



Reform Redesign Report

Webberville High School

Webberville Community 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?

Webberville High School is a small, rural high school located between Lansing and Brighton along I-96. We serve a community that has limited exposure to higher education, having been traditionally employed in farm-related or manufacturing industries. We have only 176 high school students currently enrolled, with very little ethnic diversity. We have a fairly transient population, with 10-20% of our students changing in any given year, but our enrollment in recent years has been steady.

One of our biggest challenges is preparing students to be the first (for many) in their family to go on to higher education. It becomes increasingly important to set career goals and focus students on the courses and test scores necessary to reach those goals.

Because of the size of our school, we are able to make dynamic change quickly when stakeholders share a vision. The size of our staff limits flexibility for reassignment and taking on new initiatives, however, because of the many roles (teacher, coach, class/club sponsor) that teachers fulfill and the number of courses each teaches. Almost every teacher is the only one in the building who teaches his/her courses. This limits collaboration on specific curricula and activities.

We have 16 teachers at the high school level, five of whom also teach middle school or elementary courses. Of those 16 teachers, 9 have been hired in the last four years. Teacher turnover has been fairly high; 3 of the 9 probationary teachers have replaced other teachers hired within the last four years. The relative inexperience of our staff renders them very willing to enact best practices, but the stability of instruction and the curriculum has suffered as a result of the turnover. That is one of the reasons for the priority we have given to articulating an aligned curriculum and integrating a system to better test mastery of the standards (both formatively and summatively) and make the data more accessible.

School's Purpose

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

The mission of the Webberville Community Schools: "At Webberville Community Schools, we aspire to be a premier school system that will set the new standard of excellence.

The mission of Webberville Community Schools is to provide a progressive, personalized education in a safe and caring environment by a dedicated vision-driven staff."

The vision statement created by the Webberville Secondary Schools (high school and middle school) is "PRIDE = Providing Relevant, Inspiring, Differentiated Education for all Webberville student"

Our guiding principles (code of conduct) is "Do your best. Do what is right. Honor the team." We have created, communicated, and modeled a student behavior matrix based on those principles. They explain what these behaviors look like in the classroom, hallways, cafeteria, etc., and at events. We have also delineated these expectations as they apply to teaching staff in the following excerpt from the staff handbook:

1. DO YOUR BEST

- Integrate best practices into your teaching. These practices should include the Big Five and the Three Thou Shalts that we have studied throughout the year.

i. Provide direct, explicit vocabulary instruction. The first step in fostering academic discussion is teaching the language of the content area. Make sure students can apply the word, and not just regurgitate a stock definition.

ii. Provide direct, explicit comprehension strategy instruction. Make learning visible. Teaching students to learn is our primary job, even before our content area. It goes back to "Give a man a fish! Teach a man to fish!"

iii. Increase student engagement and motivation for literacy learning. This may be the most challenging, because it's about motivating all students to be involved and take ownership for their learning skill-set. DIFFERENTIATE!

iv. Provide opportunities for extended discussion of academic concepts and media. If literacy is the ability to gain knowledge from a variety of media, this step is applying literacy. In discussing (movies, TV shows, articles, books, games, etc. we have seen or read in common) we apply our skills by comparing and contrasting our ideas with others' and reflecting.

v. Make available intensive and individualized interventions for struggling students. What are you doing to address your class' failure rate? Work submission rates? When are you involving parents, and are you empowering them to help? Are you implementing systematic interventions and seeking assistance in getting students the help they need to succeed?

vi. THOU SHALT NOT settle for raised hands to answer questions. This not only allows for disengagement, but it renders the formative nature of the question minimal. It may give the teacher a foggy insight into how much a few students know, but that isn't successful formative assessment.

vii. THOU SHALT strive for 100% engagement.

1. Design lessons daily that are relevant and rigorous for as many students as possible. Be authentic and know your audience.

2. Use methodologies that require all students to participate and that give you meaningful insight into the level of understanding of all students. ALSO incorporate physical movement.

3. Communicate and enforce our common expectation that participation in class is mandatory.

viii. THOU SHALT teach and use note taking explicitly. Students need to learn to effectively take notes, and they need to talk and write about them as well. Effective note taking and summary, along with identifying similarities and differences, rank #1 and #2 for instructional strategies with the highest correlation to student achievement.

2. DO WHAT IS RIGHT

- Take the time to communicate proactively and effectively. Start by distributing a syllabus and updating your WordPress web page so that both contain:

1. Contact information and times
2. Course goals and big ideas (not in acronyms and EduSpeak)
3. Instructions and resources for getting help when needed
4. Description of course materials (and cost of book to deter damage)
5. Behavioral expectations and policies
6. Detailed information about your grading practices
7. Post homework assignments and test dates (on the web)
8. *BONUS* Access to models for papers, projects, and tests
9. *BONUS* Self-monitoring mastery checklists

- Explicitly communicate lesson and unit objectives and design assessments that clearly measure mastery of those objectives.

- Ensure that recorded grades clearly communicate the extent to which a student is mastering the curricular standards and are updated weekly.

- Contact parents proactively when students are making progress or struggling academically or behaviorally.

- Communicate a clear system of academic and behavioral expectations for your students and enforce it consistently. Your expectations should align with school expectations but may be modified to meet specific class/subject needs.

- Model goal-oriented practices and problem-solving for students.

- Respect class time. We have a short school year and limited time for each course. Make the most of class time by starting with a bell-ringer activity that gets students into the lesson while you take attendance. Use the full class period to foster and reinforce learning.

- Maintain confidentiality.

- Use school resources wisely and respect others' property/materials.

3. HONOR THE TEAM

- Uphold and enforce staff expectations and school rules. If you let things slip, you transfer your share of the load to others.

- Be present and involved at staff meetings. As part of the team, you serve a role and your voice needs to be heard.

- Share best practices with peers and create professional partnerships that can foster continued growth and inspiration for you and your partner while improving instruction and morale.

- Communicate proactively. If you see a potential opportunity or problem, communicate it with the appropriate person.

- Strive to be a positive force in our professional learning community!

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.

In the last three years, we have had several notable achievements. We have increased math instruction from 54 to 75 minutes a day in grades 7-10. We have seen an increase in students completing Algebra II and enrolling in Calculus.

We have implemented universal screening in reading and math and intervention classes for students in grades 7-11 who test significantly below grade level. Our classes and our focus on literacy and math computation have shown benefits on AIMSweb testing.

We have seen an increase in student and teacher engagement in the classroom. Our collaboratively developed norms for instruction have decreased the tradition of students working silently in a class while the teacher works at his/her desk and increased active learning processes that work toward higher order application of knowledge and skills.

As a result of our MiBLSi/PBIS process, our student suspensions have decreased and misbehavior in hallways, particularly during class time, has decreased as well. Perceptive data shows that the majority of students, teachers, and parents believe that we have a safe, positive learning environment.

The areas in most immediate need of improvement are our curriculum alignment and mapping, student writing skills, test preparation, data management and communication, and stability of personnel. We also need to promote better parent partnership in education at the high school level.

Additional Information

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

We have embraced this transformation process because we believe that our test scores are not indicative of the quality of education of which our students, staff, and community are capable.

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.

Brian Friddle; Superintendent and High School Managing Principal, bfriddle@webbervilleschools.org

Tamara Bashore-Berg; ISD Consultant, tbashore@inghamisd.org

Pam Panozzo-Jones; Special Education and MTSS Director, pjones@webbervilleschools.org

Suzi Slater; Elementary Principal, sslater@webbervilleschools.org

Kathy Pierman; ELA Department Chair, Teacher, and WEA President, kpierman@webbervilleschools.org

Becky Anderson; Teacher, Mentor, and Administrative Intern, randerson@webbervilleschools.org

Tia Vassilakos; Counselor and RtI Data Analyst, tvassilakos@webbervilleschools.org

Tim Dowker; MS Principal and High School Director of Instruction and Assessment, tdowker@webbervilleschools.org

Becky Anderson; Teacher, Mentor, and Administrative Intern, randerson@webbervilleschools.org

Tia Vassilakos; Counselor and RtI Data Analyst, tvassilakos@webbervilleschools.org

Tim Dowker MS Principal and High School Director of Instruction and Assessment, tdowker @webbervilleschools.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.)

We recognize the importance of this transformation plan for our students' academic success. As a result of this realization, we have already begun to implement and integrate components of this plan. Several of the recommended trainings have already been conducted in an effort to produce results as quickly as possible.

With the exception of our writing initiative, you will notice that we target all core subjects collectively instead of individually. This is because our scores indicate that we are testing below state average in all areas, which is not acceptable. Writing has been identified individually because it is a component that needs to be present in all curricular areas and it has not been a major focus of our recent school improvement efforts. As such, it will require immediate, specific attention to allow for transformational improvement.

Our three big ideas:

-We will increase the focus on mastery learning and increase rigor in all subject areas to better fulfill and align with state standards. To accomplish this, we will provide time and training for each department to clearly articulate course curricula that aligns to state standards. We have introduced the Understanding by Design unit-planning process and will continue to train leaders and staff members in implementing these or similar templates. We will create and seek out valid assessments that align with course standards and use them to generate data about the effectiveness of each instructional program and curriculum. We will provide additional time and training in data analysis and intervention to empower leaders and staff members to make necessary adjustments based on data to improve core instruction. We will also ensure that our grading practices and communications with parents about academic progress in classes is primarily based on mastery of standards to a far greater degree than on work completion or submission.

-We will expand our Multi-Tiered Systems of Support (MTSS) for all core instruction providing, monitoring, and continually improving interventions for students who are unable to master the curriculum in the time or manner given or presented. We will also provide support, encouragement, and accountability for students who are unwilling to engage in order to meet academic expectations.

In the MTSS process of determining causation for academic gaps for groups of students, we will support our first goal of curricular improvement and improving/aligning core instruction. We will also use professional development and our MTSS coach to continually encourage the use of best practices in education, including explicit vocabulary instruction, explicit comprehension instruction, universal engagement, continual use of writing and notes, extended academic discussion, differentiation, formative assessment, etc. to ensure that all students have access to quality instruction that meets a range of learning styles and needs.

-We will improve student writing skills and adopt methodologies for improving writing that transfer across subject areas (so process writing is not just something students do in ELA when required). Writing will be a major component for developing literacy and of assessing understanding in all core areas.

State what data were used to identify these ideas.

We used standardized data such as the Explore/PLAN/ACT (EPAS) scores, Work Keys, MEAP/MME, and AIMSweb data as external (normed) data to identify areas for improvement.

We will use internal assessments such as pre- and post-test results in core classes, course failure rates, exam scores (relative to course

grades) and other internal assessments to provide formative data about the degree to which we are teaching course standards to mastery. We recognize the limitations of these tests in a small school in which there are not multiple teachers teaching a course, so our professional development and coordination with ISD consultants will need to be intensive to bolster validity.

Finally, we will survey students, parents, and teachers to generate perceptive data about the changes being made. For true transformation to take place, it cannot be only the curriculum and instructional methodology that are improved. The culture also has to evolve to provide a more effective, supportive environment for teaching and learning. These surveys will give us insight about the teaching and learning cultures to help us guide initiatives.

We have enlisted the support of the GAINS Education program in measuring our progress against the nationally-normed EPAS tests. The GAINS system will be used to provide multiple full-length screening data using retired ACT tests. In the fall and winter, students from grades 7-11 will take an EPAS test that will be scored and then reviewed with them. Results will also be sent home and information will be given to both students and parents as to how the student can improve his/her score.

Teachers will create and implement ACT/MME-like assessments in core courses. We will adopt (for use on writing assessments similar to the argumentative or persuasive writing used in the ACT) writing rubrics with elements similar to those used to score ACT writing. Assessment data will be stored in IlluminateEd, a data warehouse, to make it available to all teaching staff, to correlate assessment data with mastery of state standards, and to allow for ease of analysis. We will use Key Train and other preparation programs to improve students' skills in locating information, reading for information, and demonstrating mastery of applied math concepts and processes. This data will also be stored and displayed through the IlluminateEd program.

We will integrate "data analysis days" into our schedule to allow for collaborative time to analyze data and determine focus groups and interventions from the data. All staff members will play meaningful roles in the areas of data analysis, parent and community involvement, intervention support, and/or increasing organizational flexibility and promoting staff retention.

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.

We will be reassigning the high school leadership to our superintendent, Brian Friddle. He will take over as the principal at the high school level. The management structure will be:

Brian Friddle: Superintendent and HS Principal

Pam Panozzo-Jones: Special Education and Multi-Tiered System of Support (MTSS) Director

Tim Dowker: Middle School Principal and Secondary Instruction and Assessment Director

Andrew Smith: Dean of Students and Athletic Director

Brian Friddle has been assigned as the high school principal to expedite the transformation process. As the person in the district who has the most direct authority to reallocate resources and personnel, his management can bring about results more immediately. Due to his involvement with curriculum management (serving as a district curriculum director), he can also make the process of aligning and articulating the core curriculum more efficient. We will be looking to improve the cohesion of the curriculum not only in the high school, but leading up to high school. As an administrator with district-level authority, Mr. Friddle is uniquely qualified to oversee this aspect of the plan.

