students Scoring in Proficient Levels over Time, MEAP Blueprint Summary (weight of strands) for reading and math for elementary and middle school, and Comparison of Strengths and Weaknesses by Strand for reading and math for elementary and middle school.

Outcomes:

After careful review of the data, the following three big ideas were decided upon:

Though students at Vanderbilt Area School have higher achievement in reading than they do in math,

- 1) Students, especially in 3rd, 4th, and 6th grades, do not understand 2D/3D geometry
- 2) Students at all levels do not understand operations in math
- 3) Students at all levels are not comprehending reading material

Therefore, the following big idea goals were set:

- 1) Students in grades two through eight will understand and be able to solve problems focusing on 2D/3D geometry.
- 2) Students in all elementary and middle school grades will understand and be able to solve problems focusing on math operations.
- 3) Students in all elementary and middle school grades will understand informational and literary reading.

An overall plan for all three big ideas can be seen in Attachment #3: Big Idea Plan. Staff will neither be added nor reduced to implement the plan, though assignments may be realigned for student achievement purposes. Parent involvement is addressed in Part E (Community Engagement). Student achievement will increase at a rate of 5% per year to reach the 2022 goal of 85%. In 2013-2014 and 2014-2015, quarterly assessments (DIBELS, RIGBY, PLAN, EXPLORE, BENCHMARK ASSESSMENTS, QRI) will show incremental increased achievement on track for meeting the goal. Smarter Balanced Assessment results for the spring of 2014 will be the first official feedback. It is expected that the 2013-2014 year will reveal the beginnings of rapid turnaround. Vanderbilt Area School partnered with MDE to take part in the Superintendent's Dropout Challenge. In the last 3 years, the Vanderbilt graduation rate has fluctuated greatly. In 2010, VAS had a co-hort graduation rate of 63%; in 2011, VAS had a graduation rate of 91%; in 2012, VAS had a graduation rate of 75%. The data states a clear need for changes to support student needs and assure student growth.

Vanderbilt Area School is a K-12 school. Therefore, the school has selected students from the elementary and middle school grade levels that data supports are in need of support and/or intervention. Ten students have been selected for the challenge. We will utilize the child study team. There will be scheduled monthly meetings with staff members supplying progress monitoring data; resource people from ESD will supply professional support, evaluations and intervention consultation. Monthly team meetings will occur for data analysis, collegiate discussion, reflection and planning for student success. In addition to 31A funded tutoring and the homeless grant funded tutoring, extra time for tutoring and teacher support has been added in the morning of every school day.

State what data were used to identify these ideas.

Data and Outcomes of the Data Dialogues

Data Reviewed from the Golden Package:

Top-to-Bottom Look-Up Tools for Z-Scores, Trajectory of Achievement by Grade Level, Percentage of Students Scoring in Proficient Levels over Time, MEAP Blueprint Summary (weight of strands) for reading and math, elementary and middle school, and Comparison of Strengths and Weaknesses by Strand for reading and math, elementary and middle school. Working with Geometric Shapes

According to the MEAP Blueprint Summary (MBS), working with geometric shapes at 3rd grade is valued at 25%. According to the Comparison of Strengths and Weaknesses by Proficiency on the MEAP(CSWPM) report, 83% of the students were not proficient and showed this as a weakness.

According to the MBS, properties of 2D/3D geometry at the fourth grade level is valued at 22%. According to the CSWPM report, 100% of the students were not proficient and showed this as a weakness.

According to the MBS, properties of 2D shapes/angles at 6th grade is valued at 30%. And, according to the CSWPM report, 89% of the students were not proficient and showed this as a weakness.

Review of the data indicated that to realize rapid turnaround, strategies to address 2D/3D geometry will need to be employed to increase math achievement at all elementary and middle school grade levels. Focused instruction will be given to geometry at the second, third, and fifth grades.

This led to Data Dialogue 3.3 with the Priority School Team and problem solving around the causal factors. For 2D/3D geometry, the causal factor was determined to be curriculum that is outdated and has inaccurate pacing. This results in teachers not teaching all topics and not being aware of ways to supplement the current curriculum.

Math Operations

According to the MBS, addition/subtraction fluency at 3rd grade is valued at 43%. According to the CSWPM report, 83% of the students were not proficient and showed this as a weakness.

According to the MBS, understanding area and perimeter at 4th grade is valued at 22%. According to the CSWPM report, 100% of the students were not proficient and showed this as a weakness.

According to the MBS, working with whole number multiplication at 5th grade is valued at 33%. According to the CSWPM report, 88% of the students were not proficient and showed this as a weakness.

According to the MBS, working with whole number division at 6th grade is valued at 37%. According to the CSWPM report, 89% of the students were not proficient and showed this as a weakness.

According to the MBS, working with rational number operations and expressions and equations at 7th grade are valued at 44% and 29% respectively. According to the CSWPM report, 86% of the students were not proficient in either and showed this as a weakness.

According to the MBS, working with functions and linear equations at 8th grade is valued at 41%. According to the CSWPM report, 78% of the students were not proficient and showed this as a weakness.

Review of the data indicated that to realize rapid turnaround, strategies to address math operations will need to be employed to increase math achievement at all elementary and middle school grade levels. This led to Data Dialogue 3.3 with the Priority School Team and problem solving around the causal factors. For math operations, the causal factor was determined to be that teachers do not have the knowledge and skills, the appropriate pacing, or the consistent operational vocabulary required to raise student achievement.

Reading Comprehension According to the MBS, reading comprehension (and narrative text) at 3rd grade is valued at 40%. According to the CSWPM report, 33% of the students were not proficient and showed this as a weakness.

According to the MBS, reading comprehension at 4th grade is valued at 53%. According to the CSWPM report, 80% of the students were not proficient and showed this as a weakness.

According to the MBS, reading comprehension at 5th grade is valued at 47%. According to the CSWPM report, 71% of the students were not

proficient and showed this as a weakness.

According to the MBS, reading comprehension at 6th grade is valued at 53%. According to the CSWPM report, 44% of the students were not proficient and showed this as a weakness.

According to the MBP, reading comprehension at 7th grade is valued at 47%. According to the CSWPM report, 64% of the students were not proficient and 57% showed this as a weakness.

According to the MBP, reading comprehension at 8th grade is valued at 60%. According to the CSWPM report, 44% of the students were not proficient and of those, 80% showed this as a weakness.

Review of the data indicated that to realize rapid turnaround, strategies to address reading comprehension will need to be employed to increase reading comprehension at all elementary and middle school grade levels.

This led to Data Dialogue 3.3 with the Priority School Team and problem solving around the causal factors. For reading comprehension, the causal factor was determined to be teachers lacking the knowledge/skills to teach reading comprehension resulting in students' inability to retain information and that a well-structured professional development plan is needed to address this issue.

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.

The current building principal, Mrs. Michelle Kihn, meets the 2 year rule based on the fact that she has just completed her first year as building principal. Mrs. Kihn has been employed by the Vanderbilt district for 21.5 years. During this time, Mrs. Kihn has worn a number of hats which include: teacher (19.5 years), Title I Coordinator (15 years), coach (4 years), and Principal (in 2nd year). Mrs. Kihn was promoted from the classroom to principal because of her leadership abilities and her dedication and commitment to Vanderbilt. The district is confident that she will be able to lead a rapid turnaround change, and Mrs. Kihn is an active member of the school reform team, is leading up the development of the plan, and will be instrumental in supporting the implementation of the plan starting the 2012-13 school year. Further credentials include Mrs. Kihn's outstanding ability to communicate with students, teachers, staff, parents, and the community. Mrs. Kihn has been an active part of hiring new staff, and has a firm understanding of budget procedures. Mrs. Kihn's first step in establishing instructional leadership was to develop an evaluation plan based on the Danielson research based rubric. This evaluation plan provides a structure for common observation protocols and instruction and feedback. As professional development is established in the coming years, instructional leadership will remain a goal for the current administration.

Mrs. Kihn has two Master's Degrees, one in Classroom Teaching(1999) and one in Educational Administration and Community Leadership (2005).

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.

During the 2011-2012 school year, Vanderbilt's Superintendent and Principal obtained several sample evaluation models. After reviewing each model carefully, the current evaluation tool was chosen. The current evaluation plan for teachers is based on the Danielson model. Student growth makes up 25% of the final evaluation. Before implementation of the evaluation plan, teachers were given the opportunity to look over the chosen model prior to the start of observations. Teachers receive two formal observations a year in the months of October and March. Some teachers, depending on their experience, will receive more observations. Conversations regarding the evaluations are given within a week of the formal observation. The Danielson model evaluation tool is used for both formal observations, but only the 2nd formal session is placed in teacher files. All written evaluations are presented to the Board of Education at the April board meeting each year. (2nd Wednesday of the month) In addition to the two formal observations, many informal observations and conversations take place throughout the school year. Feedback is provided after these informal observations in the form of a face-to-face conversation. Walk-throughs are done bi-weekly and feedback is given when appropriate.

All teachers are formally evaluated each year by the Principal. The Superintendent completes the principal's evaluation in March of each year. (Attachment #4: Principal and Teacher Evaluations)

Teachers have the opportunity to earn merit pay based on student performance. This merit pay will be in the amount of \$200 per teacher and will be provided to all teachers based on collective student improvement. The \$200 merit pay will be given if target scores on state testing are met in each subject area for the district. Merit pay will be given in the final paycheck of the academic school year.

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.

Vanderbilt will be using the incentive/reward program that will include merit pay based on a collective increase in scores in student performance as outlined previous stated response. (Teachers have the opportunity to earn merit pay based on student performance. This merit pay in the amount of \$200 per teacher will be provided to all teachers based on collective student improvement. The \$200 merit pay will be given if target scores (5% increase) on state testing are met in each subject area for the district. Merit pay will be given in the final pay check of the academic school year.) The building school improvement team will collect and analyze state assessment data, as scores become available, to determine if the target goal for each subject area were met. In addition to Merit pay, teachers can or may receive the following benefits: All staff are given the opportunity to access the school facilities after hours at their leisure and without charge. An Outstanding Person in Education is selected by peers for both teachers and support staff in which they are honored at a Regional banquet in the Spring every school year. All teachers currently have \$50 of their teaching certificate renewal fee paid for by the district. Teachers who have not achieved student growth (i.e. after the first ineffective observation) will be placed on a Plan of Assistance (See Attachment #5: Plan of Assistance). This plan will be developed by the building principal, the teacher, and will include a mentor teacher if the teacher is in his/her probationary period. As we are in rapid turnaround a Plan of Assistance is condensed into a semester plan. Teachers who have not successfully met the requirements laid out in the Plan of Assistance during the year the plan was implemented, and have not increased student achievement outcomes, will be terminated based on the recommendation of the district administration.