We have elected to reassign Tim Dowker, the former high school building principal, because he has been one of the key components of several of the systems we have in place that are best aligned with the requirements of the transformation plan. He has implemented focused professional development, and made course failure rates, literacy (fluency and comprehension) and mathematics (computation and concepts) screening data, and standardized test data (MEAP, MME, EXPLORE/PLAN/ACT) available to teachers. He has coached teachers in best practices, helped move along those who were unwilling or unable to meet expectations, and served on the team that created our data-based evaluation system. He worked with and supported a Rtl coach and attended training along with staff members in Rtl, MiBLiSi, PBiS, and other multi-tiered systems of support. He was involved in facilitating Webberville's involvement in a county-wide MTSS initiative and was part of a team that was asked to present parent partnership initiatives to the Ingham ISD Board of Education. He was part of a team that analyzed data to identify students whose literacy and/or math skills showed the need for placement in a structured intervention program. He helped to build a schedule that allowed for intervention classes for struggling students and made available the resources and training for the staff who provided interventions to the identified students. The committee believes that his complete removal from our administrative team would cause us to move backward, not forward, in the transformational process.

The research that guided our planning:

-Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012

-Information from <http://www.centerii.org/handbook/> regarding Rapid Improvement Leaders

-Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement, by Richard DuFour and Robert J. Marzano, c. 2011 by Solution Tree Press

-Good to Great, by Jim Collins, c. 2001 by Harper Collins Publishers, Inc.

-Consultation with our ISD liaison, Tamara Bashore-Berg and Pamela Miller Thompson, an educational consultant from Maynard Thompson Educational Services, L.L.C.

EVIDENCE

- ☐ Print-out of our website listing staff and of our 2013-14 student handbook showing the amended job placements
- ☐ Copies of last year's weekly memos demonstrating support/training for initiatives (begun by the former principal) that are similar to or supportive of our transformation plan

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.

A collaborative team (six teachers and four administrators) engaged in the process of retooling our teacher evaluation, modeling our efforts after the Charlotte Danielson model. We met throughout the fall and piloted the evaluation system for one semester. The model was approved by our education association and our board of education. The new assessment system provided better information about teachers' specific areas of strength and areas needing further growth. It provided a framework for recognizing teachers for leadership and for components of the profession in which they excelled. It also laid out a process for improving deficiencies and for removing teachers who did not make the necessary improvement.

With the passage of MPA201-205 of 2009 and MPA 100-103 of 2011, another collaborative team (comprised of seven teachers and four administrators) met to determine the best way to comply with the state requirements for teacher evaluation with a student growth component. Our administrators received training from the MASSP and other professional organizations and both administrators and teachers researched models published by early adopters. Together we created a student growth component that uses data from pre- and post-testing in every class, student surveys, standardized test scores (EXPLORE/PLAN/ACT and MEAP/MME), and teacher attendance as indicators. The data component is combined with the narrative (Danielson-derived) evaluation to classify teachers as Highly Effective, Effective, Minimally Effective, or Ineffective. This was approved by the education association and board of education and was used successfully for evaluations throughout the 2011-12 school year. In the 2011-12 and 2012-13 school years, the data component will comprise 15% of each teacher's overall evaluation score. We have put forward a proposal (attached) for an escalating rate over the next three years to align with MCL 380.1249(2)(a)(i), the percentage of the evaluation score derived from student growth and assessment data will be 25% for 2013-14, 40% for 2014-15, and 50% for 2015-16 and beyond.

We have adopted the School Advance administrator performance evaluation system for the basis of our administrator evaluation system. It is one of the three administrative evaluation rubrics currently being recommended by the Michigan Council on Educator Effectiveness' Advisory Committee. A collaborative committee met during December and January to create a process for using the rubric and integrate the necessary components. These components include a data component that uses student growth data, attendance, and school improvement success as significant factors in rating administrators (25% in 2013-14, 40% in 2014-15, and 50% thereafter). There is also a procedure for the remediation of necessary growth areas and a process for removing ineffective administrators. (See attached administrator evaluation system.) The new administrator evaluation system was approved by the Board of Education at the January 14 meeting.

We are adopting STAGES (an evaluation database) to provide a platform for use with both the administrative and teaching evaluation processes. The STAGES program will simplify access to standardized observation forms and provide an organizational structure for tracking and logging observations, required pre- and post-evaluation meetings, IDPs, and other components of the evaluation process.

With the introduction of EPAS testing three times per year and of interim, formative assessments throughout the year (classroom ACT-like assessments linked to course curriculum and interventions for targeted groups based on EPAS data), we will have more frequent and reliable data available for measuring student progress and growth in grades 7-12. This standardized testing will be integrated into our teacher evaluation data component at an increased level beginning in the 2012-13 school year and will be reviewed with teachers at the data

analysis sessions.

The research that guided our planning:

- Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012
- Information from <http://www.centerii.org/handbook/> regarding "Human Capital: Personnel and Professional Development" and "Curriculum and Instruction"
- Stages Software evaluation organizational system at <http://www.k12evaluationsolutions.com/solutions/stages>
- The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School, by Charlotte Danielson, c. 2008 by the Association for Supervision and Curriculum Development

EVIDENCE

- Teacher evaluation rubric and system
- Administrative evaluation rubric and system
- Board meeting minutes showing adoption of the new administrative evaluation system
- Documentation of evaluation committee meetings
- Data review documents (summative) used in June, 2012

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.

A. We have departmental leadership positions and currently have teachers filling all core department positions except for science. The department leaders' role in school improvement decision-making has been limited in recent years and must be increased in order to ensure the shared leadership to produce rapid transformation in every core area. One of the requirements of this change will be to find ways to better make time (collaborative, departmental, curriculum/planning) and other resources (current data, access to professional development and curricular/instruction consultants) available for department leaders. As part of our transformation, we will foster a more active role for the department leaders: articulating aligned curriculum, developing valid internal (standards-based by course) assessments, integrating test skills and content-relevant preparation throughout courses, and analyzing data to determine curricular and skill gaps. Department leaders will help coordinate the district and building data by translating district goals and focus areas at the department level and by assisting department members with analyzing and taking ownership of their own data. This will be a component of a broader process of creating correlated data-based action plans to facilitate targeted improvement at the student level (individual and group) as well as the department, building and district levels.

B. Merit pay is built into our educator evaluation system for any teacher whose overall rating is "highly effective," and the evaluation system has a student growth component.

C. Our collaboratively created (with the teacher union and the administration working together on the process and approval) educator evaluation system has a built-in process for removing ineffective educators. Educators who are rated as minimally effective or below are given support through an individual development plan to provide the training and resources to improve. If the improvement does not occur, there is a process for the removal of the educator within a specific timeframe to minimize disruption of the educational process and allow the staff to move forward productively. For administrators, the process for removal is similarly constructed. Each administrator meets with his/her evaluator a minimum of three times a year to review goals and progress toward accomplishment of those goals. The evaluator can require a plan of improvement mid-year or at the year-end review to guide mandatory improvement measures. Failure to make the required improvement would result in removal.

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D. We have created a letter of agreement between our education association and our administration making presentation pay available to teachers who research, implement, model, and present components of the transformation plan. This gives teachers a greater opportunity to play a leadership role in the transformation plan and gain ownership in the initiatives and results. This was adopted in August, 2012.

E. We have instituted a "Teacher of the Month" program to recognize educators who made key contributions to our transformation initiative. Staff members will have the opportunity to nominate teachers and summarize their contribution and how it moved us closer to our goals. The building administrators will select a candidate from the nominations, and we will recognize both the recipient and other qualifying nominees on a monthly basis. This system began in October, 2012.

The research that guided our planning:

-Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012

-Information from <http://www.centerii.org/handbook/> regarding Human Capital: Personnel and Professional Development

-The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School, by Charlotte Danielson, c. 2008 by the Association for Supervision and Curriculum Development

-Consultation with our ISD liaison, Tamara Bashore-Berg

EVIDENCE

☐ "Teacher of the Month" nominations and list of award recipients

☐ Presentation pay LOA

☐ Student growth data in IlluminateEd

☐ Further evidence in attached teacher evaluation form

☐ Department meeting minutes

☐ Planning calendar

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.

Prior to our designation as a Priority School, we conducted three days of professional development at the beginning of the school year and four hours per month (for approximately 32 total hours) for all teachers. As a component of our new CBA, in response to our Priority designation and the need for rapid improvement, one full day of professional development and four half-days have been added. These additional hours will be used to analyze data to measure student growth (and, subsequently, the success of our transformation initiatives) and create or revise action plans based on the data. Components of our overall training plan are:

A. Our MTSS Coach, in collaboration with other administrators and with department leaders, will coach evidence-validated instructional strategies based on the IES best practices. All teaching staff will receive training and follow-up on using instructional and assessment practices with the highest correlation to student growth. Practices that have been introduced and will be further integrated include: explicit vocabulary instruction, explicit comprehension instruction, universal engagement techniques, continual use of writing and notes, extended academic discussion, differentiation, formative assessment, and mastery-based grading (many of which require data-based decision making to be effective). This has already begun and will continue throughout the three-year calendar for our plan.

B. Data management software (IlluminateEd) will be introduced and will provide student data. Follow-up will occur throughout the first year (12-13), including mid-year intensive training on creating and entering assessments. Teachers will be trained to develop/update their school websites to improve communication with parents. This will be coupled with required use of student planners to enter assignments to improve

communication of assignments to be completed outside of school.

C. We will be reviewing the EPAS assessment series and integrating additional summative testing, formative testing, and intervention measures. We have reviewed the ACT test (August 28) to ensure that teachers understand the format of the test and the content knowledge/skills required for success. Teachers will receive training on systematically reviewing test items with students and providing formative feedback. We will continue to investigate interim testing options and develop curriculum-based measures for core courses. We will research and implement strategies and measures for improving achievement gaps, identify target groups for intervention, and facilitate interventions with these groups based on researched best practices. Teachers will be informed of students receiving interventions so they can make appropriate classroom adjustments and provide support.

D. We will provide training on the elements of CCR and CCSS writing and develop ways to integrate components of the writing rubric and informational reading across core curricular areas. The rubric will be created and training in its use will be provided in the 2012-13 school year. We will have fidelity checks and adjustments each year thereafter.

E. We will research cross-curricular connections for broad standards (such as informational reading, recognizing and interpreting inferences, reading charts and graphs, etc.). This will be one of the opportunities for teachers to present to their peers and coach best practices in this area.

F. We will provide training on standards-based assessment and grading to better correlate course outcome grading and mastery of course standards. The IlluminateEd system is designed to link assessments to standards. For this to be effective, we will need to ensure that all teachers know and understand the CCSS and the forthcoming CCSS standards for science and social studies. We also need to solidify the link between the aligned curriculum for each course, the assessments for those units/standards, and the communication of progress toward mastery for students and parents through our grade reporting system. This process began in August, 2012, with the IlluminateEd training and the mandate for aligned, articulated curriculum and unit plans to be submitted by the conclusion of the 2012-13 school year. The overall process of aligning, assessing, and refining will be a three-year process.

The research that guided our planning:

-Graham, S. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Washington, DC: Alliance for Excellent Education.

- Hamilton, L. 2009. *Using student achievement data to support instructional decision making*. (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. D.O.E.

Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

-Kamil, M. L. (2008).

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). 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>.

-Torgesen, J. K. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH:RMC Research Corporation, Center on Instruction.

-Common Core Teaching and Learning Strategies: ELA - Reading Informational Text Grades 6-12; II DoE

-Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012

-Information from <http://www.centerii.org/handbook/> regarding Human Capital: Personnel and Professional Development

EVIDENCE

☐ PD calendar and agendas, sign-ins, and worksheets

☐ External conference summaries

☐ Weekly memos reinforcing expectations and providing further clarification of and support for best practices

-More research available upon request

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 Rebecca Anderson and Janet Reifenberg will be attending the Next Network training in Saginaw on Monday, January 28. They will be trained to facilitate the use of the Next Network professional development system by teachers throughout the building.

Currently, we have teachers who serve as paid department leaders for the four core departments and one for the specials (arts, foreign language, P.E., etc.) This group meets together to make decisions about scheduling, curriculum, data, assessment, and specific departmental needs. They also meet with administrators individually to communicate resources needed and maintain support for a shared departmental vision.

We have joined a tri-county initiative facilitated by the Ingham ISD called Teachers Learning Together (TLT). The initiative, led by national consultant Kevin Feldman, PhD., coaches teachers to collaborate to provide peer support and formative feedback regarding quality instruction and classroom management. The teachers receive intensive training in the IES best practices (listed in part A of component 4 above) and are taught to do walk-through observations of other teachers' classes. Dr. Feldman models the observation rubric and the way feedback should be given. He interviews the teachers whose classes have been observed to give novices a sense of the process, how it feels to be observed, and the effects the process has had on others. Teachers return to the school and observe each other's classes, giving constructive feedback. When they are comfortable with the process they offer to observe other teacher's (not in the TLT program) classes or to allow other teachers to observe theirs. We have one teacher who is in her third year of the program and four who are in their second. Four teachers have begun training this year and we will seek to expand the initiative in the building from the fifty percent currently participating to universal participation throughout the core areas, as the results for the teachers already involved have been significant.

To retain staff we will improve the fidelity of our mentoring program, creating a manual for new teachers and their mentors to assure that key needs are met. We have conducted a new teacher orientation each year, but efforts to coordinate induction past that initial orientation have been inconsistent. The manual will be completed by the beginning of the 2013-14 school year.

Our letter of agreement for presentation pay (and our PD schedule showing its use) demonstrate the leadership opportunities available to teachers. Several teachers have successfully led PD sessions, and the Next Network facilitation will be among the next opportunities offered.

Based on survey data, we must also improve in the area of expressing appreciation for teachers and encouraging positive social interaction and collegiality. In August, 2012, our education association and board of education reopened the collective bargaining agreement and teachers were given a pay increase. In that reopener, teachers were also given increased professional development time and half days for exams. Merit pay was also a component of the new CBA.