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.

After three data dialogues involving whole staff as well as the school reform team, two areas of professional development were identified as immediate steps to take for rapid turnaround.

1. During the 2013-14 school year all teachers will align the curriculum teach based on the Common Core State Standards and administer on-line assessments aligned to the CCSS to all students so that students will improve their proficiency by 5% in math and reading on the MEAP/MME, and will incrementally be measured for progress quarterly by ESD CCSS assessments.
2. During the 2013-14 school year all teachers will learn and implement the Marzano strategies in their daily teaching of the common core state standards so that students will improve their proficiency by 5% in math and reading on the MEAP/MME, and measured quarterly by ESD CCSS assessments. Peer observations will be conducted twice each grading period so that feedback can be provided on a regular basis.

See Attached PDPs. (Attachment #6: Professional Development Plans)

Targeted intensive professional learning will affect a rapid increase of student achievement through the alignment of curriculum with what is being tested, through reflection on current data to revise instruction accordingly, and through the use of technology in relation to content. In addition to the attached plans the principal will attend the ESD-wide Leadership Series and the superintendent will continue to attend the ESD-wide monthly superintendent meetings as well as the two day Superintendent Retreat. In addition, the district will explore learning opportunities such as participation in MILIFE.

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.

Teachers and support staff will have multiple opportunities for career growth through volunteering for projects such as the School Improvement Team, and attendance at ESD sponsored training sessions. Teachers will have the opportunity to act as Principal for the Day when the building principal is absent from the building. Teachers are selected based on their career focus/interests and leadership abilities. Staff will be offered the opportunity to participate in professional development through Michigan Learn Port with an expectation of completing two courses per school year. This is set up at the pre evaluation conference at the beginning of the school year between the teacher and Principal and correlates with teacher goals. Courses selected will be in the teacher's content area or related to the School Improvement Plan. Course completion and additional professional development taken by the teacher will be reflected in their evaluation. Incentives for completion are under consideration. Professional Development is designed around collaboration on instructional strategies, and teachers are encouraged to increase their professional abilities in a variety of ways , including the use of Learn Port, attending ESD professional learning sessions.

Current contract language allows for professional growth and promotion through the completion of course work. Pay increases are achieved for the following completions: BA+18, MA, MA+15.

Peer mentors are assigned to all probationary teachers at the beginning of the school year (or within a week of hire) by a teacher leader for the duration of their probationary period. Mentor teachers provide support and feedback on a weekly basis. Mentors and Mentees are required to observe one another twice each school year. Each Mentee is required to observe another classroom in another district once a school year.

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.

Vanderbilt Area Schools has developed a comprehensive assessment plan to measure student achievement of academic standards. The District's balanced assessment system includes both assessment of learning and assessment for learning. Assessment of learning documents individual or group achievement or mastery of standards, measures achievement status at a point in time for purposes of reporting, and provides accountability. Assessment for learning promotes increases in achievement to help students meet more standards, support ongoing student growth, and promotes improvement in student performance.

The Assessment Plan Aims to:

Students:

Provide content and process benchmarks of student performance that align with state and national performance standards.

Provide screening and/or evaluation requirements for intervention programs such as: Title I, and Special Education .

Provide information to the student, parent and school personnel to accommodate academic planning as well as direction for counseling and career awareness.

Identifies a student's performance level in order to design instructional strategies to meet the needs of individual students.

Program Evaluation:

Evaluate the effectiveness of instructional alignment.

Monitor curricular programs and resource changes over time.

Provide information to administrators for evaluating progress in improving student achievement

Provide information to administrators for evaluating strategies for school improvement.

Establish goals for professional development.

Accountability:

Compare data on student, building and district performance with state and national performance.

Provide a measure for effectiveness of instruction.

Provide data on individual student progress over time.

Satisfy state and federal regulations requiring assessments to measure student progress.

The District's assessment plan features a tiered assessment system that is comprised of various levels of assessment including (1) national/state assessments (i.e. ACT, PLAN, EXPLORE, MEAP/MME administered annually, test scores put into data warehouse) (2) academic and behavior screeners (DIBELS, Easy CBM administered three times a year and progressed monitored biweekly, scores in database), (3) local benchmark assessments (ESD benchmark assessments aligned to the CCSS administered quarterly, test scores in data warehouse) RIGBY, QRI (4) classroom assessments. Additional diagnostic assessments are given to individual students as necessary. The data from the national, state, and local assessments will be utilized to guide and improve student achievement in this rapid turnaround setting a 5% increase in proficiency each year. Data Reviews will be held at a minimum or 4 times a year reviewing screener data, quarterly assessment data, and classroom assessment data. The Principal and ESD personnel are responsible for establishing the meeting schedule as well as accessing the data to be reviewed. The analysis of data drives instructional decision making for curriculum, programs, professional development, and individual student's programming catching students before they fail. There will be a child study process established by the principal supported by ESD personnel to review individual student academic and behavioral data to individualize programming. The data serves as a vehicle to make changes to curriculum, instructional programs, and to provide additional support/intervention and enrichment for students. The District has access to a data warehouse system (Data Director) that allows teachers and administrators to easily access all achievement data for an individual student in a timely and efficient manner. Another layer of data analysis will occur with the implementation

of teaching strategies. There will be a pre and a post assessment created by each teacher to determine the level of implementation of each session of professional learning. The short teaching and learning cycles will lead to and support action research practices. Of the current data examined during the three data dialogues indicated a gap in alignment between the taught curriculum and the tested curriculum. The Golden Package is being used to data mine the MEAP to the standard level to inform professional development. With multiple challenge areas surfaced (see data statements Question 2), it was determined a first area of focus is on tier 1 instructional strategies. The high impact Marzano strategies professional development (see professional development plan attachment #6) and instructional programming will be aligned to implement the Common Core State standards. These research-based strategies were chosen for multiple reasons, one of which is ability to improve achievement school wide, as well as opportunities to collaborate with neighboring districts. The school will expect teachers to teach beyond these metrics to create a culture of excellence.

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.

Data will become part of an ongoing cycle where teachers will collect and prepare data about student learning. They will interpret the data, develop hypotheses about improvement, and modify instruction to increase student learning. This will be ongoing teaching/learning/assessing cycles to ensure annual growth for all students and catch up growth when needed. Next, teachers will inform students about learning goals in student-friendly terms at the beginning of the learning process. Teachers will translate assessment results into feedback, providing insights for improvement and adjust instruction based on assessment results. Teachers will provide tools so students learn from feedback and engage students in self-assessment, with CCSS standards constant, so students can grow over time and own their learning. Students will communicate with their teacher and their families about their achievement and improvement. This teaching learning cycle will be facilitated by the instructional coach. The pd will start on August 27 (See PD Plan). The principal will monitor the data and will receive assistance from ESD personnel. Teachers will bring their data to the bimonthly team meetings, where data conferences will encompass most of the meeting time. Teachers will be aware of what their students know and are able to do, where they are in their learning and what evidence the teacher has to know that and what he/she plans to do about it. Teachers will examine student work as part of their data analysis. Analyzing teacher assignments can reveal what cognitive level of thinking is being called for, the intellectual rigor expected, and the degree to which it matches content standard indicators. Student work on classroom assignments will be used to diagnose student strengths and needs on content standard indicators and to assess whether the assignment provided opportunity for students to demonstrate proficiency and determine what implications there are on instruction.

The school will implement the Superintendent's Drop-Out Challenge, where a core group of students will be mentored to prevent drop-out. In the last 3 years Vanderbilt graduation rate has fluctuated greatly. In 2010- VAS had a graduation rate of 63%, in 2011 it was 91%, and in 2012 it was 75%. The data states a clear need for changes to support student needs and assure student growth. In 2013-14, the school will put into place an early warning system, and use the current student management system to track progress. The school will also implement an advisory program (peer mentors) in which qualified junior and senior students will advise and assist younger students with academics and transitioning into high school. Interventions and student support will be put in place to rise to this challenge and create a clear path for student success. We will clearly implement a child study team to assure response to intervention is happening. There will be scheduled monthly meetings with staff members supplying progress monitoring data; resource people from ESD will supply professional support, evaluations and intervention consultation. Staff team meetings will occur monthly for data analyzation, collegiate discussion, reflection and planning for student success. In addition to 31A funded tutoring and the homeless grant funded tutoring, extra time for tutoring and teacher support has been added in the morning of every school day. This will be supplemental to instruction and meaningful practice, while creating an excellent forum for discussion. The school will enforce the Bully Prevention Policy through the use of trained staff members (two teachers) and the ESD Social Worker. Powerschool will be used to determine rates of bullying and will be monitored for a decreasing trend.

In addition, Data Walls will be displayed in the entry area of the building for staff, students, and stake-holders to view progress. The priority school team will develop the data wall based on selected data (including state targets and trends over time) and will be updated quarterly.

The overall assessment plan and using data to inform instruction will be monitored by the Principal and school improvement team. The following questions will be discussed at each meeting and will be a standing item on the agenda:

1. Is the data being submitted?
2. Are staff interpreting the data? For example, can they tell you which students or what percent of their class have mastered an indicator?
3. Can staff discuss student performance on the indicator? Can they identify what students can do and can't do?
4. Are staff using the performance data to self-assess and modify their instruction? What evidence have they provided that this is happening??
5. Are teachers re-teaching and re-assessing? What are the results? NEW INFORMATION BELOW:

Data will be examined by all teachers and the school improvement team minimally every 6-8 weeks for rapid turnaround. A Data Review will take place within 1 week of the (pre testing/universal screening) testing being completed (3x a year). The data review will include an ESD personnel, the classroom teacher and an administrator that will examine the classroom data (such as DIBELS, CCSS Assessment, etc.) to adjust instruction, establish short term goals, and examine previous set goals. This data cycle was established by the Priority School team. Data will become part of the daily culture where formative assessment is used to adjust instruction to meet the learning needs of each student. See attachment 6 for Data review schedule and Grade level data review Agenda

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.