We will host social events such as an introduction luncheon for new teachers, potluck luncheons to be shared by staff members throughout the year, and celebrations of achievements and milestones. We have created a "Teacher of the Month" program to recognize educators who have made the greatest contributions to the progress of our transformation plan. We are also organizing a staff holiday party and are making plans for an end-of-year celebration at which we will not only recognize individual achievements and "best moments", but we will also present data to show accomplishments made this year toward our transformation plan goals.

We have increased the technology available in classrooms to enhance learning. Currently all teachers have a data projector in their room

and a document camera either assigned to them or available for use. One of our ELA teachers has a full computer lab in her classroom for hourly use. Ten computers were placed in another high school ELA classroom to empower more accessibility to writing lab assignments and research opportunities. We will provide more access to computers to middle school ELA teachers as well to support the writing initiative.

We will survey staff about best ways to support their efforts and show appreciation. We will model the majority of the questions after those in First, Break All the Rules that pertain to changing organizational culture by assuring that each staff member feels valued and supported in their role.

In terms of flexible working condition and hours, we have a signed letter of agreement (attached) offering the option of a work day that will start and end earlier than the "standard" (7:45 to 3:15) workday or that will start and end later than the standard workday. This will be available if the teacher has a class that can be offered as a zero block or as a sixth block and we have enough students whose schedule and transportation availability will allow us to fill the alternatively-scheduled class.

The research that guided our planning:

- Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012
- Information from <http://www.centerii.org/handbook/> regarding Human Capital: Personnel and Professional Development
- First, Break All the Rules by Marcus Buckingham and Curt Coffman, c. 1999 by Simon and Shuster
- Consultation with our Ingham ISD liaison, Tamara Bashore-Berg

EVIDENCE

- New teacher orientation agenda, mentoring manual and revisions
- Next Network training materials and log
- TLT training materials
- "Teacher of the Month" nomination form
- Released time for PD/department/collaborative initiatives
- Documentation of before/after computer availability
- Staff survey and results as they become available

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.

The MTSS system, which has been in practice across Ingham County for several years, has been proven to provide a systematic program for categorizing student assessment data, identifying patterns, linking areas of need to validated interventions, then enacting the interventions with fidelity, progress monitoring, and either adjusting the intervention plan or reclassifying the student based on growth. Areas of consistent weakness trigger investigation into potential shortcomings in curriculum and courses. Our current test scores and subsequent second-percentile rating by the MDE indicate that we have gaping holes in core instruction. The fact that we are below state average in every content area indicates that the issue is across the curriculum. As Michael Schmoker, in his book *Focus* (2011) suggests, poor results indicate a need to investigate both what is taught and how it is taught.

WHAT IS TAUGHT: At our August 28, 2012 staff meeting, we communicated the expectation that all departments will have written curriculum for all courses by the end of the 2011-12 school year. These must be aligned with the state or national standards as appropriate. An Understanding by Design template for unit plan layout was distributed to the staff. Training about the Understanding by Design model of planning was given last year and will be reviewed this year. Every unit plan will identify the standards it is designed to teach and the assessment that will determine the extent to which students mastered those standards. Department leaders will be given further training in the CCSS and ISD personnel will be consulted to ensure that the appropriate standards are being built into the plans and at the appropriate levels. We are currently looking into the possibility of adopting the Curriculum Crafters tool to provide a structure and process for successfully mapping and articulating our curriculum for each course, department, grade level, and building. We will have our curriculum mapped and aligned unit plans documented by the beginning of the 2013-14 school year. We will review our curriculum based on patterns of test scores thereafter.

We have also introduced IlluminateEd in order to more readily view student data and strand data. This program also has an assessment component that enables teachers to easily link assessments to state and national standards (which are listed in the database). We will be able to create and implement formative curriculum-based measures in classes and to record the data so it is easily accessible for staff members and transformation leaders. This data will give early indication of whether initiatives are having the necessary transformational impact.

For a readily-available resource, links to the Ingham ISD curriculum development pages "which link to MDE, the SBAC, and others" were also distributed to all staff. These sites are an important network for keeping tabs on the latest changes in expectations and practices. We also are working with Ingham ISD content-area specialists to help guide our curriculum mapping and unit development process.

The newly reestablished K-12 Curriculum Council will review curriculum and ensure its alignment with state standards and cohesion across grade levels. Upon recommendation by department leaders (to ensure that students master grade-level objectives), the curriculum council will determine if courses or subject areas should receive extended time or resources to fulfill that department's components of the transformation plan.

HOW IT IS TAUGHT: Our MTSS Teacher Coach, in collaboration with other administrators and with department leaders, will coach evidence-validated instructional strategies based on the Institute of Education Sciences (IES) best practices. All teaching staff will receive training and follow-up on using instructional and assessment practices with the highest correlation to student growth. Practices that have

been introduced and will be further refined and coached include explicit vocabulary instruction, explicit comprehension instruction, universal engagement techniques, continual use of writing and notes, extended academic discussion, differentiation, formative assessment, and mastery-based grading (many of which require data-based decision making to be effective).

Our classroom observations and teacher evaluation support these best practices. Observers - whether an administrative evaluator, the MTSS coach, or a fellow teacher who is a TLT member - focus first and foremost on student engagement. Our evaluation tool and the walk-through rubrics focus on the best practices listed above as components of successful instruction. Further, we look for "chunking" of time and instruction. Each teacher should be continually moving from a cycle of presenting information or skills directly linked to a communicated learning objective, modeling the necessary thinking or sub-skills, allowing for guided practice to process the new information or skills, and formatively assessing student mastery of the objective. The sum of these cycles should lead to a summative assessment, which may not remain summative if the results suggest that too many students didn't master the objective(s).

The research that guided our planning:

- Gersten, R. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (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/>.

EVIDENCE

☐ Documented curriculum for each course (by end of 2012-13 school year)

☐ Student strand data from IlluminateEd

☐ Classroom observation templates and notes

☐ Teacher eval rubric (domains 1-3)

More research available upon request

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.

We will provide professional development that puts data at teachers', parents', and school leaders' fingertips. We need to ensure that our educators know how to use data to guide instruction. Parents and other stakeholders will be provided access to data and resources that can empower them to support individual and group improvement.

We will screen seventh to eleventh grade students using EPAS assessments three times a year. We have selected this method because it has been successfully implemented in other schools and because the EPAS tests are a nationally-normed determinant of college and career readiness. Fall and Winter testing will use retired EPAS tests and we will send the student responses to GAINS education group to get the responses scored and entered into Microsoft Excel format so we can analyze the data and identify individuals and groups who would benefit from targeted interventions. The spring test will be the formal EXPLORE (7th and 8th), PLAN (9th & 10th) and ACT during the prescribed testing window. We will also give a retired ACT in May to test the 10th grade students and have baseline data available for summer planning and/or interventions. We will use the MTSS model to monitor individual and group progress between testing cycles, provide necessary interventions and use formative assessment to monitor growth. The MTSS model, which has been in practice across Ingham County for several years, has been proven to provide a systematic method for categorizing student outcomes, identifying patterns, linking areas of need to validated interventions, enacting the interventions with fidelity, progress monitoring, and either adjusting the intervention plan or

reclassifying the student based on growth. Areas of consistent weakness will trigger investigation into potential shortcomings in curriculum and courses.

IlluminateEd will continually provide individual (and group) student data for teachers and administrators. Follow-up training will occur throughout the first year, including mid-year intensive training on creating and entering assessments. These assessments will be linked to course standards so stakeholders can see individual and group progress toward mastery of standards over multiple testing periods and years.

Department leaders will be trained to facilitate data analysis and action plan development based on the data. In order for our department leaders to play a key role, they have to be at the forefront of data analysis and the most familiar with the Common Core and CCSS standards and the best practices for assessing those standards. We are working with Ingham ISD content-area specialists and using content-specific professional development made available through the ISD to stay abreast of state expectations and study innovations for connecting students with the curriculum.

Our revised calendar has allowed for three additional professional development days (one full, four half-days) for data analysis. On October 19, for example, we distributed data from the EPAS assessments given two weeks earlier. We allowed time for departments and other collaborative groups to meet to identify groups of students who were unsuccessful on similar portions of the test. Departments were challenged to look for causation of potential curriculum gaps and to create a plan for remediating lagging skills and providing necessary instruction. They were also given the ongoing responsibility of identifying or developing internal, formative assessments to practice the necessary skills and monitor growth toward mastery. These formative assessments would be used both at tier one (for all students) and at tier two (for groups of students who demonstrate a similar, specific gap or need).

After each testing cycle the data will be analyzed and compared longitudinally, and the above process will be followed again for analysis and creation or revision of action plans. Department and collaborative meetings throughout the year will be used to provide time for enacting and refining components of the action plans based on the most current data, including progress monitoring data for students currently receiving interventions.

After each formative testing cycle (fall and winter) students will be given their testing results, review the test with the appropriate content-area teachers, and use the feedback and results to analyze their growth. Students will be assisted in interpreting their data, setting goals for improvement, and developing/enacting strategies for achieving those goals. We have had success improving basic skills in our intervention classes using this (MTSS) model. Parents will also be made aware of their child(ren)'s data through PowerSchool (our grade reporting system), information given at parent/teacher conferences, and attachments to progress reports, report cards and other mailings and given information as to how they can support their child's improvement.

The research that guided our planning:

- Hamilton et al (2009). Using student achievement data to support instructional decision making. (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Kamil, et al (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- More of our research sources are available upon request. Character limit required abbreviation.

EVIDENCE

¢ Templates/agendas for presenting EPAS data to students and parents

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- ☒ Professional development agendas, sign-ins, and worksheets/resources
- ☒ Newsletters
- ☒ PowerSchool training information

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.

As a result of our Priority School designation, a new collective bargaining agreement was ratified by our education association and board of education in August 2012 increasing our instructional days from 166 days in the 2011-12 school year to 174 days in the 2012-13 school year. Our professional development days will also increase from approximately 48 hours (in the 2011-12 school year) to 66 hours per year.

Also as a result of the Priority School designation, we have increased teacher planning/collaborative time from approximately 58 minutes per day to 75 minutes per day. Prior to the transformation plan, teachers were assigned to the online learning lab during their planning period every four to six days. To increase planning/collaborative time, we hired a monitor for the online learning lab, giving teachers a full block of planning (74 minutes) every day throughout the school year. This additional time will assist teachers in fulfilling components of the Transformation Plan including:

- Curricular alignment and standards-based unit plans (due by June 7, 2013)
- Development and refinement of standards-based formative and summative assessments (with summative pre- and post-tests for second semester due by January 18, 2013 and summative pre- and post-tests for all other courses due by June 7, 2013)
- Collaboration to improve differentiation and targeted interventions
- Web page update and other parent contacts
- Collection of data and collaboration with others for student support team meetings
- Collaboration on shared projects and curriculum (We are currently integrating our middle school ELA and SS curriculum. Data from this collaboration could support further expansion.)

Our students will also have additional opportunities for academic support. Beginning September 10, 2012, we opened our Library/Media Center from 3:00 (when school ends) until 4:15 as a study table and tutoring area with a certified teacher on staff each afternoon. Coaches will be encouraged to delay practices until 4:00 or later so our student-athletes have an opportunity to study, collaborate, and complete homework. Students are referred to the after-school study tables if they struggle academically, and parents will be encouraged to allow students to stay to complete assignments and receive assistance as well.

Our MTSS coaching, administrative observations, and the TLT initiative are all working to ensure best use of instructional time in all courses. All teachers are receiving training and individual coaching in best instructional practices including explicit vocabulary instruction, explicit comprehension instruction, universal engagement techniques, continual use of writing and notes, extended academic discussion, differentiation and formative assessment.

We will revise our policies regarding activities that pull students from class. Athletic events are being rescheduled where possible (unless such rescheduling would lead to inordinately late games or return trips) to keep students in school until the end of the school day. Students who are failing one or more classes are no longer eligible for field trips that would cause them to be absent from those classes that they are failing. We have eliminated our in-school suspension program and referred previously assigned students to Saturday detentions to keep at-risk students in class whenever possible.