After staff discussions about increased learning time, a staff committee was formed to develop options for increased instructional time. Based on the committee's recommendation, the school day will start earlier by 30 minutes daily to increase math and reading instruction for all students. Currently, the school day begins at 8:00 a.m. and ends at 3:00 p.m. Under the new plan, the school day will begin at 7:30 a.m. and will conclude 3:00 p.m. This schedule will begin in September 2013. The additional 30 minutes will be used for reading and math depending on student need and will include targeting instruction in skill deficient areas. Students will be grouped based on skill deficient areas. Also as part of the new time schedule the committee will explore literacy blocks and math blocks for the elementary including possible early literacy groups and for the high school schedule options that provide extended learning time. Such options are discussed in the ASCD article Vol 69 June 2012 Catching Readers Up Before They Fail by Canady and Canady. See attachment 8 for some potential schedules. In addition the committee will examine opportunities for additional teacher collaboration time, which may include utilizing 4 teacher directed preparations and 1 principal directed teacher collaboration prep period a week such as utilized in Chicago Public Schools Pioneer Project. The school committee will continue to meet to make recommendations on implementation including parent and community communication as well as problem solve any issues that may arise. This committee will make recommendations to the school improvement team who will then make recommendations to the principal and superintendent.

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

Goal- Parent Involvement will improve by 5% as Vanderbilt Area Schools strives to build relationships to create family engagement for all students. Parent Coordinator and a PIPT (Parent Involvement Planning Team) will partner with the current PTC to create a Parent Involvement plan within the first month of school to establish specific to dates and times based on need of the families and students. This will include identifying barriers to open up greater participation of parents at the school, planning a calendar and task list and creating specific data

collection sheets to take anecdotal notes at meetings and events/trainings/workshops

Staff Training that includes creating a family friendly school, school success with web content and newsletters, involving parents academically like with reading development, academic pamphlets, etc. that allows for full staff and school involvement and unity in the project will be done on Professional Development Days.

Parent Involvement Manual for staff and families to use as a tool to drive parent involvement Parent involvement policy School-Parent Agreement Helpful way of understanding core standards, state and district benchmarks

Scheduled meetings

Events with descriptions

Sign in sheets

Reflection form

Various resources

Family communication will be mandatory between staff and parents

Newsletters

Reform Redesign Report

Vanderbilt Area School

Phone calls

POSITIVE

Concerns

Flyers

Discussion forums

Webinars

Family education opportunities will be offered on a regular basis

Parent Trainings

Family Hands on Trainings/workshops

Community led training/workshops(parents and/or community members share what works based on a theme or subject area)

Service Learning projects

There should be various Topics for Trainings/workshops based on need of the community (selected by survey data or based on gaps in assessment data)

Helping your child with homework (k-12)

Testing strategies (k-12)

Fall into Math Night (k-8)

Coffee Connection (discussion forum) k-12

Community Clean-up (k-12)

Bonfire (k-12)

Safety Night (k-8)

Family Bingo Night (k-8)

Parent Workshop-community resources (k-12)

Internet Safety Workshop (k-12)

Family Craft Night (k-6)

Movie Night (3-12)

Healthy Heart Night (K-12)

Dr. Seuss Breakfast (k-6)

Science Night (k-8)

Awards Dinner/Family Photo Night (k-12)

Father and Son event (k-12)

Mother and daughter event (k-12)

Transition Workshop

College Fair (7-12)

End of School Celebration (k-12)

Vanderbilt Area School considers the Vanderbilt Community a very valuable part of the overall Educational Team to ensure success for students at every level. We take pride in creating and maintaining a family friendly school. We present clear goals to parents, extended families and community members. We have an open door policy that not only supports communication, but invites it from every member of the Vanderbilt Community.

We provide opportunities of open forums for communication.

Open House/Meet & Greet/Ice Cream Social (August)

This happens prior to school starting and invites anyone to come tour the school, meet the teachers, and eat ice cream with the support of other organizations such as Student Council and Parent/Teacher Organization. All staff will attend and be present to ensure a collaborative culture.

Curriculum Night (September)

Reform Redesign Report

Vanderbilt Area School

A presentation of the overall curriculum of each grade level that is presented by the classroom teacher.

A time for a question and answer session with the teacher.

A time for parents to provide valuable input addressing school goals.

All staff will attend and be present to ensure a collaborative culture.

Parent/Teacher Conferences (November) All staff will attend and be present to ensure a collaborative culture.

School Improvement Team (August (Pd), October, January, March, May) Administrative member, Teacher members, parent member(s), school board member(s) and student(s) members will meet a minimum of the times listed.

School Board Meetings (Second Wednesday of each month) Teachers are assigned to be present a minimum of one time.

School Extra Curricular activities will go on all year at least one per month (parent involvement). Teachers are required to sign up for a minimum of four different activities other than those they are professionally responsible.

Power school (Available at all times)

Parent Connect

Face Book (Available at all times)

Parent Information

Academic Pages

School Website (Available at all times)

Newsletters (Weekly from all classroom teachers)

Brochures (Available at all times)

The Vanderbilt Community also supports VAS students and staff by providing opportunities for valuable communication, community growth, volunteering, service learning, employment, fundraising and overall support.

Local restaurants celebrate Vanderbilt Area School with placemats, displaying newspaper clippings and pictures and posters that represent pride (Weekly and monthly based on current events).

Local retired educators and professionals volunteer in our school to provide their expertise to support student success (State approved volunteers will be assigned specific students to work with based on the education or interest of the volunteer and the needs of the students).

Senior Citizens volunteer to read and do arts and crafts with students (State approved volunteers will be assigned specific students to work with based on the education or interest of the volunteer and the needs of the students). Local festivals and community functions embrace students and staff as in important part of their success (State approved volunteers will be assigned specific students to work with based on the education or interest of the volunteer and the needs of the students). Local government invites students to attend and have a voice in meetings and community politics (Superintendent will facilitate connection and assign students to participate.).

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.

During the 2012-2013 planning year, the district and school staff will participate in the ERS survey. Due to 5 new faculty this school year, all teachers will complete the Survey of Enacted Curriculum in May. Using these survey responses and other data, the district superintendent will look for and correct misalignments in school funding, scheduling and staffing practices, instructional support, leadership, central services, and partnerships during the summer prior to the start of the 2013-14 school year. In addition, Operational Flexibility shall be achieved by offering students choices for learning which includes taking some classes on-line. High school students will be offered the opportunity to take dual enrollment classes, and all students have the opportunity to participate in after school tutoring. 100% of the graduating class of 2012 went on to college. We will continue to support our students and staff as we have in the past which allows us to achieve a high level of graduates and college bound students. School calendars are developed to best support the needs of staff and students, and is a collaborative effort with our intermediate school district. A group of staff will continue to work on a time schedule for implementation starting the 2013-14 school year. Time and scheduling is always taken into consideration for the best possible learning environment and is reviewed annually. The assigning of staff will be examined during the 2012-13 school year, to determine the appropriate placement of each staff member to best meet the needs of the students in a rapid turnaround environment. The reform team will address this task and have a process in place prior to the end of the 2012-13 school year. A site based committee structure (made up of teachers, administration and or support staff) has been put into place where each committee is assigned an area/tasks to research and make recommendations to the reform team. The school improvement made up of teachers, principal, Superintendent, Intervention Specialist, and ESD consultant makes recommendations to administration (Principal and Superintendent) who makes the final decision. (see attachment 7 for meeting schedules)

Budgeting for textbooks and tools is our number one priority. We are constantly looking for ways to raise funds to be able to implement the best possible program for our students.

We are very excited about our student graduation rate and we will continue to strive to keep current rate or higher.

The district, consisting of the administration, teaching staff, and support staff, work with the union to remove barriers to rapid turnaround.

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 Superintendent has established a priority school team (i.e. school improvement team) which will continue to participate in all MDE sponsored training related to priority schools (see meeting schedule attachment 7). A standing agenda item will be the reform plan implementation progress, as will be shared on a monthly basis with the school board. The district has established a partnership with the MSU intervention specialist and has indicated a willingness to continue to participate in this partnership until student achievement rates are increased to a satisfactory level (Meet annual goal of 5% toward 85% by 2022). Also, an ongoing partnership has been established with COPESD, with the Director of Learning Services who will provide support for technical assistance in the area of school improvement. We will remain in constant contact with our Michigan Department of Education liaison to make sure our school district receives everything that is available from the state.

We have an outstanding working relationship with our local ESD. Without their support, we along with other districts in our ESD, would struggle. They provide us with funding for various in-service training for teachers and students alike. They also provide us with

knowledgeable technical staff to help us continue to grow as a district.

We have a strong Board of Education who is very supportive of the district's students achievement goals. They have indicated a willingness to cooperate with the priority redesign efforts. They are willing to financially support the redesign effort.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Attachment #4: Principapl and Teacher Evaluations Eval updates.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Attachment #3: Big Idea Plan Attachment #5: Plan of Assistance Attachment #6: Professional Development Plans pd revisions pri.pdf
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	School Calendar Attachment #8: Sample Schedules attachment 8.pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Attachment #1: Student Handbook Attacment #2: Website Information Pri-handbook2.pdf
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher_Schedule[1].tif
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Attachment #7: Memorandum of Understanding MOU.tif

VANDERBILT AREA SCHOOLS
Formal Teacher Evaluation



Annual Teacher Evaluation

Domain 1. Planning and Preparation

	1 Ineffective	2 Minimally Effective	3 Effective	4 Highly Effective
Knowledge of content and the structure of discipline	In planning and practice, teacher makes content errors or does not correct errors made by students. <input type="checkbox"/>	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. <input type="checkbox"/>	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. <input type="checkbox"/>	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. <input type="checkbox"/>
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. <input type="checkbox"/>	Teacher's plans and practice reflect a limited range of pedagogical approaches of some approaches that are not suitable to the discipline or to the students. <input type="checkbox"/>	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. <input type="checkbox"/>	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. <input type="checkbox"/>
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group. <input type="checkbox"/>	Teacher displays partial knowledge of the developmental characteristics of the age group. <input type="checkbox"/>	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general pattern. <input type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. <input type="checkbox"/>
Knowledge of learning process	Teacher sees no value in understanding how students learn and does not seek such information. <input type="checkbox"/>	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. <input type="checkbox"/>	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. <input type="checkbox"/>	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. <input type="checkbox"/>
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. <input type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. <input type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. <input type="checkbox"/>	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. <input type="checkbox"/>
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. <input type="checkbox"/>	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. <input type="checkbox"/>	Teacher is aware of students' special learning and medical needs. <input type="checkbox"/>	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. <input type="checkbox"/>
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. <input type="checkbox"/>	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. <input type="checkbox"/>	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. <input type="checkbox"/>	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. <input type="checkbox"/>
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. <input type="checkbox"/>	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. <input type="checkbox"/>	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. <input type="checkbox"/>	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. <input type="checkbox"/>
Balance	Outcomes reflect only one type of learning and only one discipline or strand. <input type="checkbox"/>	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. <input type="checkbox"/>	Outcomes reflect several different types of learning and opportunities for coordination. <input type="checkbox"/>	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. <input type="checkbox"/>
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs. <input type="checkbox"/>	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. <input type="checkbox"/>	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. <input type="checkbox"/>	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. <input type="checkbox"/>

Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district. <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. <input type="checkbox"/>	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. <input type="checkbox"/>
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Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. <input type="checkbox"/>	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. <input type="checkbox"/>	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. <input type="checkbox"/>	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. <input type="checkbox"/>
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. <input type="checkbox"/>
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety. <input type="checkbox"/>	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. <input type="checkbox"/>
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. <input type="checkbox"/>	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. <input type="checkbox"/>	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. <input type="checkbox"/>	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. <input type="checkbox"/>

Criteria and standards	Proposed approach contains no criteria or standards. <input type="checkbox"/>	Assessment criteria and standards have been developed, but they are not clear. <input type="checkbox"/>	Assessment criteria and standards are clear. <input type="checkbox"/>	Assessment criteria and standards are clear; there is evidence that the students contributed to their development. <input type="checkbox"/>
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit. <input type="checkbox"/>	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. <input type="checkbox"/>	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. <input type="checkbox"/>	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. <input type="checkbox"/>
Use for planning	Teacher has no plans to use assessment results in designing future instruction. <input type="checkbox"/>	Teacher plans to use assessment results to plan for future instruction for the class as a whole. <input type="checkbox"/>	Teacher plans to use assessment results to plan for future instruction for groups of students. <input type="checkbox"/>	Teacher plans to use assessment results to plan future instruction for individual students. <input type="checkbox"/>

Overall Rating: _____

Domain 2. The Classroom Environment

	1 Ineffective	2 Minimally Effective	3 Effective	4 Highly Effective
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. <input type="checkbox"/>	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. <input type="checkbox"/>	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. <input type="checkbox"/>	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. <input type="checkbox"/>
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs. <input type="checkbox"/>	Students do not demonstrate disrespect for one another. <input type="checkbox"/>	Student interactions are generally polite and respectful. <input type="checkbox"/>	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. <input type="checkbox"/>
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. <input type="checkbox"/>	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. <input type="checkbox"/>	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. <input type="checkbox"/>	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. <input type="checkbox"/>
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. <input type="checkbox"/>
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. <input type="checkbox"/>	Students minimally accept the responsibility to do good work but invest little of their energy into its quality. <input type="checkbox"/>	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. <input type="checkbox"/>	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. <input type="checkbox"/>
Management of instructional groups	Students not working with the teacher are not productively engaged in learning. <input type="checkbox"/>	Students in only some groups are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. <input type="checkbox"/>
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments. <input type="checkbox"/>	Only some transitions are efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. <input type="checkbox"/>
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies function moderately well, but with some loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. <input type="checkbox"/>
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties. <input type="checkbox"/>	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. <input type="checkbox"/>	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. <input type="checkbox"/>
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. <input type="checkbox"/>	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. <input type="checkbox"/>	Volunteers and paraprofessionals are productively and independently engaged during the entire class. <input type="checkbox"/>	Volunteers and paraprofessionals make a substantive contribution to the classroom environment. <input type="checkbox"/>
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are. <input type="checkbox"/>	Standards of conduct appear to have been established, and most students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to all students. <input type="checkbox"/>	Standards of conduct are clear to all students and appear to have been developed with student participation. <input type="checkbox"/>
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. <input type="checkbox"/>	Teacher is generally aware of student behavior but may miss the activities of some students. <input type="checkbox"/>	Teacher is alert to student behavior at all times. <input type="checkbox"/>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. <input type="checkbox"/>
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. <input type="checkbox"/>	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. <input type="checkbox"/>	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. <input type="checkbox"/>	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. <input type="checkbox"/>

Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students. <input type="checkbox"/>	The classroom is safe, and at least essential learning is accessible to most students. <input type="checkbox"/>	The classroom is safe, and learning is equally accessible to all students. <input type="checkbox"/>	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. <input type="checkbox"/>
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. <input type="checkbox"/>	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. <input type="checkbox"/>	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. <input type="checkbox"/>	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. <input type="checkbox"/>

Overall Rating: _____

Domain 3. Instruction

	1 Ineffective	2 Minimally Effective	3 Effective	4 Highly Effective
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students. <input type="checkbox"/>	Teacher attempts to explain the instructional purpose, with limited success. <input type="checkbox"/>	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. <input type="checkbox"/>	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. <input type="checkbox"/>
Directions and procedures	Teacher's directions and procedures are confusing to students. <input type="checkbox"/>	Teacher's directions and procedures are clarified after initial student confusion. <input type="checkbox"/>	Teacher's directions and procedures are clear to students. <input type="checkbox"/>	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. <input type="checkbox"/>
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language. <input type="checkbox"/>	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. <input type="checkbox"/>	Teacher's explanation of content is appropriate and connects with students' knowledge and experience. <input type="checkbox"/>	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. <input type="checkbox"/>
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. <input type="checkbox"/>	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. <input type="checkbox"/>	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. <input type="checkbox"/>	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. <input type="checkbox"/>
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. <input type="checkbox"/>	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. <input type="checkbox"/>	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. <input type="checkbox"/>	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. <input type="checkbox"/>
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. <input type="checkbox"/>	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. <input type="checkbox"/>	Teacher creates a genuine discussion among students, stepping aside when appropriate. <input type="checkbox"/>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. <input type="checkbox"/>
Student participation	A few students dominate the discussion. <input type="checkbox"/>	Teacher attempts to engage all students in the discussion, but with only limited success. <input type="checkbox"/>	Teacher successfully engages all students in the discussion. <input type="checkbox"/>	Students themselves ensure that all voices are heard in the discussion. <input type="checkbox"/>
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. <input type="checkbox"/>	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. <input type="checkbox"/>	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. <input type="checkbox"/>	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. <input type="checkbox"/>
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes. <input type="checkbox"/>	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. <input type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. <input type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. <input type="checkbox"/>
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. <input type="checkbox"/>	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. <input type="checkbox"/>
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. <input type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. <input type="checkbox"/>
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students know some of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. <input type="checkbox"/>

Domain 4. Professional Responsibilities

	1 Ineffective	2 Minimally Effective	3 Effective	4 Highly Effective
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. <input type="checkbox"/>	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. <input type="checkbox"/>	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. <input type="checkbox"/>	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. <input type="checkbox"/>
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. <input type="checkbox"/>	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. <input type="checkbox"/>	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. <input type="checkbox"/>	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. <input type="checkbox"/>
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. <input type="checkbox"/>
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. <input type="checkbox"/>
Information about the instructional program	Teacher provides little or no information about the instructional program to families. <input type="checkbox"/>	Teacher participates in the school's activities for family communication but offers little additional information. <input type="checkbox"/>	Teacher provides frequent information to families, as appropriate, about the instructional program. <input type="checkbox"/>	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. <input type="checkbox"/>
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. <input type="checkbox"/>	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. <input type="checkbox"/>	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. <input type="checkbox"/>	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. <input type="checkbox"/>
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. <input type="checkbox"/>	Teacher makes modest and partially successful attempts to engage families in the instructional program. <input type="checkbox"/>	Teacher's efforts to engage families in the instructional program are frequent and successful. <input type="checkbox"/>	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. <input type="checkbox"/>
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving. <input type="checkbox"/>	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. <input type="checkbox"/>
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. <input type="checkbox"/>	Teacher becomes involved in the school's culture of inquiry when invited to do so. <input type="checkbox"/>	Teacher actively participates in a culture of professional inquiry. <input type="checkbox"/>	Teacher takes a leadership role in promoting a culture of professional inquiry. <input type="checkbox"/>
Service to the school	Teacher avoids becoming involved in school events. <input type="checkbox"/>	Teacher participates in school events when specifically asked. <input type="checkbox"/>	Teacher volunteers to participate in school events, making a substantial contribution. <input type="checkbox"/>	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. <input type="checkbox"/>

Monitoring of student learning	Teacher does not monitor student learning in the curriculum. <input type="checkbox"/>	Teacher monitors the progress of the class as a whole but elicits no diagnostic information. <input type="checkbox"/>	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. <input type="checkbox"/>	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. <input type="checkbox"/>
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner. <input type="checkbox"/>	Teacher's feedback to students is uneven, and its timeliness is inconsistent. <input type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality. <input type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. <input type="checkbox"/>

Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. <input type="checkbox"/>	Teacher attempts to adjust a lesson when needed, with only partially successful results. <input type="checkbox"/>	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. <input type="checkbox"/>	Teacher successfully makes a major adjustment to a lesson when needed. <input type="checkbox"/>
Response to students	Teacher ignores or brushes aside students' questions or interests. <input type="checkbox"/>	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. <input type="checkbox"/>	Teacher successfully accommodates students' questions or interests. <input type="checkbox"/>	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. <input type="checkbox"/>
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. <input type="checkbox"/>	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. <input type="checkbox"/>	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. <input type="checkbox"/>	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. <input type="checkbox"/>

Overall Rating: _____

Participation in school and district projects	Teacher avoids becoming involved in school and district projects. <input type="checkbox"/>	Teacher participates in school and district projects when specifically asked. <input type="checkbox"/>	Teacher volunteers to participate in school and district projects, making a substantial contribution. <input type="checkbox"/>	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. <input type="checkbox"/>
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill. <input type="checkbox"/>	Teacher participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. <input type="checkbox"/>	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. <input type="checkbox"/>
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. <input type="checkbox"/>	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. <input type="checkbox"/>	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. <input type="checkbox"/>	Teacher seeks out feedback on teaching from both supervisors and colleagues. <input type="checkbox"/>
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <input type="checkbox"/>	Teacher finds limited ways to contribute to the profession. <input type="checkbox"/>	Teacher participates actively in assisting other educators. <input type="checkbox"/>	Teacher initiates important activities to contribute to the profession. <input type="checkbox"/>
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher is honest in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. <input type="checkbox"/>

Advocacy	Teacher contributes to school practices that result in some students being ill served by the school. <input type="checkbox"/>	Teacher does not knowingly contribute to some students being ill served by the school. <input type="checkbox"/>	Teacher works to ensure that all students receive a fair opportunity to succeed. <input type="checkbox"/>	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. <input type="checkbox"/>
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Compliance with school and district regulations	Teacher does not comply with school and district regulations. <input type="checkbox"/>	Teacher complies minimally with school and district regulations, doing just enough to get by. <input type="checkbox"/>	Teacher complies fully with school and district regulations. <input type="checkbox"/>	Teacher complies fully with school and district regulations, taking a leadership role with colleagues. <input type="checkbox"/>
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Overall Rating: _____

Formal Evaluation Summary Page

Teacher's Name: _____ Date: _____

School: _____ Grade Level/Subject Area: _____

Evaluator: _____

Ratings of Individual Domains:

Domain 1: Planning and Preparation

- 1—Ineffective
- 2—Minimally Effective
- 3—Effective
- 4—Highly Effective

Domain 3: Instruction

- 1—Ineffective
- 2—Minimally Effective
- 3—Effective
- 4—Highly Effective

Domain 2: The Classroom Environment

- 1—Ineffective
- 2—Minimally Effective
- 3—Effective
- 4—Highly Effective

Domain 4: Professional Responsibilities

- 1—Ineffective
- 2—Minimally Effective
- 3—Effective
- 4—Highly Effective

Overall Rating:

- 1—Ineffective
- 2—Minimally Effective
- 3—Effective
- 4—Highly Effective

Overall Comments by Evaluator:

Teacher Comments:

Recommendations (If appropriate):

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

*The teacher's signature does not necessarily indicate agreement—rather, that the observation conference has been held on the date indicated.

Probationary/Tenure

- _____ Tenure
- _____ 2nd Year Probation
- _____ 3rd Year Probation
- _____ 4th Year Probation
- _____ Released

_____ I plan to file a written rebuttal

Competencies- Planning and Evaluation

Part 1 - Indicators of Effective Performance

- o Provides for Development and implementation of long/short range plans for achieving district goals and objectives and recommends such plans to the school board.
- o Provides the school board with reports and information, which will enable it to review operations of the district and to give constructive advice and guidance as to possibilities for improvements.
- o Understands and utilizes long-range planning techniques.
- o Recommends specific procedures and programs for attaining current operational objectives. Provides leadership in solving major problems.
- o Plans his/her own time so that matters of greatest importance are dealt with thoroughly,
- o Supports and assists in carrying out continuous program evaluations.
- o Provides an atmosphere that encourages research and creativity among employees.

Highly Competent Exceeds Expectations	Fully Competent Meets Expectations	Needs Improvement Does Not Meet Expectations
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Composite Evaluation:

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Comments:

**Vanderbilt Area School
Administrative Annual Performance Evaluation**

Michelle Kihn - K-12 Principal

Michelle Kihn

Signature

John Palmer Supt.

Signature

Directions: Please mark the appropriate box for reference in each of the bulleted items within the three sections.

Competencies- Personal Qualities / Attributes

Part 1 - Indicators of Effective Performance

Highly Competent Exceeds Expectations	Fully Competent Meets Expectations	Needs Improvement Does Not Meet Expectations
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- o Maintains a high standard of ethic, honesty, and integrity in all personal and professional matters.
- o Leads by example, exhibiting strong character, good judgment, collaboration, decisiveness, and poise, with all interactions reflecting courtesy and respect.
- o Is approachable to all seeking to provide input and constructive criticism.
- o Demonstrates flexibility by encouraging innovation and being open to new ideas and approaches.
- o Possesses and maintains the health, energy and emotional stability necessary to meet challenging responsibilities and responds appropriately to crisis situations.
- o Engages in professional activities that promote professional growth and development.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Composite Evaluation:

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Comments:

Evaluation Plan

In 2012-2013, teachers will be evaluated in the following manner:

Evaluations	65%	130 points possible
Participation/School Volunteerism	10%	20 points possible
Student Achievement	25%	50 points possible

Explanation:

Evaluation – for the year end evaluation, the rubric will be scored as follows:

Highly Effective Teachers will receive 100 points

Effective Teachers will receive 75 points

Minimally Effective Teachers will receive 50 points

Ineffective Teachers will receive no points

Participation/School Volunteerism – teachers will receive a point for each event they participate in outside of school hours. Some events will be weighted more heavily than others. The percentage earned will be based upon the number of points earned.

Student Achievement –

Target scores for 2012-2013 based upon MEAP scores will be as follows:

Math – 11%

Reading – 40%

Science – 11%

Social Studies – 25%

Writing – 26%

If targets are met in all five areas, teachers will receive all points in the area of student achievement. If targets are not met, teachers will not receive the points. The targets are based on the ***Trajectory of Achievement by Content Area*** as outlined in the Golden Package for Vanderbilt Area School.

Interim data will be used to inform teachers of progress during the school year. Those include DIBELS, RIGBY, PLAN, EXPLORE, and BENCHMARK ASSESSMENTS.

The School Leader (principal) will be graded based on the same scale as the teachers – 65% evaluation, 25% student achievement, and 10% participation/volunteerism for the school.

2012 – 2013 Vanderbilt Area School Calendar

Tuesday, August 28.....	Teacher In-Service
Wednesday, August 29.....	Teacher In-Service
Tuesday, September 4.....	School Begins
Friday, October 12.....	No School – Teacher In Service
Friday, November 2.....	End of First Marking Period
Thursday, November 8.....	½ Day – Parent/Teacher Conferences
Thursday, November 15.....	No School – Safety Day
Friday, November 16.....	No School – Teacher In Service
Thursday, November 22.....	No School – Thanksgiving Break
Friday, November 23.....	No School – Thanksgiving Break
Friday December 21.....	Holiday Break Begins 3:00pm
Monday, January 7.....	School Resumes
Friday, January 18.....	End of 1 st Semester
Wednesday, February 6.....	1/2 Day Parent Teacher Conferences
Friday, February 15.....	No School – Teacher In Service
Monday, February 18.....	No School – Presidents Day
Friday, March 22.....	End of 3 rd Marking Period
Friday, March 22.....	No School Teacher In Service
Friday, March 29.....	No School – Spring Break Begins
Monday, April 8.....	School Resumes
Monday, May 27.....	No School – Memorial Day
Thursday, June 6.....	Last Day of School

Vanderbilt Area Schools Professional Development Plan 2013-14

(Time for each session: 8:00-3:00)

Aug 27 Implementing Common Core State Standards and Smarter Balanced Assessments (Goal Statement 1)

Objectives: Teachers will gain a deeper understanding of the instructional shifts within the CCSS and how to adjust their instruction to implement the CCSS

Teachers will learn how and access CCSS aligned electronic and print resources

Teachers will learn teaching strategies to replicate in their classroom

Teachers will gain a deeper understanding of the new age assessments, and be able to access SBAC resources and performance tasks

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: ISD staff facilitating, materials/resource books: Title I \$

**Aug 28 Common ISD wide PD Day (Theme is determined by a committee representing each district)
Potential themes include using data to inform instruction (*Goal Statements 1*)**

Objectives: Teachers will learn how to and practice setting up exams in Data Director

Teachers will learn and access assessment data reports in Data Director

Teachers will learn and practice using assessment data to make instructional decisions

Monitoring Plan: Online assessments submitted to Principal, Peer collaboration at Team meetings (agenda/minutes of meetings), common assessments (pre/post), data examined by SI Team, and classroom observations reflected in teacher evaluations

Resources: Costs shared by all ESD schools

**Oct 11 Instructional best practices: Marzano Classroom Instruction that Works (implementing CCSS)
(Goal Statement 2, 3)**

Objectives: Teachers will learn and practice Marzano's 6 step teaching vocabulary

Teachers will learn and practice identifying similarities and differences strategies

Teachers will learn and practice summarizing and note taking strategies

Teachers will learn and practice reinforcing effort and providing recognition strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

Nov 8 Instructional best practices: Marzano Classroom Instruction that Works (implementing CCSS) (Goal Statements 2, 3)

Objectives: Teachers will learn and practice homework and practice strategies

Teachers will learn and practice nonlinguistic representation strategies

Teachers will learn and practice cooperative learning strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

Feb 7 Instructional best practices: Marzano Classroom Instruction That Works (implementing CCSS) (Goal Statements 2, 3)

Objectives: Teachers will learn and practice setting objectives and providing feedback strategies

Teachers will learn and practice generating and testing hypotheses, Cues and Question strategies

Teachers will learn and practice advance organizer strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

Implementation support provided at staff meetings (All Staff: Sept. 10, Oct. 8, Nov. 12, Dec. 10, Jan. 14, Feb. 11, Mar. 11, Apr. 8, May 13)

School Improvement Team meetings (1st Monday: Sept 9, Oct 7, Nov 4, Dec 2, Feb 3, Mar 3, May 5)

Team meetings (Elementary Team, Secondary Team)

Coaching support by an instructional coach (Resource: Regional Assistance Grant), and teacher consultant

Vanderbilt Area Schools Professional Development Plan 2013-14

(Time for each session: 8:00-3:00)

Aug 27 Implementing Common Core State Standards and Smarter Balanced Assessments (Goal Statement 1)

Objectives: Teachers will gain a deeper understanding of the instructional shifts within the CCSS and how to adjust their instruction to implement the CCSS

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Teachers will learn teaching strategies to replicate in their classroom

Teachers will gain a deeper understanding of the new age assessments, and be able to access SBAC resources and performance tasks

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: ISD staff facilitating, materials/resource books: Title I \$

Aug 28 Common ISD wide PD Day (Theme is determined by a committee representing each district)
Potential themes include using data to inform instruction (*Goal Statements 1*)

Objectives: Teachers will learn how to and practice setting up exams in Data Director

Teachers will learn and access assessment data reports in Data Director

Teachers will learn and practice using assessment data to make instructional decisions