The research that guided our planning:

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- Aerbach, Susan Ed D. School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice. 2011. Routledge, Taylor & Francis Group. Florence, KY
- Epstein, Joyce L. School, Family, and Community Partnerships: Preparing Educators and Improving Schools. 2001. Westview Press. Boulder, CO.
- PTA National Standards for Family-School Partnerships: An Implementation Guide. 2009. PTA.
http://www.pta.org/Documents/National_Standards_Implementation_Guide_2009.pdf
- Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012
- Information from <http://www.centerii.org/handbook/> regarding "Organizational Structures," "Leadership and Decision Making," "Scheduling and Learning Time," and "Student Supports"
- Good to Great, by Jim Collins, c. 2001 by Harper Collins Publishers, Inc.
- Consultation with our Ingham ISD liaison, Tamara Bashore-Berg

EVIDENCE

- ☺ School calendars/CBAs
- ☺ Posting for online lab monitor position to allow for increased planning time
- ☺ List of staff expectations including deadlines for completion
- ☺ Weekly memos supporting instructional best practices

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

Empowering full partnership from parents and community members will be critical for an efficient and sustainable transformation. Our plan will identify parent and community leaders who will play significant roles in data-based decision making, initiatives to encourage greater involvement in the educational process, and the distribution of information about our data and the reform efforts. To do so, we will:

- ☺ Increase communication of student progress and struggles with parents. We will adopt a new planner format, beginning in September, 2012, to facilitate better communication between teachers and parents. Teachers are required to have students track all homework and upcoming assessments. Teachers will post this same information on their websites to empower parents with daily access to assignment information. Parents of struggling students will also have the option of having teachers indicate in the planner whether or not the student submitted his/her assignments on that day.
- ☺ We will institute a system of frequent communication with parents, incorporating positive post cards, regular automated, online, and printed publications and updates, and requests to participate as a parent volunteer. We will also send home a newsletter about the elements of our transformation plan for the 2012-13 school year, including increased testing, our after school study table, and the new middle school policy to promote academic success.
- ☺ We will host training sessions for parents, beginning in December, 2012, walking them through the GAINS reports detailing their child's scores and providing them with information, materials, and web sites that will assist them in improving their child's performance on future assessments.
- ☺ We will host parent meetings for parents whose students qualify for intervention classes. These meetings will help parents understand the data used to qualify the child, interventions used in the courses, and strategies that can be used in the home to support intervention efforts.
- ☺ We will continue to expand the parent partnership group (PEOPLE, an acronym for Promoting Effective, Ongoing Partnership and Leadership in Education for Webberville students) that was created last year. Using group meetings, the Facebook page, and other means of communication available through the group we will encourage more parents to take an active role in the education process by:

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- ¾ Being aware of their own child(ren)'s data and EDP and involved in creating strategies to improve student test scores and link course grades and test scores to career goals
- ¾ Encouraging their child - and other parents and students - to enact strategies that are linked to improved problem-solving and test scores
- ¾ Serving on transformation advisory committees
- ¾ Volunteering for after-school tutoring, summer school, and other extended learning activities for students
- ¾ Providing feedback regarding ways to more effectively engage students and parents in the education and evaluation processes
- ¢ Create a PTA to support teacher innovation and making funds available for field trips and other educational opportunities for which funding is not currently available.
- ¢ Conduct a survey of alumni to get input into what Webberville High School did best and worst to prepare them for life after high school.
- ¢ Use public events such as Open Houses, Parent-Teacher Conferences, athletic Parent Nights, Transition Night, etc. as opportunities to both survey parents and other stakeholders and to offer brief trainings on using our grade reporting parent portal, analyzing student data, using interventions and other academic strategies at home to further learning. At the September 13, 2012, Secondary Open House, we had five percent of our parents take time to complete a survey about the school. Almost ten percent received training in using PowerSchool.

The research that guided our planning:

- Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012
- Positive Behavior & Intervention Supports website for Family Partnership at http://www.pbis.org/family/family_partnership.aspx
- Information from <http://www.centerii.org/handbook/> regarding "Leadership and Decision Making" and "Student Supports"
- Schools Cannot Do It Alone, by Jamie Vollmer, c.2010 by Enlightenment Press
- Consultation with our Ingham ISD liaison, Tamara Bashore-Berg and Pamela Miller Thompson, an educational consultant from Maynard Thompson Educational Services, L.L.C.

EVIDENCE

- ¢ Newsletters and parent data training agenda and worksheets
- ¢ Grade reporting calendar from staff and student handbook
- ¢ Survey creation process, distribution plan, and results
- ¢ Agendas and sign-in sheets from parent partnership group (PEOPLE) meetings
- ¢ List of parent volunteers and committee members and their roles

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.

As a small, 6-12th grade school, we have opportunities and limitations that differ from many of the larger secondary schools identified. One of the greatest advantages is the tight-knit teaching staff that can enact change quickly when focused on a clear, central vision. One of the greatest disadvantages is that we have limited personnel to redistribute or reassign to support reform efforts. Every member of our teaching staff has to play a notable role in our transformation within his/her own classroom, within his/her department, and with the parents and other community members with whom s/he interacts.

One of the factors that the team determined to be of great detriment to our students' academic success was our condensed schedule. In the 2011-12 school year, for example, we had 166 instructional days. As a result of the Priority designation, we have increased the number of instructional days to 174 instructional days in the 2012-13 school year. Along with the additional days we have taken steps to minimize student removal from class for athletics, field trips, and other purposes not central to our transformation.

Teacher planning time has been increased from an average of 58 minutes per day to 75 minutes. This will allow more time for collaboration and work on curricular and instructional improvement.

We have added three days (one full day and four half-days) of professional development to make additional time for enacting the transformation plan components. Our professional development calendar has been revised to create increased opportunities for teacher collaboration in departments and other relevant groupings. Our CBA allows for up to four, one-hour, after-school meetings per month. Approximately one third of those meetings will be designated for grade-level and other collaborative groups to work on assessment, unit planning, best practices in instruction/planning, and other school initiatives. Another third will be designated for curricular department work for aligning and articulating our curriculum and ensuring that unit plans, instruction, and assessment are standards-based and coordinated.

The reassignment of Pam Jones, formerly a .2 FTE special education director, as Director of Special Education and MTSS at .6 FTE, provides more support for both at-risk students and students with disabilities. Her role as MTSS coach, promoting the evidence-validated best instructional practices will improve core instruction in every class.

We will enact our newly-revised schools-of-choice admissions policy to require students to be within ½ credit of being on pace to graduate to be admitted to Webberville High School. Data has shown that a notable portion of our students who drop out or fail to graduate on time come to us via schools of choice already significantly behind on credits. The new policy should positively impact our graduation rate.

As a result of our Priority designation, we created an after-school study table beginning on September 10, 2012, staffed by a certified teacher to provide support for students beyond the school day. Of the four teachers who staff the study table, two are certified math instructors (an area where parents feel least able to help students with homework and concepts) and one is a special education teacher.

A section for Priority Schools initiatives has been added to the General Fund budget. This fund has line-items for personnel (for providing training, for staffing the after-school study table, etc.) and for instructional materials and other expenses.

The research that guided our planning:

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-Turning around the lowest-performing schools - the role of district leaders. Wallace Foundation. 2009.

<http://www.wallacefoundation.org/Pages/turning-around-lowest-performing-schools-the-role-of-district-leaders.aspx>

-Learning from Leadership: Investigating the Links to Improved Student Learning. Anderson, Stephen E., Leithwood, Kenneth, Louis, Karen Seashore, Wahlstrom, Kyla L. et al. 2010. Center for Applied Research and Educational Improvement. University of Minnesota/Ontario Institute for Studies in Education/University of Toronto.

- The Study of Leadership for Learning Improvement - Learning-Focused Leadership and Leadership Support. Wallace Foundation.

<http://www.wallacefoundation.org/Pages/learning-improvement-learning-focused-leadership-support-urban-systems.aspx>

-Information from the Priority Schools 2012 publication given out at the MDE School Reform Office Technical Assistance Meeting on September 12, 2012

-Information from <http://www.centerii.org/handbook/> regarding "Leadership and Decision Making" and "Scheduling and Learning Time"

-Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement, by Richard DuFour and Robert J. Marzano, c. 2011 by Solution Tree Press

-Consultation with our Ingham ISD liaison, Tamara Bashore-Berg and Pamela Miller Thompson, an educational consultant from Maynard Thompson Educational Services, L.L.C.

EVIDENCE

☐ School calendar - last year and this year's

☐ Professional development calendar

☐ Agendas and training materials from professional development sessions

☐ Memo from business office clarifying account numbers for Priority School initiatives

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.

To implement and sustain the plan, and also to monitor our progress toward our goals, we will maintain a writing/steering team that will meet monthly (after formulation and acceptance of the plan) to monitor implementation and act on needed adjustments. We will also invite staff and community members to serve on an advisory committee that will meet 4-8 times per year to review data and suggest revisions for expediting growth.

The writing/steering team will collaborate with the Ingham ISD to provide external professional development in the areas of curriculum alignment and improvement of instruction. Tamara Bashore-Berg will continue to serve on the committee as ISD liaison to keep us abreast of upcoming PD opportunities and provide guidance as we continually refine and enact the plan. The committee will attend technical assistance seminars and monitor MDE, BAA, and SRO mailings and websites and research best practices recommended through these sites.

We will work with ISD personnel to train staff members to use and update our school's IlluminateEd site. This site will not only be our data warehouse, but will also be a key to developing and aligning curriculum-based measures including standards-based summative assessments for courses.

We will align our SIP goals and resources with the transformation plan.

Ongoing technical assistance and related support will be provided through Ingham Intermediate School District. Ingham ISD staff will provide

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support and assistance for the Transformation Plan, as outlined below:

1. Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development in the following areas:

☐ Professional Learning Communities (content areas, leadership, assessment, etc.)

☐ Multi-tier systems of support

☐ Universal Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)

☐ Universal Tier 1 PBIS Classroom Management

☐ Tier 2 PBIS - Strategic Behavior Interventions

☐ Tier 3 PBIS - Functional Behavior Assessment and Intensive Intervention

☐ On-going universal screening

☐ On-going progress monitoring

☐ Data driven decision-making through the use of a problem solving process

☐ Collection, analysis and use of appropriate data

☐ Core curriculum and delivery modifications based on data

☐ Curriculum realignment to the Common Core State Standards

2. Comprehensive Instructional Reform Strategies:

Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS, PBIS, and TLT initiatives

3. Data-driven Decision Making Through the Use of the MTSS Problem Solving Process

☐ IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.

☐ IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.

District: Webberville Community Schools

Priority School Advisory Team

Brian Friddle; Superintendent and High School Principal, bfriddle@webbervilleschools.org

Tamara Bashore-Berg; ISD Consultant, tbashore@inghamisd.org

Pam Panozzo-Jones; Special Education and MTSS Director, pjones@webbervilleschools.org

Suzi Slater; Elementary Principal, sslater@webbervilleschools.org

Kathy Pierman; ELA Department Chair, Teacher, and WEA President, kpierman@webbervilleschools.org

Becky Anderson; World Language Teacher, Mentor, and Administrative Intern, randerson@webbervilleschools.org

Tia Vassilakos; Counselor and RtI Data Analyst, tvassilakos@webbervilleschools.org

Tim Dowker, MS Principal and Secondary Director of Instruction and Assessment, tdowker@webbervilleschools.org

Colleen Scott-Keiser; ELA/SS Teacher and SS Dept. Chair, cscott@webbervilleschools.org

Travis Brown; Math/P.E. Teacher and Math Dept. Chair, tbrown@webbervilleschools.org

Josh Moulton; SS Teacher, jmoulton@webbervilleschools.org

Mike Chase, School Board President

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Reform Redesign Report

Webberville High School

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Kelly Trout, ISD Data Coach

Amy Kilbridge, English Consultant

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John Endahl, ISD Data Support technician

Cindy Anderson, Assistant Superintendent

Michigan Department of Education

External Partners and Organizations

MSU MIFILS

Stages

Gains Educational Services

Illuminate Education, Inc.

EVIDENCE

PD calendar

Writing/Steering committee meeting sign-in

Advisory committee meeting sign-in and agenda

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>Currently, the data (student growth) component of our teacher evaluation system comprises only 15% of the overall teacher rating, but will increase to 25% for the 2013-14 school year, 40% for the 2014-15 , and 50% for 2015 and beyond. We have put forward a proposal to increase the value of the ACT, MME, and MEAP scores as data components. This is scheduled to go before the Board at the Feb., 2013 meeting.</p> <p>Our administrative evaluation process and rubric are attached. They were approved by the Board at the January, 2013 Board meeting (minutes also attached). T and L Eval Attachment.pdf</p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>Attached is our professional development calendar that demonstrates our timeline and process for facilitating the necessary changes. Trans Plan Calendar Attachment.pdf</p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Attachment 5 TP.pdf</p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Attachment 4 TP.pdf</p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Attachment 5 TP.pdf</p>

Reform Redesign Report

Webberville High School

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>On August 24, 2012, our education association and board of education reached agreement about contractual changes to address the requirements of the Priority Schools designation. Attached is the signed agreement with the changes to the CBA and the current calendar that reflects the changes in the schedule. I have also included the letters of agreement that allow us to meet other components of our plan including a letter of agreement signed January 10th agreeing to offer flexible work schedules to teachers (per our plan auditor's suggestion). MOU Updated Attachment.pdf</p>
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Webberville Community Schools Teacher Recognition and Improvement Framework

Purpose

Evaluation in Webberville Community schools is an ongoing process designed to improve the quality of teaching performance by analyzing data and looking for evidence of successful implementation of best practices in the art of teaching. Its purpose is to engage teachers, in collaboration with administrators, in identifying areas of strength and areas of need to provide guidance and strategies to promote effective teaching.

Effective Teachers

The effective teacher is able to establish an efficient and supportive classroom, where students are engaged in learning because of the meaningful relationships developed and relevance of the activities. Students are challenged because of the rigorous level at which – and manner in which – they must display understanding and application. Students share the responsibility for learning through student-centered activities. The effective teacher is a valued component of the professional learning community because of her/his ability to communicate and collaborate with students, parents, staff and community members.

Probationary Teachers

Each probationary teacher will be provided with an Individualized Development Plan (IDP). The IDP process and a Pre-Observation Form will be reviewed at the Pre-observation meeting. For the first five years of employment, each probationary teacher will be observed and evaluated a minimum of two times during the school year for no less than thirty consecutive minutes in duration. Following the first evaluation, the evaluator will complete the Classroom Observation Checklist based on multiple observations and review it with the teacher by December 1. The IDP is due by the end of the first semester for first year probationary teachers. An IDP is required and renewed annually.

Following the second evaluation, the evaluator will complete a second Classroom Observation Checklist and Teacher Observation Summary Form and meet with the teacher to discuss the evaluation by April 15. Each meeting will take place within six school days of the completion of the evaluation by the evaluator. A copy of the evaluation will be given to the evaluated teacher at least one day prior to the meeting. By May 1, a Teacher Evaluation Summary Form will be completed, recommending renewal or non-renewal.

Tenured Teachers

Tenured teachers will be evaluated at least once every year. The evaluator will complete the Classroom Observation Checklist based on multiple observations and will meet to review the observations within six school days of the completion of the evaluation by the evaluator and a Teacher Evaluation Summary Form will be presented. A copy of the evaluation will be given to the evaluated teacher at least one day prior to the meeting. If there is an area of concern an IDP will be developed.

DESCRIPTION OF LEVELS OF OVERALL PERFORMANCE

HIGHLY EFFECTIVE

Teachers who are rated highly effective demonstrate leadership. This rating identifies those who utilize and model successful strategies and best practices. Teachers who receive this rating inspire higher level thinking and learning.

EFFECTIVE

Teachers at this level demonstrate understanding and use of the required components of teaching. These components, including engaging all students with rigorous, relevant activities and personal relationships, are proficiencies that allow for success in a challenging career field. Effective teachers are essential members of successful professional learning communities.

MINIMALLY EFFECTIVE

Teachers at this level demonstrate minimal understanding or use of the required components of teaching. They do not demonstrate proficiency in the core components such as engaging students with rigorous, relevant activities or with personal relationships. A minimally effective teacher needs to work toward becoming an effective member of the professional learning community.

Anyone rated minimally effective overall will be placed on an IDP. He/she will receive a midyear progress report. Failure to follow an IDP and to make progress in areas addressed in the IDP will result in an Ineffective rating in subsequent evaluations.

INEFFECTIVE

Teachers at this level do not demonstrate understanding or effective use of the required components of teaching. The teacher's skill level is insufficient or interventions have not produced the change(s) necessary to address the concerns that led to an ineffective rating.

Anyone rated Ineffective overall will be placed on an IDP. He/she will receive a midyear progress report. Ineffective ratings represent serious concerns that will result in loss of employment if not immediately resolved.

****Data should support the ratings earned in each category.

Domain 1: Planning and Preparation

Component 1 a: Demonstrating Knowledge of Content and Pedagogy

Element: *Knowledge of Content*

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher regularly makes content errors and does not correct content errors students make. New teacher demonstrates a lack of content knowledge expected of a certified teacher. Experienced teacher demonstrates content knowledge inconsistent with experience levels. 	<ul style="list-style-type: none"> Teacher lacks the basic knowledge of content expected of a certified teacher. Teacher has some content knowledge, but needs to improve in breadth and depth to be more effective. 	<ul style="list-style-type: none"> Teacher displays solid content knowledge and is able to present to students in a manner consistent with his/her experience level. Teacher's ability to make connections to other disciplines or to expand to other frames of reference is established. 	<ul style="list-style-type: none"> Teacher displays a depth of content knowledge that inspires higher level thinking and learning in students. Teacher regularly shares this knowledge with others beyond the classroom setting.

KNOWLEDGE OF CONTENT

Component 1 b: Selecting Instructional Objectives

Elements: *Alignment with District Curriculum and State Standards; Knowledge of Students*

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Objectives are not clearly stated. Objectives do not permit sound assessment Objectives display minimal use or knowledge of district curriculum and state standards for the subject. 	<ul style="list-style-type: none"> Objectives are not clearly stated. Creating sound assessment for the objective would be challenging Objectives display inadequate use or knowledge of district curriculum and state standards for the subject. 	<ul style="list-style-type: none"> Objectives are clearly stated. Sound assessments can be created for the objectives. Objectives display solid use or knowledge of district curriculum and state standards for the subject and represent a good balance between district goals and state standards. 	<ul style="list-style-type: none"> Objectives are clearly stated. The objectives lend themselves to sound assessment. Objectives display extensive use or knowledge of district curriculum and state standards for the subject and represent an optimal balance between district goals and state standards.

ALIGNMENT WITH DISTRICT & STATE CURRICULUM

Component 1 c: Designing Cohesive Instruction
Element: Learning Activities, Relevance, Assessment

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Learning activities are designed with little apparent knowledge of or attention to students: <ul style="list-style-type: none"> -attention span -need for collaboration -need for scaffolding (interconnection of ideas) -accommodations (for special needs students) Teacher appears unfamiliar with different learning styles and abilities. Teacher is unwilling to adjust learning activities to meet the needs of students. 	<ul style="list-style-type: none"> Teacher displays inadequate knowledge of students: <ul style="list-style-type: none"> -attention span -need for collaboration -need for scaffolding (interconnection of ideas) -accommodations (for special needs students) Teacher has insufficient knowledge of different learning styles for her/his level of experience. Few activities allow for differentiation. Teacher may show resistance to adjusting learning activities to meet the needs of students. 	<ul style="list-style-type: none"> Teacher displays an accurate understanding of students: <ul style="list-style-type: none"> -attention span -need for collaboration -need for scaffolding (interconnections of ideas) -accommodations (for special needs students) Teacher displays an accurate understanding of different learning styles. Learning activities reflect an ability to differentiate. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of students: <ul style="list-style-type: none"> -attention span -need for collaboration -need for scaffolding (interconnection of ideas) -accommodations (for special needs students) Teacher designs lessons/units with learning activities that use dynamic approaches to teaching that allow for extensive differentiation.
<ul style="list-style-type: none"> Teacher displays little knowledge of students' interests or background. Teacher does not indicate an understanding of the value of fostering learning by helping students connect content knowledge to their own lives. 	<ul style="list-style-type: none"> Teacher displays knowledge of students' interests or background. Teacher occasionally includes information that attempts to help students connect content knowledge to applications of that knowledge in their own lives. Few activities create opportunities for individualization. 	<ul style="list-style-type: none"> Teacher displays knowledge of the interests or background of groups of students and recognizes the value of this knowledge. Teacher frequently includes information that helps students connect content knowledge to applications in their individual lives. Along with connecting to students' lives, learning activities occasionally connect to other subject areas. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of the interests and background of each student. Most learning activities are created to provide clear relevance to individual students' lives or interests. Many learning activities interconnect to other subject areas because of their focus on the general art of learning.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Lesson assessments are not effectively planned in that they lack several of the following: <ul style="list-style-type: none"> -logical evaluation of mastery of the objectives -appropriate rigor balanced with a recognition of students' skills, abilities, and background. -a combination of formative and summative assessment -flexibility for accommodating special needs students -evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.) Little or no attempt is made to integrate assessments that will help prepare students for high-stakes, standardized testing. 	<ul style="list-style-type: none"> Lesson assessments are weak in that they are only likely to be moderately successful in several of the following areas: <ul style="list-style-type: none"> -logical evaluation of mastery of the objectives -appropriate rigor balanced with a recognition of students' skills, abilities, and background. -a combination of formative and summative assessment -flexibility for accommodating special needs students -evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.) Infrequent attempts are made to integrate assessments that will help prepare students for high-stakes, standardized testing. 	<ul style="list-style-type: none"> Lesson assessments are well planned and contain most of the following: <ul style="list-style-type: none"> -logical evaluation of mastery of the objectives, frequently using effective rubrics for clarity and student self-assessment. -appropriate rigor balanced with a recognition of students' skills, abilities, and background. -a combination of formative and summative assessment -flexibility for accommodating special needs students -evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.) The teacher integrates assessments that will help prepare students for high-stakes, standardized testing. 	<ul style="list-style-type: none"> Lesson assessments are masterfully planned, containing all of the following: <ul style="list-style-type: none"> -logical evaluation of mastery of the objectives using effective rubrics for clarity and student self-assessment -appropriate rigor balanced with a recognition of students' skills, abilities, and background. -a combination of formative and summative assessment -flexibility for accommodating special needs students -evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.) The teacher frequently integrates assessments that will help prepare students for high-stakes, standardized testing.

Domain 2: Instruction

Component 2 a: Facilitating Engagement

Elements: *Structure and Pacing, Balance of Activities*

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> There are significant amounts of class time misspent because of excessive time given to independent practice, poor transitioning, or other activities with little engagement and/or ability to promote academic rigor. Learning activities do not adequately fill the instructional time available. The pace of instruction is not conducive to an efficient learning environment. 	<ul style="list-style-type: none"> Some class time is misspent because of excessive time given to independent practice, a failure to use the beginning and end of the class period productively, poor transitioning, or other activities with little engagement and/or ability to promote academic rigor. Learning activities do not adequately fill the instructional time available. The pace of instruction should be better monitored to improve the teachers' ability to engage students. 	<ul style="list-style-type: none"> Most class time is used to promote active engagement in learning. Very little is lost to activities that could be done outside of class time. The teacher is able to use the beginning and ending of the class time productively and loses little time as a result of transitioning from one activity to the next. Planned learning activities are well "chunked" for the class time available and for student attention spans. The pace of the class is fast enough to promote good rigor, but not so fast as to leave less gifted or less efficient students behind. 	<ul style="list-style-type: none"> Class time is structured to allow for universal engagement in activities of manageable duration, starting from the first bell and ending with the last. The pace of the class is fast enough to challenge students, but remain manageable for all students.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Most instruction is teacher led. Students are seldom physically active and can get through a class period with minimal academic engagement. • Student-led instruction lacks the structure and preparation to make it engaging. Students present findings to the class in a manner that does not facilitate engagement and/or there is no accountability for the students listening to learn and/or listen attentively. • There is an ineffective balance of individual and cooperative learning opportunities. There could easily be issues of students not engaging but going unnoticed, taking credit for others' work, and/or negatively impacting others' grades and/or opportunities for success. 	<ul style="list-style-type: none"> • Much instruction is teacher led. Students are infrequently physically active and may get through a class period with minimal academic engagement. • Student-led instruction lacks the structure and preparation to make it engaging. Students present findings to the class in a manner that does not facilitate engagement and/or there is little accountability for the students listening to learn and/or listen attentively. • The balance of individual and cooperative learning opportunities should be improved. • Cooperative learning activities lack structure. 	<ul style="list-style-type: none"> • There is a reasonable balance of teacher-led and student-led (discovery learning) activities. • Student-driven activities have enough structure to maintain rigor and to engage most students throughout each activity. • Student-led instruction is structured enough to be meaningful, engaging, and efficient. • Cooperative learning groups are structured to provide meaningful roles, tasks, and accountability to keep most students engaged. • There is a reasonable balance of independent learning and cooperative learning. 	<ul style="list-style-type: none"> • There is an optimal balance of teacher-led and student-led (discovery learning) activities. • Student-driven activities have enough structure to maintain rigor and to engage all students throughout each activity. • Student-led instruction is structured enough to be meaningful, engaging, and efficient. Students are motivated to put in the research and preparation to present as "experts" in their area. • Cooperative learning groups are structured to provide meaningful roles, tasks, and accountability to keep all students engaged. • There is an optimal balance of independent learning and cooperative learning.

BALANCE

Component 2 b: Facilitating Learning

Elements: Directions & Procedures, Use of Resources, Questioning/Discussion, Assignments & Activities, Assessing Learning

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Teacher's directions and procedures are confusing to students. • Spoken or written language may contain many grammar and syntax errors. 	<ul style="list-style-type: none"> • Teacher's directions and procedures are clarified after initial student confusion. • Directions and procedures are excessively detailed or limited. • Teacher's spoken and written language is sometimes clear and correct. 	<ul style="list-style-type: none"> • Teacher's directions and procedures are clear and succinct. They are given at a time and manner that allows for successful transitions • Teacher's spoken and written language is clear and fitting for the audience. 	<ul style="list-style-type: none"> • Teacher's directions and procedures are exceptionally clear to students. They are given at a time and manner that creates successful transitions. • Teacher anticipates possible student misunderstandings with a variety of accommodations. • Teacher's spoken and written language is clear, well-suited for the audience, and expressive.

DIRECTIONS & PROCEDURES

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher does not make good use of supplementary materials, technology, and/or community resources to further student learning. No attempt to utilize available training is evident. 	<ul style="list-style-type: none"> Supplementary materials, technology, and/or community resources are not well used to further student learning. Supplementary materials or resources do not match well with lesson objectives. These may negatively influence lesson cohesion. There is little evidence that information given at training opportunities is utilized to improve instruction. 	<ul style="list-style-type: none"> Supplementary materials, technology, and/or community resources align with the lesson objectives to aid student learning. Materials/presentation equipment improve student engagement and learning and offer greater flexibility. Information gained from professional development is used to improve instruction. 	<ul style="list-style-type: none"> Supplementary materials, technology, and/or community resources are skillfully chosen and implemented to align with the lesson objectives and aid student learning. Resources integrate well with lesson to maximize relevance, efficiency, and differentiation.
<p>INEFFECTIVE</p> <ul style="list-style-type: none"> Interaction between teacher and students is predominately recitation/lecture style. Teacher is oblivious to student response and does not initiate discussion. Most questions require yes/no answers or are not authentic. The teacher frequently answers his/her own questions. 	<p>MINIMALLY EFFECTIVE</p> <ul style="list-style-type: none"> Teacher occasionally attempts to engage the students in the discussion, but with only limited success. Teacher is inconsistent in managing discussion Many questions require yes/no answers or are not authentic. Sufficient wait-time is not given for students to answer/engage. 	<p>EFFECTIVE</p> <ul style="list-style-type: none"> The teacher engages students in discussion, stepping aside for student-initiated discussion when appropriate. The teacher is effective in managing discussion to keep it moving toward collaborative understanding. The teacher asks a good combination of knowledge-level and higher-level questions to allow all students to participate successfully. 	<p>HIGHLY EFFECTIVE</p> <ul style="list-style-type: none"> Teacher guides students to assume responsibility for their discussion, initiating topics and formulating questions The teacher and the students are able to generate and ask authentic questions that stimulate higher-order thinking.
<p>INEFFECTIVE</p> <ul style="list-style-type: none"> The teacher's introduction of activities and assignments is disconnected from the instruction prior and/or after. Students are not challenged or empowered to engage. The teacher provides little support to students working through the assignment and/or redirection for students when their attention or engagement falters. Teacher ignores students' questions or interests. Teacher accepts minimal compliance or effort from students. 	<p>MINIMALLY EFFECTIVE</p> <ul style="list-style-type: none"> The teacher's introduction of activities and assignments is somewhat disconnected from the instruction prior or after. Students are minimally challenged or empowered to engage in the activity. The teacher is inconsistent in providing support to students working through the assignment and/or redirecting students when their attention or engagement falters. Teacher inconsistently accommodates students' questions or interests. Students are encouraged to give a reasonable effort, but with inconsistent results. 	<p>EFFECTIVE</p> <ul style="list-style-type: none"> The teacher introduces activities and assignments in a way that allows students to successfully engage in the activity, recognizing that it is a logical culmination of prior instruction or anticipatory set for future instruction. The teacher facilitates the lesson in such a way that students are supported in working through the assignment and redirected when attention or engagement falters. The teacher encourages students to give their best effort. Teacher accommodates students' questions or interests. Teacher persists in seeking approaches for struggling and advanced students, using varied instructional strategies. 	<p>HIGHLY EFFECTIVE</p> <ul style="list-style-type: none"> The teacher introduces activities and assignments in a way that generates enthusiasm for the activity, with students recognizing that it is a logical culmination of prior instruction or anticipatory set for future instruction. Most students give their best effort because of the realization of the intrinsic value of the activity or the knowledge or skills to be derived from it. Teacher persists in seeking effective approaches for both struggling and advanced students, using an extensive repertoire of strategies.