Monitoring Plan: Online assessments submitted to Principal, Peer collaboration at Team meetings (agenda/minutes of meetings), common assessments (pre/post), data examined by SI Team, and classroom observations reflected in teacher evaluations

Resources: Costs shared by all ESD schools

Oct Fall Data Review

Oct 11 Instructional best practices: Marzano Classroom Instruction that Works (implementing CCSS) (Goal Statement 2, 3)

Objectives: Teachers will learn and practice Marzano's 6 step teaching vocabulary

Teachers will learn and practice identifying similarities and differences strategies

Teachers will learn and practice summarizing and note taking strategies

Teachers will learn and practice reinforcing effort and providing recognition strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

Nov 8 Instructional best practices: Marzano Classroom Instruction that Works (implementing CCSS) (Goal Statements 2, 3)

Objectives: Teachers will learn and practice homework and practice strategies

Teachers will learn and practice nonlinguistic representation strategies

Teachers will learn and practice cooperative learning strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

FEB: Winter Data Review

Feb 7 Instructional best practices: Marzano Classroom Instruction That Works (implementing CCSS) (Goal Statements 2, 3)

Objectives: Teachers will learn and practice setting objectives and providing feedback strategies

Teachers will learn and practice generating and testing hypotheses, Cues and Question strategies

Teachers will learn and practice advance organizer strategies

Teacher leaders share math and ela collaborative CCSS implementation strategies

Monitoring Plan: Evidence of CCSS in Lesson Plans submitted to Principal, Peer collaboration at Team meetings (Agendas/Minutes of meetings), Common Assessments (pre/post) data

examined by SI Team, Classroom Observations; Reflected on Teacher Evaluation, Walkthrough data shared with teacher (building wide examined by SI team)

Resources: Presenter, materials, resource books: Regional Assistance Grant, Title I \$

Implementation support provided at staff meetings (All Staff: Sept. 10, Oct. 8, Nov. 12, Dec. 10, Jan. 14, Feb. 11, Mar. 11, Apr. 8, May 13)

School Improvement Team meetings (1st Monday: Sept 9, Oct 7, Nov 4, Dec 2, Feb 3, Mar 3, May 5)

Team meetings (Elementary Team, Secondary Team)

Coaching support by an instructional coach (Resource: Regional Assistance Grant), and teacher consultant

May Spring Data Review

Grade Level Meeting
Agenda

Grade Level _____

Date _____

Facilitator _____

Recorder _____

Team Members Present _____

Goal of this meeting: Develop an instructional plan for **all** students that reflect student need.

Benchmark goals for this grade Winter:

Number of students at Benchmark:

Number of students in Strategic Range:

Number of students in Intensive Range:

1. Do analysis of DIBELS Charts at grade and class level. Analyze summary of effectiveness.
2. Consider resource programs and human resources.
3. Complete grade level action plan winter to spring.
4. Identify any new students who will be progress monitored, and by whom.
5. Final tasks and follow-up date.



VAS School Improvement Professional Development Action Plan

Activity/Series Implementing Common Core State Standards and Smarter Balanced Assessments (Goal Statement 1)

<p>Changes in Instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student)</p> <p>Goal: During the 2013-14 school year All teachers will teach the Common Core State Standards and administer assessments aligned to the CCSS online to All students so that students will improve their proficiency by 5% in math and reading on the MEAP/MME, and measured quarterly by ESD CCSS assessments.</p>			
<p>Professional Development (PD) in support of Changing Instruction: For each change in instructional practice, detail the PD that will support making those changes. Include:</p> <ol style="list-style-type: none"> How the PD is connected to the goals identified from the data dialogues and data digs?: See Goal 1 on attached SIP A description of the research base that supports the effectiveness of this PD: Marzano, R.J. (2003). <u>What works in school: Translating research into Action.</u> Schmoker, M. (2001). <u>The results fieldbook.</u> Reeves, D.B. (2000). <u>The 90/90/90 Schools: A case study. In Accountability in action: A blueprint for learning organizations</u> Reeves, D. B. (2003). <u>Making Standards Work</u> Marzano, R.J. (2009) <u>Designing & Teaching Learning Goals & Objectives</u> 	<p>Collaboration and Support: For each major PD program, describe how teachers will be provided opportunities for ongoing collaboration and discussion regarding their PD and putting it into practice.</p> <ol style="list-style-type: none"> Peer collaboration at Data Reviews and Team meetings (Agendas/Minutes of meetings), Staff meetings team time Quarterly Assessments data examined by SI Team Walkthrough data shared with teacher (building wide examined by SI team) 	<p>Resources—School and District: What school-wide and district supports and resources will be necessary to implement the PD? Indicate the source of funds for each program of PD.</p> <ol style="list-style-type: none"> Allocated meeting time (district) ESD consultants (RAG) Training on data warehouse (RAG) or Building/District Title) Data Warehouse Annual fee (ESD Substitute/Travel to attend ELA/Math Collaboratives (Building/District Title) Training materials and supplies (RAG) Administration of SEC (Building/District Title) 	<p>Evaluating Results/Reporting to Families and Community:</p> <ol style="list-style-type: none"> What evidence will the school use to draw conclusions about the impact and effectiveness of each major PD program? (Staff Surveys; Alignment of VAS curriculum via SEC survey; Increased proficiency rates on quarterly assessments) Who will be responsible for organizing the evaluation?(ESD SIF; Building Principal) When will the evaluation activities take place and when will they be completed? (At conclusion of day; SEC in Spring; Quarterly Assessments will be given) When will reflection take place to determine if PD was successful and achieved outcome/goal? Who will participate in reflection? (At conclusion of session; all participants)
<p>Session 1 Objectives: Teachers will gain a deeper understanding of the instructional shifts within the CCSS and how to adjust their instruction to implement the CCSS Teachers will learn how and access CCSS aligned electronic and print</p>	<p>Session 2 Objectives: Teachers will learn how to, and practice setting up exams in Data Director to support quarterly assessments Teachers will learn and access assessment data reports in</p>		

<p>resources to improve instructional practice Teachers will learn teaching strategies to replicate in their classroom to improve instructional practice Teachers will gain a deeper understanding of the new age assessments, and be able to access SBAC resources and performance tasks to improve instructional practice</p>	<p>Data Director to improve instructional practice Teachers will learn and practice using assessment data to make instructional decisions to improve instructional practice</p>		
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VAS School Improvement Professional Development Action Plan Part 2

Activity/Series: Instructional best practices: Marzano Classroom Instruction that Works

<p>Changes in Instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student)</p> <p>Goal: During the 2013-14 school year All teachers will learn and implement the Marzano strategies in their daily teaching of the common core state standards so that students will improve their proficiency by 5% in math and reading on the MEAP/MME, and measured quarterly by ESD CCSS assessments.</p>	<p>Professional Development (PD) in support of Changing Instruction: For each change in instructional practice, detail the PD that will support making those changes. Include:</p> <ol style="list-style-type: none"> How the PD is connected to the goals identified from the data dialogues and data digs?: See Goals 2 and 3 on attached SIP A description of the research base that supports the effectiveness of this PD <p>Marzano, R. & Pickering, D. (2001). <i>Classroom strategies that work</i></p> <p>Reeves, D.B. (2000). <i>The 90/90/90 Schools: A case study. In Accountability in action: A blueprint for learning organizations</i></p> <p>Marzano, R.J (2007) <i>The Art and Science of Teaching</i></p> <p>Cornett, J. & Knight, J. (2008) <i>Results on Coaching</i>. University of Kansas Center for Research on Learning</p> <p>Deal, T. & Peterson, K. (2003) <i>Shaping School Culture: The Heart of Leadership</i></p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools</i> (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.</p>	<p>Collaboration and Support: For each major PD program, describe how teachers will be provided opportunities for ongoing collaboration and discussion regarding their PD and putting it into practice.</p> <ol style="list-style-type: none"> Peer collaboration at Data Conferences and Team meetings (Agendas/Minutes of meetings), Staff meetings team time Quarterly Assessments data examined by SI Team Walkthrough data shared with teacher (building wide examined by SI team) Instructional coach: modeling lessons; providing feedback 	<p>Resources—School and District: What school-wide and district supports and resources will be necessary to implement the PD? Indicate the source of funds for each program of PD.</p> <ol style="list-style-type: none"> Allocated meeting time (district) ESD consultants (RAG) Substitute/Travel to attend ELA/Math Collaboratives (Building/District Title) Training materials and supplies (RAG) Administration of SEC (Building/District Title) Instructional coach (RAG) 	<p>Evaluating Results/Reporting to Families and Community:</p> <ol style="list-style-type: none"> What evidence will the school use to draw conclusions about the impact and effectiveness of each major PD program? (Staff Surveys; Alignment of VAS curriculum via SEC survey; Increased proficiency rates on quarterly assessments) Who will be responsible for organizing the evaluation?(ESD SIF; Building Principal) When will the evaluation activities take place and when will they be completed? (At conclusion of day; SEC in Spring; Quarterly Assessments will be given) When will reflection take place to determine if PD was successful and achieved outcome/goal? Who will participate in reflection? (At conclusion of session; all participants)
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<p>examined by SI team</p>	<p>Session 1 Objectives: Teachers will learn and practice Marzano's 6 step teaching vocabulary to improve instructional practice Teachers will learn and practice identifying similarities and differences strategies to improve instructional practice Teachers will learn and practice summarizing and note taking strategies to improve instructional practice Teachers will learn and practice reinforcing effort and providing recognition strategies to improve instructional practice Teacher leaders share math and ELA collaborative CCSS implementation and alignment to the Common Core State Standards</p>	<p>Session 2 Objectives: Teachers will learn and practice homework and practice strategies to improve instructional practice Teachers will learn and practice nonlinguistic representation strategies to improve instructional practice Teachers will learn and practice cooperative learning strategies to improve instructional practice Teacher leaders share math and ELA collaborative CCSS implementation strategies to ensure implementation and alignment to the CCSS</p>	<p>Session 3 Objectives: Teachers will learn and practice setting objectives and providing feedback strategies to improve instructional practice Teachers will learn and practice generating and testing hypotheses, Cues and Question strategies to improve instructional practice Teachers will learn and practice advance organizer strategies to improve instructional practice Teacher leaders share math and ELA collaborative CCSS implementation strategies to ensure implementation and alignment to the CCSS</p>
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	their understanding of operations by an average 5% proficient gain on the MEAP/MME.		improve their reading comprehension skills by an average 5% proficient gain on the MEAP/MME.
Strategy	Align Curriculum to CCSS Implement Quarterly Assessments (Establish a building assessment plan) Implement data review process and teacher data teams Best Practice Instruction PD	Best Practice Math Instruction Programs such as Intel Math Implement teacher data teams Investigate and Establish a math block in the elem and a double block of math at the MS/HS level	Best Practice Instruction Vocabulary Instruction Reading Comprehension Strategies Implement teacher data teams Investigate and Establish a reading block at the Elem and a double block at the MS/HS level
Research	Marzano, R.J. (2003). <u>What works in school: Translating research into Action.</u> Schmoker, M. (2001). <u>The results fieldbook.</u> Reeves, D.B. (2000). <u>The 90/90/90 Schools: A case study. In Accountability in action: A blueprint for learning organizations</u> Reeves, D. B. (2003). <u>Making Standards Work</u> Marzano, R.J. (2009) <u>Designing & Teaching Learning Goals & Objectives</u>	Marzano, R. & Pickering, D. (2001). <u>Classroom strategies that work.</u> Reeves, D.B. (2000). <u>The 90/90/90 Schools: A case study. In Accountability in action: A blueprint for learning organizations</u> Marzano, R.J (2007) <u>The Art and Science of Teaching</u> Cornett, J. & Knight, J. (2008) <u>Results on Coaching.</u> University of Kansas Center for Research on Learning Deal, T. & Peterson, K. (2003) <u>Shaping School Culture: The Heart of Leadership</u> Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). <u>Assisting students struggling with mathematics: Response to Intervention (Rti) for elementary and middle schools</u> (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wcc/publications/practiceguides/ .	Marzano, R. & Pickering, D. (2001). <u>Classroom strategies that work.</u> Reeves, D.B. (2000). <u>The 90/90/90 Schools: A case study. In Accountability in action: A blueprint for learning organizations</u> Marzano, R.J (2004) <u>Six-Step Process in Building Background Knowledge for Academic Achievement.</u> Marzano, R.J (2007) <u>The Art and Science of Teaching</u> Deal, T. & Peterson, K. (2003) <u>Shaping School Culture: The Heart of Leadership</u>
Activity	Align curriculum to CCSS Obtain and utilize an updated pacing guide Resource walk/sharing Continued Data	Teacher PD Attend ESD Math collaborative Instructional coach modeling lessons Implement quarterly assessments Continued Data Dialogues	Vocabulary Instruction Attend ESD ELA collaborative Reading comprehension strategies Attend ESD ELA