USE OF RESOURCES

QUESTIONING / DISCUSSION

ASSIGNMENTS & ACTIVITIES

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher does not know if the lesson was effective or achieved its goal. Teacher adheres rigidly to instructional plan, even when change will clearly improve a lesson. The teacher uses primarily summative assessment. Formal evaluations are not assessed and returned within a reasonable amount of time. There is little or no feedback given on formal assessments that could be used to improve future learning or testing. The teacher does little to help students learn or improve test-taking strategies for the class. The teacher does little to help students learn or improve test-taking strategies for high-stakes tests. 	<ul style="list-style-type: none"> Teacher has limited awareness of whether the lesson was effective or achieved its goal. Some adjustments, such as reviewing, re-teaching, re-testing, are made as needed based on the teacher's assessment of student understanding, but with limited success. The teacher uses mostly summative assessment. Formal evaluations are not assessed and returned within a reasonable amount of time or there is little feedback given on formal assessments that could be used to improve future learning or testing. The teacher shows concern for students' lack of success or effort on tests, but does not adequately assist students in developing good study skills and/or test-taking strategies. The teacher does not make sufficient effort to help students learn or improve test-taking strategies for high-stakes tests. 	<ul style="list-style-type: none"> Throughout the lesson, the teacher formally or informally assesses student learning (formative assessment). Teacher makes minor adjustments to lessons to accommodate students' questions or interests. The teacher encourages students to use the formative assessments to assess their progress and adjust appropriately. Formal evaluations are assessed and returned in a timely manner. There is feedback given on formal assessments that should improve future learning or testing. When returning assessments, the teacher goes over them with the students and redirects the students to the objectives of the lesson(s), the mastery of which the assessment was designed to test. The teacher implements assessments that are similar to standardized tests (MEAP, MME, ACT, etc.) and occasionally gives students tips and ideas for translating prior knowledge and classroom activities to success on those tests. 	<ul style="list-style-type: none"> Throughout the lesson, the teacher formally or informally assesses student learning and empowers students to do the same. Teacher creatively makes major adjustments to lessons, and builds on spontaneous event or student-initiated activity with exceptional results. The teacher uses formative assessment frequently and requires students to analyze the formative assessments to assess their progress and adjust appropriately. Formal evaluations are assessed and returned quickly and with feedback that students analyze to improve their learning. Throughout a lesson or unit, students are assessing their mastery of the objective(s). The teacher implements assessments that are similar to standardized tests (MEAP, MME, ACT, etc.) and gives students tips and ideas for translating prior knowledge and classroom activities to success on those tests.

Domain 3: Classroom Environment

Component 3 a: Creating an Environment of Respect and Rapport
 Elements: *Teacher Interaction with Students and Student Interaction with Students*

LEVEL OF PERFORMANCE			
INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> 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 teacher and their interactions are characterized by conflict, sarcasm, or other non-attentive behavior. 	<ul style="list-style-type: none"> Teacher-student interactions are inconsistent or inappropriate. Teacher/student interactions sometimes reflect disrespect, favoritism, or disregard for students' differences. Students exhibit only minimal respect for the teacher. 	<ul style="list-style-type: none"> Teacher-student interactions are appropriate, respectful, and caring. Teacher/student interactions are appropriate to developmental and cultural norms. 	<ul style="list-style-type: none"> Teacher demonstrates caring and respect for individual students and teaches students the value of teamwork and diversity. Students consistently exhibit respect for teacher.

<p>• There is no clear code of conduct governing student treatment of one another or the code is not enforced.</p> <p>• Students regularly demonstrate negative behavior toward one another.</p>	<p>• There is a code of conduct for student interaction but it is inconsistently enforced.</p> <p>• Students sometimes demonstrate negative behavior toward one another.</p>	<p>• There is a code of conduct for student interaction that is enforced consistently.</p> <p>• Students exhibit respect for each other in the learning community.</p>	<p>• Students have helped to develop a code of conduct for peer interaction that is enforced consistently and effectively.</p> <p>• Students demonstrate genuine caring for one another as individuals and show consistent evidence of a strong learning community.</p>
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STUDENT INTERACTIONS

Component 3 b: Establishing a Culture for Learning
Elements: Goal Setting, Ability to Maintain Productive Collaboration, Establishing Relevance

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>• There is little or no discussion of goals of the class or lesson. The class is process and/or task oriented with students provided little insight as to the desired outcomes or the strategies for reaching them.</p>	<p>• Students are not always made aware of the goal(s) of the class period.</p> <p>• Strategies for accomplishing goals are seldom communicated or do not align well with the goals.</p>	<p>• Appropriate goals have been set for each class period and communicated to students.</p> <p>• Strategies align well with the goals and students are able to measure their progress toward the goal(s).</p>	<p>• Students assist in developing goals for a class and/or activity.</p> <p>• Students assist in developing strategies to reach goals of a class or activity.</p>
<p>• Cooperative learning groups are given little direction or accountability resulting in minimal productivity and/or balance of participation among group members.</p> <p>• Cooperative learning groups are selected in such a way that student abilities and chemistry are not well matched.</p> <p>• The teacher does not monitor cooperative learning groups effectively.</p>	<p>• Cooperative learning groups are given insufficient direction or accountability resulting in minimal productivity and/or balance of participation among group members.</p> <p>• The student abilities and chemistry in some cooperative learning groups are not well matched.</p> <p>• The teacher does not monitor or redirect cooperative learning groups consistently.</p>	<p>• Cooperative learning groups are structured in a way that provides a meaningful role for all group members and accountability to assure that all will either participate or be held individually responsible for not doing so.</p> <p>• Groups are well chosen to facilitate peer learning and productive interaction.</p> <p>• The teacher monitors the cooperative learning groups proactively, assuring good collaboration and appropriate rigor for all participants.</p>	<p>• Students play a role in developing meaningful roles and accountability for cooperative learning.</p> <p>• All groups work toward peer learning and are committed to producing an outcome consistent with the talents of all group members.</p> <p>• The teacher proactively monitors cooperative learning groups and assures that maximum learning and rigor is achieved by each group.</p>

GOAL SETTING

ABILITY TO MAINTAIN PRODUCTIVE COLLABORATION

<p>ESTABLISHING RELEVANCE</p> <ul style="list-style-type: none"> Teacher or students convey a negative attitude toward content. Teacher suggests that the content is not important or is mandated by others. The teacher is not able to answer the question, "Why do we need to know this?" 	<ul style="list-style-type: none"> Teacher communicates importance of the work but with minimal success. Real-life applications for the knowledge or skill are only occasionally offered or given. Students demonstrate only minimal commitment to the importance of the work. 	<ul style="list-style-type: none"> Teacher communicates importance of the work and the impact it does/can have on students' lives. Teacher demonstrates enthusiasm for the subject. Students demonstrate commitment to the importance of the work. 	<ul style="list-style-type: none"> Teacher powerfully communicates importance of the work and the impact it does/can have on students' lives. Teacher demonstrates genuine enthusiasm for the subject and a passion for learning in the field. Students demonstrate an understanding of the intrinsic value of the work.
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Component 3 c: Classroom Management

Elements: Procedures, Transitions/Time on Task, Management of Physical Environment, Response to Issues

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>PROCEDURES</p> <ul style="list-style-type: none"> No standards of conduct have been established. Teacher is unaware of misbehavior. Procedures have not been created/communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) efficiently and without interrupting the learning environment. 	<ul style="list-style-type: none"> Standards of conduct have been established for some situations. The teacher is inconsistently aware of student behavior. Procedures have been created/communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) but are ineffectively and/or inconsistently enforced. 	<ul style="list-style-type: none"> Standards of conduct are well-established. Teacher is aware of student behavior and consistently enforces standards. Procedures have been created and communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) and effectively minimize disruptions and delays. 	<ul style="list-style-type: none"> Standards of conduct are well-established and students take ownership of the standards. Monitoring by teacher is subtle and proactive, encouraging students to monitor their own behavior. Students have been involved in creating and assuming responsibility for following procedures for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) and effectively minimize disruptions and delays.
<p>TRANSITIONS / TIME ON TASK</p> <ul style="list-style-type: none"> Transitions are inefficient resulting in time off task and opportunities for disruptive behaviors. Considerable instructional time is lost in performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) 	<ul style="list-style-type: none"> Transitions are sporadic, resulting in loss of instructional time and opportunities for problematic behaviors. Systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are in place, but are inefficient and result in loss of instructional time. 	<ul style="list-style-type: none"> Transitions occur smoothly with little loss of instructional time. Efficient systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are in place, resulting in minimal loss of instructional time and foster student engagement. 	<ul style="list-style-type: none"> Transitions are seamless, with students assuming responsibility for efficient operation. Systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are well established, with students assuming responsibility for productivity throughout.

MANAGEMENT OF THE PHYSICAL ENVIRONMENT			
RESPONSE TO ISSUES			
<ul style="list-style-type: none"> The classroom is unsafe. The physical resources are not suited to engagement in the lesson's activities or help cause disruptions. Learning is not accessible to some students. 	<ul style="list-style-type: none"> The classroom is not always safe The physical resources are inconsistently adjusted for lessons and occasionally cause disruption rather than helping to facilitate learning or cooperation. At times, learning is not accessible to some students. 	<ul style="list-style-type: none"> The classroom is safe. The use of physical resources is consistently and reasonably well adjusted to facilitate learning and/or collaboration. Learning is consistently accessible to all students. 	<ul style="list-style-type: none"> The classroom is safe. Students use physical resources optimally to advance their own purposes in learning. All learning is equally accessible to all students.
<ul style="list-style-type: none"> Teacher does not respond to misbehavior. Teacher response is inappropriate Teacher response is inconsistent and/or insufficient. Disruptive behavior occurs frequently. 	<ul style="list-style-type: none"> Teacher attempts to respond to student misbehavior. Teacher response is usually appropriate. Teacher response is sometimes inconsistent and/or insufficient in dealing with disruptive behavior. Disruptive behavior sporadically interrupts the learning environment. 	<ul style="list-style-type: none"> Teacher proactively monitors student behavior effectively. Interactions are successful and show respect for the student's dignity. Student behavior is appropriate. No serious disruptive behaviors are occurs and minor disruptions are infrequent. 	<ul style="list-style-type: none"> Teacher and students proactively monitor behavior. Interactions are highly successful and show respect for the student's dignity. Student behavior is highly appropriate.

Domain 4: Professional Responsibility

Component 4 a: Maintaining Accurate Records

Element: Maintenance of Accurate Grading, Testing, and Attendance Records

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> The teacher's grading system is primarily based on work completion. Teacher's system for maintaining information on student completion of assignments and progress in learning is in disarray. Teacher's taking or reporting of attendance is inaccurate and/or inconsistent. 	<ul style="list-style-type: none"> The teacher's grading system reflects work completion more accurately than concept mastery. Teacher's system for maintaining information on student completion of assignments and progress in learning is inconsistent. Teacher's taking or reporting of attendance is occasionally inaccurate or inconsistent. 	<ul style="list-style-type: none"> The teacher's grading system is effective for communicating mastery of concepts. Teacher's system for maintaining information on student completion of assignments and progress in learning is consistent and provides meaningful information. The teacher takes attendance accurately and consistently. 	<ul style="list-style-type: none"> The teacher's grading system communicates mastery of concepts and the teacher has empowered students and parents to use the system to monitor and adjust student work and study habits. Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective. Students participate in maintaining records based on their age. The teacher takes attendance accurately and consistently.