Math Goals 1 and 2 Reading Goal 3

	Activities	Deliverables/Outcomes
Year 1	<p>Online Reporting and Formative Assessments: Investigate purchase of online math program such as "Study Island" Use Data Director for Quarterly assessments and Easy CBM/DIBELS Data Reviews: Regularly analyze assessment data and classroom data School Improvement Team: Data Dialogues</p> <p>Curriculum and Instruction: Hire an instructional coach Teachers attend ESD Math and ELA Collaborative: implementing CCSS Investigate teacher PD such as Intel math PD in best practice math/reading comprehension instruction PD in vocabulary instruction Peer observations/feedback Work on curriculum pacing guides aligned to CCSS. Offer a double-block math/reading period for all students that are behind; offer a double-block option for HS students requiring targeted interventions.</p> <p>Interventions: Investigate supplementary programs Implement peer mentor/advisory program Establish and apply a child study format Implementation of early warning system</p> <p>Application to other Core Content Areas: Start preliminary conversation about how lessons learned from the math efforts can apply to other core content areas.</p>	<p>Online Reporting and Formative Assessments: Students use online math program to receive online, differentiated lessons. Quarterly assessment data shows year-end growth for 100% of students. MEAP/MME math targets for Y1 achieved.</p> <p>Curriculum and Instruction: Instructional coach models lessons and provides feedback to individual teachers Teacher leaders share CCSS implementation techniques All teachers are utilizing best practices in math/reading comprehension instruction Complete scope and sequence with vertical and horizontal alignment in all math/reading/ELA courses. Complete math toolkits for all math teachers, including sample problems, portfolio tasks, and pacing guides. Complete Reading/ELA pacing guides Updated student and teacher schedules to accommodate double-block math/reading periods. "Academic keystones" offered in at least 4 grades. Individualized student learning plans</p>

	<u>Math Goal 1</u>	<u>Math Goal 2</u>	<u>Reading Goal 1</u>
Student Goal Statement (short term goal)	Students in grades 2 through 8 will understand and be able to solve problems focusing on 2D/3D geometry	Students in all grades will understand and be able to solve problems focusing on operations.	Students at all grades will understand informational and literary reading.
Gap Statement	3 rd Grade: 83% not proficient 4 th Grade: 100% not proficient 6 th Grade: 89% not proficient	3 rd Grade: 83% not proficient 4 th Grade: 100% not proficient 5 th Grade: 88% not proficient 6 th Grade: 89% not proficient 7 th Grade: 86% not proficient 8 th Grade: 78% not proficient	3 rd Grade: 33% not proficient 4 th Grade: 80% not proficient 5 th Grade: 71% not proficient 6 th Grade: 44% not proficient 7 th Grade: 64% not proficient 8 th Grade: 44% not proficient
Cause for Gap	Current curriculum is outdated, not all concepts are being taught at each grade level, teachers are unaware of how to supplement current curriculum, and teachers are unaware of appropriate pacing.	Infrastructure issues such as books, supplies, aides. Teacher knowledge and skills. Being on the same page consistent vocabulary	Teacher knowledge/skills, students don't retain information, infrastructure (professional development)
Measure	Elementary/Middle School MEAP Future: Quarterly assessments, Easy CBM, EXPLORE/PLAN MME	Elementary/Middle School MEAP Future: Quarterly assessments, Easy CBM, EXPLORE/PLAN MME	Elementary/Middle School MEAP Future: Quarterly assessments, DIBELS, EXPLORE/PLAN MME
Criteria for Success	Short term: Improvement of 5% or above in percent proficient on MEAP/MME; Long term: 85% proficient by 2021-22	Short term: Improvement of 5% or above in percent proficient on MEAP/MME Long term: 85% proficient by 2021-22	Short term: Improvement of 5% or above in percent proficient on MEAP/MME Long term: 85% proficient by 2012-22
Objective	During the 2013-14 school year, Students at all levels will improve	During the 2013-14 school year, Students at all levels will improve their problem solving skills by an average 5% proficient gain on the MEAP/MME	During the 2013-14 school year, Students at all levels will

Goals:	including building leadership capacity and structures to support individualized learn plans	curriculum, instruction, and assessment system.	
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	Dialogues		collaborative Implement common quarterly assessments Continued Data Dialogues
Activity Description	PD on CCSS, Instructional Shifts Teacher teams working on curriculum alignment/pacing guide Alignment of academic vocabulary PD on Marzano instructional strategies Time to show/share resources and supplemental materials Data Dialogues to monitor progress as well as uncover additional areas of focus	PD on a program such as Intel math Differentiated instruction taught, modeled, and supported by instructional coach Teacher data teams to examine assessment data Data Dialogues to monitor progress as well as uncover additional areas of focus	Marzano 6 steps Academic Vocab Reading Comprehension strategies such as guided highlighted read to support Implementing CCSS Teacher data teams to examine assessment data Data Dialogues to monitor progress as well as uncover additional areas of focus
Activity Planned Staff	Instructional Coach, ESD consultant School Improvement Team and Administration	Instructional Coach, ESD Consultant School Improvement team and administration	ESD consultant; Teacher Consultant; School Improvement team and administration
Activity Timeline* PD timeline see attachment	Oct 2013-Sept 2014	Oct 2013-Sept 2014	Oct 2013-Sept 2014
Fiscal Resources	Regional Assistance Grant; Title I/Title II	Title I/Title II(sub/travel costs); Regional Assistance Grant	Title I/Title II(sub/travel costs); ESD; Regional Assistance Grant
Monitoring Plan	Quarterly Assessments Easy CBM data Teacher Obs/Teacher Eval Lesson Plans Walkthroughs Data Dialogues with SIT	Quarterly Assessments Easy CBM data Peer Observations Lesson Plans Walkthroughs Teacher obs/Teacher Eval Data Dialogues with SIT	Quarterly Assessments Peer Observations Lesson Plans Walkthroughs Teacher Obs/Teacher Eval Data Dialogues with SIT
Long Range	Implement a MTSS	Implement evidence based aligned and monitored	

Year 2

Online Reporting and Formative Assessments:

Use and evaluate online math program.
Provide teachers with targeted PD for use of online math program.

Data Reviews

School Improvement Team; Data Dialogues

Curriculum and Instruction:

Instructional coach models and provides feedback Teachers attend ESD Math and ELA Collaborative: implementing CCSS
Peer observations/Feedback
Revise math scope and sequence, as needed.

Work with math teachers at all levels to ensure alignment between the elementary, middle and high school curricula.

Continue to develop detailed sample problems, updated portfolio tasks, and pacing guides.

Use formative assessment data to modify instruction.

Continue offering the double-block option.

Interventions:

Evaluate peer mentor/advisory; modify as needed

Evaluate child study process; modify as needed

Evaluate early warning system; modify as needed

Implement a math intervention curriculum

Launch "Math Warriors" campaign to publicly acknowledge students' math accomplishments; Implement reading awards

Investigate after school math club.

Application to other Core Content Areas:

Launch "Math Integration," which will encourage cross-departmental collaboration.

Online Reporting and Formative Assessments:

Maximize use and functionality of online math program.

Curriculum and Instruction:

Instructional coach leads weekly teacher meetings to review strategies, challenges, etc.

Full implementation of CCSS

Continue to build and improve upon curricular materials.

Create alignment all levels of math/reading/ELA curricula.

Create monthly math/reading data reports, providing itemized formative assessment data (at the individual student level and aggregated by class and grade).

Interventions:

Data shows more students have catch up growth

Acknowledge students for improvements.

Engage students in new math clubs and increase collaboration across subject areas to integrate numeracy and literacy skill building in all content areas

Individualized student learning plans

Year 3

Maintain and continue to improve curriculum and instruction. Apply mid-course corrections and add interventions as the programs evolve. Develop new year-end goals informed by the previous year's data.

Repeat the existing deliverables and outcomes measures, but modify year-end targets to reflect Y1 and Y2 data.

Vanderbilt Area School Assistance Plan

Teacher:

Grade:

Subject:

The following consists of a plan of assistance for the improvement of noted areas. This plan is a follow up to areas of concern identified during the ongoing evaluation process for this teacher. Use of this plan is recommended and required of the teacher and administration for the sole purpose of improvement in the identified areas. Listed are expectations, timelines, resources, activities, and responsibilities for the teacher and administration to clearly help and assist the teacher with noted deficiencies.

Areas of Concern: Planning and Preparation/Instruction & Classroom Management

1. Goals/Purpose:

2. Goals/Purpose:

Where are you now?

1a.

2a.

Where do you need to be?

1a.

2a.

improvement must occur and meet the satisfaction of the administration. Therefore, it is within the teacher's interest to be proactive and assertive to meet the plan's goals.

Signatures indicate an understanding of the plan and expectations of both the teacher and administration, not necessarily an agreement of the scope and nature for the plan.

Teacher

Administration

How will you get there?

Action Plan

1. *Timeline* –

ADMINISTRATIVE SUPPORT -

TEACHER –

2. *Activities*

ADMINISTRATIVE SUPPORT -

TEACHER –

3. *Resources*

ADMINISTRATIVE SUPPORT -

TEACHER –

5. *Who's Involved*

ADMINISTRATIVE SUPPORT –

TEACHER –

6. *Evaluation*

ADMINISTRATIVE SUPPORT –

TEACHER –

The goals and expectations have been communicated to the teacher. Assistance and help is the basis of this plan's development. However, the teacher understands that

2013 – 2014 Vanderbilt Area School Calendar

Tuesday, August 27.....	Teacher In-Service
Wednesday, August 28.....	Teacher In-Service
Tuesday, September 3.....	School Begins
Friday, October 11.....	No School – Teacher In Service
Friday, November 1.....	End of First Marking Period
Thursday, November 7.....	½ Day – Parent/Teacher Conferences
Friday, November 8.....	No School – Teacher In Service
Friday, November 15.....	No School – Safety Day
Thursday, November 21.....	No School – Thanksgiving Break
Friday, November 22.....	No School – Thanksgiving Break
Friday December 20.....	Holiday Break Begins 3:00pm
Monday, January 6.....	School Resumes
Friday, January 17.....	End of 1 st Semester
Thursday, February 6.....	1/2 Day Parent Teacher Conferences
Friday, February 7.....	No School – Teacher In Service
Friday, February 14.....	No School – Mid-Winter Break
Monday, February 17.....	No School – Presidents Day
Friday, March 21.....	End of 3 rd Marking Period
Friday, March 21.....	No School Teacher In Service
Friday, March 28.....	No School – Spring Break Begins
Monday, April 7.....	School Resumes
Monday, May 26.....	No School – Memorial Day
Tuesday, June 3.....	Last Day of School

FIGURE 1. Sample Elementary School Schedule That Provides for Early Literacy Groups

		I	II	III	IV	V	VI	VII	VIII	IX
Kindergarten	HR	Math/Literacy		ELGs		Lunch/Recess	ELGs		Encore/Plan	Sc/SS
Grade 1	HR	ELGs		Math/Literacy		Recess/Lunch	Sc/SS	Encore/Plan	ELGs	
Grade 2	HR	Reading/Language Arts/Social Studies				ELGs, if needed or I/E	Lunch/Recess	Math/Science		Encore/Plan
Grade 3	HR	Reading/Language Arts/Social Studies				Encore/Plan	Recess/Lunch	Math/Science		I/E
Grade 4	HR	Core Class		I/E	Encore/Plan	Core Class		Lunch/Recess	Core Class	
Grade 5	HR	Core Class		Encore/Plan	I/E	Core Class		Recess/Lunch	Core Class	

Abbreviation Guide: ELGs = Early Literacy groups, HR = Homeroom activities, Sc/SS = Science and Social Studies, I/E = Intervention and Enrichment

Note: Periods II through IX are 45 minutes. Period I time may vary, depending on the number of minutes in the school day. Core classes could be language arts, mathematics, and science. Encore refers to art, music, physical education, and media classes that students take. During this period, teachers have common planning time. Similar schedule examples are available in Canady, R. L., & Retting, M. D. (2008). *Elementary school scheduling: Enhancing instruction for student achievement*. Larchmont, NY: Eye on Education.

Example: 90 minute Reading Block with Extended Time for Immediate Intensive Intervention (120 minutes total)								
Instruction	Possible Range of Time	Class Configuration					Examples of Teacher-Led Instruction	
120 minutes daily	30-45 minutes	Whole Group					Implement Comprehensive Core Reading Program (CCRP)	
							Phonemic Awareness: <ul style="list-style-type: none"> Blending & Segmenting word parts & sounds in words Phonics & Fluency: <ul style="list-style-type: none"> Letter-sound correspondence Blending words Choral reading decodable book Vocabulary & Comprehension: <ul style="list-style-type: none"> Robust vocabulary instruction Pre-reading strategies During reading strategies Post-reading strategies 	
	75-90 minutes	Differentiated Instruction- Small Groups (Groups 1 - 4**)					Implement CCRP resources and supplemental and/or intervention materials/programs	
		*20-35 minutes based on group needs	M	T	W	Th	F	Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week. Apply blending words in complete sentences that include known high frequency words. Culminating with applying blending strategies using decodable text gradually releasing teacher support.
		Session 1 (35 min)	1	1	1	1	1	Group 2: word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support.
Session 2 (20 min)		2	2	2	2	2	Group 3: read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.	
Session 3 (20 min)	3	4	3	4	3	Group 4: shared reading related to theme with a book on the students' instructional level focusing on vocabulary and use of comprehension strategies modeled in whole group		
Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.								

* This sample class has four small flexible groups that are formed based upon broad screen/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 receiving small group instruction 3 days per week, and group 4 receiving small group instruction 2 days per week. When students are not at the teacher-led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/teacher-led small group.

** Small group size can vary, but the immediate intensive intervention group should be no larger than 3-5 students.

**Sample High School Schedule
to Support Response to Intervention**

**Extended Learning Time Available for Any Content Area
Based on Student Need**

This schedule is based on an eight period day with 50 minutes per period. Each student has seven core/elective courses. The lunch period is split with an Extended Learning time of 25 minutes. The Extended Learning period can come at the beginning or end of the period so that lunch can be staggered by grade, hallway, or team. The Extended Learning period is used to group students for supplemental instruction, scientifically-researched interventions, or enrichment depending on student needs. Students should be regrouped throughout the school year as indicated by universal screening, progress monitoring and other data.

		Periods									
		1	2	3	4		5	6		7	8
Grade 9	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Lunch	Extended Learning	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Core/Elective
Grade 10	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Core/Elective		Core/Elective	Lunch	Extended Learning	Core/Elective	Core/Elective
Grade 11	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Extended Learning	Lunch	Core/Elective	Core/Elective		Core/Elective	Core/Elective
Grade 12	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Core/Elective		Lunch	Extended Learning	Core/Elective	Core/Elective	Core/Elective

Contact Time = 6:15



2012-2013 Vanderbilt Area Schools Schedule

	8:00-9:02	9:06-10:08	10:12-11:14	11:14-11:46	11:46-12:48	12:52-1:54	1:58-3:00
Teacher	1	2	3	Lunch	4	5	6
C Copenhagen	Preschool	Preschool	10:30 Lunch	Preschool	Preschool	Preschool**	Preschool
C Rich	K	K	Prep/*K	Lunch	Prep/*K	Prep/*K	K
K Long	1st/2nd	1st/2nd	Prep/*1st/2nd	Lunch	Prep/*1st/2nd	Prep/*1st/2nd	1st/2nd
L King	3rd/4th	3rd/4th	Prep/*3rd/4th	Lunch	Prep/*3rd/4th	Prep/*3rd/4th	3rd/4th
D Rupe	5th/6th	5th/6th	Prep/*5th/6th	Lunch	Prep/*5th/6th	Prep/*5th/6th	5th/6th
H Voss	English 9	Prep	7/8 English	Lunch	English 12	Am Lit 10	Brit Lit 11
W Littleton	Env Sci 9-12	Chem 10	Bio 9	Lunch	Sci 12	7/8 Science	Prep
A Respecki	Student Services	Math 7/8	Math 12	Lunch	Algebra-1 9	Algebra-2 11	Geometry 10
J Cherry	Soc St 7/8	Civic/Econ	Prep	Lunch	US History 10	World Hist 9	Current Events
P Cafuk	Computer Online	Comp 1/Comp2	Comp 1/Comp2	Lunch	Elem. Comp		
A Blue	PE / Health 9-12	Inclusion	Inclusion	Lunch	Inclusion	Gym	Inclusion
R Clark					Woods 7	Woods 9-12	
M. Malbouef				Lunch	Art 8	Elem Art	HS Art

* See Special Schedule

** Inclement weather in Gym



Vanderbilt Area Schools

947 Donovan • Vanderbilt, Michigan 49795

OFFICE OF THE SUPERINTENDENT
(989) 983-4121 • Fax (989) 983-4571

OFFICE OF THE PRINCIPAL
(989) 983-2561 • Fax (989) 983-3051

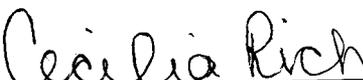
TO: Vanderbilt Education Association

FROM: Administration

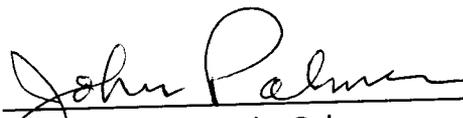
DATE: November 28, 2012

RE: Priority Schools

This Memorandum of Understanding between the Vanderbilt Education Association and the Vanderbilt Administration and Board of Education states that all parties intend to comply with all measures required to implement the Priority School's reform/redesign plan. Any and all substantive changes to the Collective Bargaining Agreement necessary to accomplish the above mentioned reform/redesign plan shall be negotiated in good faith to realize plan goals.



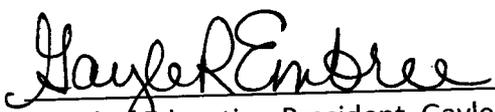
VEA President, Cecilia Rich



Superintendent, John Palmer



Principal, Michelle Kihn



Board of Education President, Gayle Embree