MAINTAINING ACCURATE RECORDS

Component 4 b: Communicating with Families

Elements: Communication of Overview of the Instructional Program, Individual Student Progress, and Upcoming Events

LEVEL OF PERFORMANCE

		LEVEL OF PERFORMANCE		
		MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
OVERVIEW	INEFFECTIVE	<ul style="list-style-type: none"> Teacher provides little information about his/her classroom expectations, philosophies, goals, and instructional program to families. 	<ul style="list-style-type: none"> Teacher participates in the school's activities for parent communication and proactively provides information to parents about his/her classroom expectations, philosophies, remediation assistance, and opportunities to expand student learning outside the classroom. 	<ul style="list-style-type: none"> Teacher provides frequent information to parents about his/her classroom goals, strategies, and student opportunities to modify or expand the instructional program. Students may participate in preparing and reporting materials.
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students. 	<ul style="list-style-type: none"> Teacher communicates with parents about students' progress on a regular basis. Teacher is responsive to parent concerns. Teacher communicates student concerns, along with ideas for improvement. 	<ul style="list-style-type: none"> Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Teacher regularly works with students and parents to proactively solve issues and improve educational opportunities for students.
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes modest and inconsistent attempts to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home
STUDENT PROGRESS	INEFFECTIVE	<ul style="list-style-type: none"> Teacher is inconsistent in responding to parent concerns or providing information in a timely manner. Teacher lacks appropriate tact in communicating concerns to parents. Teacher is able to recognize student issues, but struggles to communicate meaningful strategies for improvement. 	<ul style="list-style-type: none"> Teacher communicates with parents about students' progress on a regular basis. Teacher is responsive to parent concerns. Teacher communicates student concerns, along with ideas for improvement. 	<ul style="list-style-type: none"> Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Teacher regularly works with students and parents to proactively solve issues and improve educational opportunities for students.
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home
UPCOMING ACTIVITIES	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home
	INEFFECTIVE	<ul style="list-style-type: none"> Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives. Teacher does not facilitate planner use. 	<ul style="list-style-type: none"> Teacher proactively communicates upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home 	<ul style="list-style-type: none"> Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them. Students contribute ideas for projects that will be enhanced by family participation. Planner use is an integral part of communication between school and home

Component 4 c: Contributing to the School and District
Elements: Relationship with Colleagues, Participation in School Events and District Projects

COLLEAGUES

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher's relationships with colleagues are negative or self-serving. 	<ul style="list-style-type: none"> Teacher has effective professional relationships with some colleagues, but also has strained relationships and difficulties working or communicating productively with others. 	<ul style="list-style-type: none"> Teacher supports and cooperates with colleagues. Relationships with many teachers are collegial and are cordial with all. 	<ul style="list-style-type: none"> Teacher consistently supports and cooperates with colleagues. Teacher takes initiative in assuming leadership and promoting collegiality among the faculty.

SCHOOL EVENTS AND PROJECTS

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher avoids becoming involved in school events and district projects or is openly negative when participating. Teacher does not participate in the school improvement process. No attempt is made to fulfill the shared values or vision of the building or district. Selected goals and strategies are not implemented within the classroom. 	<ul style="list-style-type: none"> Teacher avoids becoming involved in school events and district projects or ineffectively participates when participating. The teacher inconsistently attends and participates in school improvement activities. The teacher is unable to fulfill the shared values or vision of the building or district. Teacher attempts to implement selected goals and strategies in the classroom unsuccessfully. 	<ul style="list-style-type: none"> Teacher participates willingly and effectively in school events and district projects. Teacher is actively involved in the school improvement process. Teacher implements all goals and strategies that have been selected by the building staff. The teacher demonstrates adherence to the values of the district and works to fulfill the vision. 	<ul style="list-style-type: none"> Teacher volunteers to participate in school events and district projects, makes substantial contributions, and assumes leadership roles when appropriate. The teacher takes a leadership role in developing shared values, vision, goals and strategies, and continually models application of these ideas and promotes them in the school community. The teacher helps others see their role in the process of upholding the values and working to achieve goals and fulfill the vision of the building and district.

Component 4 d: Professional Development
Enhancement of Knowledge in the Art of Teaching and Service to the Profession

PROFESSIONAL DEVELOPMENT

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher often fails to attend professional development activities. When present, he/she is often involved in activities unrelated to the instruction. Teacher makes little effort to share knowledge with others or to assume professional responsibilities. 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient or when required. Classroom teaching reflects little implementation of PD. Teacher shows inconsistent effort or willingness to share knowledge or assume professional responsibility. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for meaningful professional development to enhance content knowledge and skill. Teacher shares knowledge gained through professional development when requested. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development for his/her teaching or for school initiatives and integrates them effectively. Teacher offers to provide training/mentoring to her/his colleagues with skilled efficiency.

Component 4 e: Professionalism

The teacher demonstrates professional conduct in representing the school, maintaining a positive, problem-solving attitude, acting morally and ethically, respecting confidentiality, supporting decisions, communicating issues, and relationships with others.

LEVEL OF PERFORMANCE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Teacher conduct is not professional in several of the following categories: <ul style="list-style-type: none"> -Advocating for school -Problem-solving -Positive attitude -Moral/ethical conduct -Confidentiality -Department/committee participation and contribution -Accepting group decisions that run contrary to the teacher's own preference -Communicating concerns through proper channels -Maintaining appropriate (professional) relationships with students. 	<ul style="list-style-type: none"> Teacher conduct is not professional in one or more of the following categories: <ul style="list-style-type: none"> -Advocating for school -Problem-solving -Positive attitude -Moral/ethical conduct -Confidentiality -Department/committee participation and contribution -Accepting group decisions that run contrary to the teacher's own preference -Communicating concerns through proper channels -Maintaining appropriate (professional) relationships with students and/or parents. 	<ul style="list-style-type: none"> Teacher is supportive and promotes a positive image of the school and district. Teacher models an ability to solve issues. Teacher's attitude frequently improves outlook of others. Teacher conduct is consistently moral and ethical. Teacher respects confidentiality. Teacher participates and contributes meaningfully in department meetings and initiatives. Teacher follows through with group or administrative decisions. Teacher proactively communicates concerns through proper channels. Teacher maintains positive, professional relationships with students and parents. 	<ul style="list-style-type: none"> Teacher is a positive advocate and representative of the school and district. Teacher is sought out for problem-solving ability. Teacher maintains a positive attitude that is infectious. Teacher conduct is consistently moral and ethical. Teacher respects confidentiality and encourages others to do the same. Teacher participates and contributes meaningfully in department meetings and initiatives. Teacher takes leadership when appropriate. Teacher promotes and follows through with group or administrative decisions. Teacher proactively communicates concerns through proper channels and helps prevent issues. Teacher promotes positive, professional relationships with students and parents.

PROFESSIONAL CONDUCT



Webberville Community Schools

Pre-Observation Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher

Administrator

Date

Grade Level

Subject

Date of Lesson

1. Identify the general characteristics of the class. (Classroom Environment)
2. List the objectives for the lesson(s). (Preparation and Planning)
3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Planning)
4. State how you will measure the students' progress toward achieving the objectives. (Assessment)
5. Briefly describe your communication and record keeping for the class. (Communication and Professional Responsibility)
6. Please check the areas below in which you would like specific feedback from the administrator.

- | | |
|---|--|
| <input type="checkbox"/> Classroom Environment | <input type="checkbox"/> Assessment (Formative/Summative) |
| <input type="checkbox"/> Universal Engagement | <input type="checkbox"/> Differentiation |
| <input type="checkbox"/> Preparation and Planning | <input type="checkbox"/> Communication and Professional Responsibility |
| <input type="checkbox"/> Vocabulary Instruction | <input type="checkbox"/> Authentic Discussion |
| <input type="checkbox"/> Comprehension Strategies | <input type="checkbox"/> Interventions/Accommodations |
| <input type="checkbox"/> Note-Taking | <input type="checkbox"/> Other |

7. Teacher questions



Webberville Community Schools INDIVIDUAL DEVELOPMENT PLAN

Teacher: _____

Teaching Assignment: _____

Identify Professional Goals

Include an action plan, a timeline to be completed, a method of assuring your goal, and what, if any, resources are needed to help you accomplish your identified goals.

Each goal requires a separate Professional Development Goal sheet.

GOAL:

TEACHER PLAN TO ACCOMPLISH GOAL:

RESOURCES NEEDED TO ACCOMPLISH GOAL:

ADMINISTRATIVE SUPPORT:

METHOD FOR ASSESSMENT:

TIMELINE FOR ACCOMPLISHMENT OF GOAL:

Signature of Teacher _____ Date _____

Signature of Mentor/
Association Rep. _____ Date _____

Signature of Administrator _____ Date _____

WEBBERVILLE COMMUNITY SCHOOLS

ANNUAL YEAR-END EVALUATION SUMMARY

Teacher: _____

Position/Teaching Assignment: _____

Tenured Probationary 1 2 3 4 5

Observation Dates: Unannounced _____ Announced _____

PURPOSE

Evaluation is an on-going process to improve the quality of performance as well as identify areas of strength and required improvement. It promotes growth in teacher effectiveness by interaction between the teacher and administrator.

PROBATIONARY TEACHERS

An Individual Development Plan (IDP) is due by the end of the first semester for first year probationary teachers. An IDP is required and renewed annually. Two written observation summaries will be completed each year; the first semester summary is due by December 1; the second semester summary is due April 15.

TENURED TEACHERS

Tenured teachers will create Professional Development Goals that will be reviewed through the year by the administrator. One written evaluation (minimum), based on multiple observations, will be completed each year.

OPTIONAL ADMINSTRATOR COMMENTS: _____

RECOMMENDATION:

Probationary: Renewal Non-Renewal Merit Pay

Tenured: IDP Merit Pay

RATING:

Highly Effective Effective Minimally Effective Ineffective

Employee Signature: _____ Date _____

Evaluator Signature: _____ Date _____

The teacher's signature indicates that the teacher and evaluator have discussed this report together. It does not necessarily mean that the teacher and evaluator agree with all ratings or remarks contained herein.

ONE COPY: PERSONNEL FILE

ONE COPY: BUILDING ADMINISTRATOR
ONE COPY: TEACHER
ONE COPY: WEA PRESIDENT

Webberville Community Schools Classroom Evaluation Checklist

Teacher: _____

Date: _____

THE FOUR DOMAINS OF TEACHING RESPONSIBILITY	Ineffective	Minimally Effective	Effective	Highly Effective	Comments
DOMAIN 1: PLANNING AND PREPARATION					
Component 1a: Demonstrating Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1b: Selecting Instructional Goals					
• Alignment with District & State Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1c: Designing Cohesive Instruction					
• Learning Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DOMAIN 2: INSTRUCTION					
Component 2a: Facilitating Engagement					
• Structure & Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2b: Facilitating Learning					
• Directions & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Use of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Questioning / Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assignments & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assessing Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DOMAIN 3: THE CLASSROOM ENVIRONMENT					
Component 3a: Creating an Environment of Respect & Rapport					
• Teacher Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Student Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3b: Establishing a Culture for Learning					

• Goal Setting	<input type="checkbox"/>								
• Ability to Maintain Productive Collaboration	<input type="checkbox"/>								
• Establishing Relevance	<input type="checkbox"/>								
Component 3c: Classroom Management									
• Procedures	<input type="checkbox"/>								
• Transitions / Time on Task	<input type="checkbox"/>								
• Management of the Physical Environment	<input type="checkbox"/>								
• Response to Issues	<input type="checkbox"/>								
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES									
Component 4a: Maintaining Accurate Records	<input type="checkbox"/>								
Component 4b: Communicating with Families									
• Overview of Instructional Program	<input type="checkbox"/>								
• Individual Student Progress	<input type="checkbox"/>								
• Upcoming Activities	<input type="checkbox"/>								
Component 4c: Contributing to the School and District									
• Relationships with Colleagues	<input type="checkbox"/>								
• School Events & Projects	<input type="checkbox"/>								
Component 4d: Professional Development	<input type="checkbox"/>								
Component 4e: Professionalism	<input type="checkbox"/>								
DOMAIN 5: STUDENT GROWTH AND OTHER DATA									
Standards-Based Local Assessment (GLCE, HSCE, etc.)	<input type="checkbox"/>								
Teacher Attendance	<input type="checkbox"/>								
Student Surveys (Secondary only)	<input type="checkbox"/>								
State Test Scores (MEAP, MME)	<input type="checkbox"/>								
National Test Scores (ACT/GAINS)	<input type="checkbox"/>								

OPTIONAL ADMINISTRATOR COMMENTS:

Employee Signature: _____

Date

Evaluator Signature: _____

Date

Mentor/Assoc. Rep Signature: _____

Date

THE FOUR DOMAINS OF TEACHING RESPONSIBILITY	2013-14				2014-15				2015-16				2016-17							
	Ineffective	Minimally Effective	Effective	Highly Effective	Score	Weight	Raw Score	Subcategory Calculation	Score	Weight	Raw Score	Subcategory Calculation	Score	Weight	Raw Score	Subcategory Calculation	Score	Weight	Raw Score	Subcategory Calculation
Domain 1: Plan and Prep					X	0.2	X	0	X	0.17	X	0	X	0.15	X	0	X	0.11	X	0
Component 1a: Content Knowledge	1	2	3	4		0.20	0.00	0.00		0.20	0.00	0.00		0.20	0.00	0.00		0.20	0.00	0.00
Component 1b: Instructional Goals					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Curr. Align w/ District & State	1	2	3	4		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X
Component 1c: Instruction Design					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Learning Activities	1	2	3	4		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X
Relevance	1	2	3	4		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X
Assessment	1	2	3	4		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X		0.20	0.00	X
Domain 2: Instruction						0.25	X	0		0.25	X	0		0.18	X	0		0.18	X	0
Component 2a: Engagement					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Structure & Pacing	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Balance	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Component 2b: Facilitating Learning						X	X	0.00		X	X	0.00		X	X	0.00		X	X	0.00
Directions & Procedures	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Use of Resources	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Questioning / Discussion	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Assignments & Activities	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Assessing Learning	1	2	3	4		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X		0.14	0.00	X
Domain 3: Class Env.						0.2	X	0		0.17	X	0		0.15	X	0		0.11	X	0
Comp 3a: Learning Environment					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Teacher Interactions	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X
Student Interactions	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X
Component 3b: Learning Culture					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Goal Setting	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X
Ability to Mtn. Prod Collab	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X
Establishing Relevance	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X
Component 3c: Class Mgmt.					X	X	X	0.00	X	X	X	0.00	X	X	X	0.00	X	X	X	0.00
Procedures	1	2	3	4		0.12	0.00	X		0.12	0.00	X		0.12	0.00	X		0.12	0.00	X
Transit, Time/Task	1	2	3	4		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X		0.11	0.00	X

Mgmt of Phys Env.	1	2	3	4		0.11	0.00	X												
Response to Issues	1	2	3	4		0.11	0.00	X												
Domain 4: Prof. Resp.						0.2	X	0		0.17	X	0		0.13	X	0		0.11	X	0
Component 4a: Maintaining Accurate Records	1	2	3	4		0.13	0.00	0.00		0.13	0.00	0.00		0.13	0.00	0.00		0.13	0.00	0.00
Component 4b: Parent Commun.					X	X	X	0.00												
Overview of Instruct. Program	1	2	3	4		0.13	0.00	X												
Ind. Student Prog.	1	2	3	4		0.13	0.00	X												
Upcoming Activities	1	2	3	4		0.13	0.00	X												
Component 4c: School Involvement					X	X	X	0.00												
Relates with Colleagues	1	2	3	4		0.13	0.00	X												
School Events & Projects	1	2	3	4		0.13	0.00	X												
Component 4d: Prof. Dev.	1	2	3	4		0.13	0.00	X												
Comp 4e: Professionalism	1	2	3	4		0.13	0.00	X												
Domain 5: Data						0.15	X	0		0.25	X	0		0.4	X	0		0.5	X	0
HSCE/Core Test	1	2	3	4		0.75	0.00	X		0.65	0.00	X		0.45	0.00	X		0.45	0.00	X
Teacher Attendance	1	2	3	4		0.1	0.00	X												
Student Surveys	1	2	3	4		0.05	0.00	X												
MEAP/MME	1	2	3	4		0.05	0.00	X		0.05	0.00	X		0.15	0.00	X		0.15	0.00	X
ACT/GAINS Series	1	2	3	4		0.05	0.00	X		0.15	0.00	X		0.25	0.00	X		0.25	0.00	X
OVERALL SCORE						0				0				0				0		

Webberville Observation Checklist



Teacher Name: [Click here to enter text.](#) Date: [Click here to enter a date.](#) Time: [Click here to enter text.](#)

Subject/Course Observed: [Click here to enter text.](#) Administrator Name: [Click here to enter text.](#)

Learning Target(s): [Click here to enter text.](#)

Observation Key: N/O= Not Observed

Revised 1/4/13 at 1:41 p.m.

Planning and Preparation		
Lesson plan was available and correlated with the standard & learning target(s)	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Learning target(s) was/were posted or communicated	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Activities were logically connected to the learning target	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Activities progressed from dependent and simple to independent and complex I do; We do; You do	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Items needed to deliver lesson/facilitate activities were readily available for use	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Instruction		
Best practices in instruction were used throughout the lesson	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Teacher was actively delivering or monitoring instruction	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
The structure and pace of the lesson were designed for engagement and differentiation	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Students were actively involved, speaking about or doing something to promote learning	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Formative assessment was used throughout the lesson to clarify who was(n't) "getting it"	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
The learning target(s) were introduced or frequently reviewed	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.

Observation Key: N/O= Not Observed

Classroom Environment		
Student interaction was positive, creating a safe and comfortable learning environment	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Students complied with expectations or procedures that minimize disruptions	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Teacher/student interactions were respectful	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Teacher response to inappropriate behavior was effective and appropriate	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Collaboration was effectively managed with all group members accountable for learning	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Professional Responsibilities		
Teacher conducted her/himself professionally	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.
Teacher promoted department/school initiatives in her/his lessons & classroom	Yes <input type="checkbox"/> No <input type="checkbox"/> N/O <input type="checkbox"/>	Click here to enter text.

Number of students engaged throughout most of the time period observed: _____ out of _____

Other administrator comments/questions:

Click here to enter text.



Webberville Community Schools Administrator Recognition and Improvement Framework

Purpose

Evaluation in Webberville Community schools is an ongoing process designed to improve the quality of administrative leadership and performance by analyzing data and looking for evidence of successful implementation of best practices in educational leadership. Its purpose is to engage administrators in identifying areas of strength and areas of need to provide guidance and strategies to promote effective leadership.

Effective Educational Leaders

The effective administrator is able to establish a safe, efficient, and supportive learning environment where teachers and other staff members successfully engage students in learning, bring parents into the educational partnership, and empower students to reach their full potential in achieving next steps in the educational and career preparatory cycle. An effective educational leader is an informed professional who can use accurate data and best practices to enact strategies that foster positive change. The effective leader manages the available resources – human, fiscal, and physical – to support the mission and vision of her/his district and school. The effective administrator is a valued component of the professional learning community because of her/his ability to articulate a vision for her/his building or area and motivate staff members, parents, students and community members to work together to make that vision a reality.

DESCRIPTION OF LEVELS OF OVERALL PERFORMANCE

HIGHLY EFFECTIVE

Administrators who are rated highly effective are sought out by peers in other districts or areas for their input and advice. This rating identifies those who utilize and model successful strategies and best practices for achieving measurable improvement in student achievement, curricular rigor and relevance, resource management, program management, and other major elements of educational leadership. Data should reflect that students are achieving consistently above state and national norms.

EFFECTIVE

Administrators at this level demonstrate understanding and use of the required components of leadership and management. Proficiency in these components affect all aspects of the building including safety, the teaching and learning environment, communication, and effective collaboration. Effective administrators are essential for the cohesiveness and focus of a successful professional learning community. The effective administrator's surveys and student achievement data will likely be at or above state or national averages.

MINIMALLY EFFECTIVE

Administrators at this level demonstrate minimal understanding or use of one or more of the required components of leadership and management. The minimally effective administrator will demonstrate difficulty maintaining a safe school, a productive and efficient learning environment, proactive communication, or effective collaboration and will likely have survey scores and student test scores that are below state or national averages. A minimally effective administrator needs to work toward improving his/her weak areas to avoid becoming an obstacle to the development of a successful professional learning community.

Anyone rated minimally effective overall will be placed on an IDP. He/she will receive a midyear progress report. Failure to follow an IDP and to make progress in areas addressed in the IDP will result in an Ineffective rating in subsequent evaluations.

INEFFECTIVE

An ineffective administrator has either failed to meet basic requirements in the necessary components of leadership and management or has survey and/or student achievement data that fail to meet district expectations. An administrator rated as ineffective will be removed from his/her administrative position.

Process

Evaluation in the Webberville Community Schools is an ongoing process. It begins each year with the administrator's review of data from the year(s) prior and the setting of two to four annual goals. At least one of the goals must be academic in nature (the measurable improvement of student achievement in a subject area or skill). The goals must be submitted to the evaluator (superintendent or Board) by June 19 or the date of the final evaluation/data review (whichever comes first) for discussion and approval prior to June 29. For new administrators hired after June 14, this timeline will be moved back with the goals due August 1 and the discussion and approval to be completed by August 15. The purpose of these timelines is to assure that professional development is focused on these goal areas from the beginning of the school year.

Data will constitute a notable portion of each administrator's evaluation, with the remainder of the rating based equally on the evaluator's assessment of the administrator's mastery of the components of leadership and management as written in domains two through five of the evaluation rubric. The percent of the overall rating that will be comprised of data is as follows:

2012-13 = 15%

2013-14 = 25%

2014-15 = 40%

2015 and thereafter = 50%

The data that will be generated for evaluation purposes include all of the following:

- Student achievement scores on state and national assessments
Elementary: AIMSweb and MEAP
Middle School: MEAP and Explore
High School: PLAN, ACT, MME
- Staff members will be surveyed twice annually to gain perceptive data about the performance of each administrator. Students and parents will be surveyed annually to gain perceptive performance data.
- Graduation/course completion rates
- Pupil and teacher attendance rates
- Success of school improvement plan

The dialogue that will inform both the administrator and the evaluator will be ongoing throughout the year, but three primary meetings will be the basis of data transfer and discussion of achievement to date.

As mentioned previously, the first meeting will occur in late June to discuss, revise (if necessary) and approve the administrator's annual goals. When these goals are approved, they will form the basis for the building's school improvement plan and August's professional development for teachers in the building.

In February, when the administrator has compiled data about student achievement, attendance, and course completion to date, the administrator and evaluator will have a mid-year assessment meeting to discuss progress toward school improvement and professional goals. The discussion will be documented by the evaluator and copied to the administrator. If there is significant cause for concern that goals will not be met or that one of the components of leadership and management is not being adequately fulfilled, compromising the administrator's effectiveness, a performance improvement plan could be implemented by the evaluator at the mid-year assessment.

In June (approximately 10 days after the last day for students), the evaluator and administrator will meet for the final assessment of the year's data and a summative assessment of the administrator's performance as indicated by the rubric. Within a week of this meeting, the evaluator will complete the final assessment report, assigning a rating to the administrator and recommending continued service in the position, continued service with a performance improvement plan facilitated, or removal from the administrative position for failure to make required improvements as outlined in a previously implemented performance improvement plan. The recommendation would be presented to the Board for a vote of final approval. If an administrator were rated (overall) as minimally effective or ineffective for three consecutive years, his/her removal would be automatic and mandatory per MCL380.1249.



Webberville Community Schools Annual Goal Form

(Completed by the administrator and discussed with the evaluator at the Pre-Evaluation Conference)

Administrator

Evaluator

Date

Identify Professional Goals

Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals.

Each goal requires a separate Professional Development Goal sheet.

GOAL: [Click here to enter text.](#)

DATA THAT DEMONSTRATES THE NEED FOR / PRIORITY OF THIS GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

GOAL 2

Administrator

Date

Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals.

Each goal requires a separate Professional Development Goal sheet.

GOAL: [Click here to enter text.](#)

DATA THAT DEMONSTRATES THE NEED FOR / PRIORITY OF THIS GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

GOAL 3

Administrator

Date

Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals.

Each goal requires a separate Professional Development Goal sheet.

GOAL: [Click here to enter text.](#)

DATA THAT DEMONSTRATES THE NEED FOR / PRIORITY OF THIS GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

GOAL 4

Administrator

Date

Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals.

Each goal requires a separate Professional Development Goal sheet.

GOAL: [Click here to enter text.](#)

DATA THAT DEMONSTRATES THE NEED FOR / PRIORITY OF THIS GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

Signature of Administrator _____ Date _____

Signature of Evaluator _____ Date _____



Webberville Community Schools Administrator Evaluation Form

(Completed by the evaluator and presented to the Board for approval by vote.)

Administrator: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

DOMAIN 1 - Results

Component	Rating	Comments
Student Achievement		
-AIMS	Choose an item.	Click here to enter text.
-MEAP	Choose an item.	Click here to enter text.
-EXPLORE	Choose an item.	Click here to enter text.
-PLAN	Choose an item.	Click here to enter text.
-ACT	Choose an item.	Click here to enter text.
Achievement Gap		Click here to enter text.
Surveys		
-Staff Surveys	Choose an item.	Click here to enter text.
-Student Surveys	Choose an item.	Click here to enter text.
-Parent Surveys	Choose an item.	Click here to enter text.
Graduation Rate	Choose an item.	Click here to enter text.
Course Mastery Rate	Choose an item.	Click here to enter text.
Pupil Attendance	Choose an item.	Click here to enter text.
Teacher Attendance	Choose an item.	Click here to enter text.
School Improvement Success		
-Component 1	Choose an item.	Click here to enter text.
-Component 2	Choose an item.	Click here to enter text.
-Component 3	Choose an item.	Click here to enter text.
TOTAL IN DOMAIN	Choose an item.	Click here to enter text.

DOMAIN 2 - Leadership

Component	Rating	Comments
Vision for Learning and Achievement		
-Personal	Choose an item.	Click here to enter text.
-Shared	Choose an item.	Click here to enter text.
Leadership Behavior Factors		
-Informed	Choose an item.	Click here to enter text.
-Strategic and Systematic	Choose an item.	Click here to enter text.
-Fair, Legal, Honest, Ethical, and Professional	Choose an item.	Click here to enter text.
-Resilient	Choose an item.	Click here to enter text.
TOTAL IN DOMAIN	Choose an item.	Click here to enter text.

DOMAIN 3 - Programs

Component	Rating	Comments
High Fidelity and Reliability		

Instructional Program Factors		
-Curriculum	Choose an item.	Click here to enter text.
-Instruction	Choose an item.	Click here to enter text.
-Assessment	Choose an item.	Click here to enter text.
Safe, Effective, Efficient School Operations Factors		
-Policies, Laws, and Procedures	Choose an item.	Click here to enter text.
-Systems, Processes, and Procedures	Choose an item.	Click here to enter text.
-Allocation and Management of Resources	Choose an item.	Click here to enter text.
TOTAL IN DOMAIN		Click here to enter text.

DOMAIN 4 - Processes

Component	Rating	Comments
Community Building Factors		
-Relationships	Choose an item.	Click here to enter text.
-Inclusion	Choose an item.	Click here to enter text.
-Communications	Choose an item.	Click here to enter text.
Evidence Based and Data Informed Decision Making Factors		
-Collaborative Inquiry Process	Choose an item.	Click here to enter text.
-Systematic use of Multiple Data Sources	Choose an item.	Click here to enter text.
-Data Systems	Choose an item.	Click here to enter text.
TOTAL IN DOMAIN	Choose an item.	Click here to enter text.

DOMAIN 5 - Systems

Component	Rating	Comments
Technology Integration		
-Personal Use of Technology	Choose an item.	Click here to enter text.
-Learning and Teaching with Technology	Choose an item.	Click here to enter text.
-Leadership for Technology	Choose an item.	Click here to enter text.
Human Capacity Factors		
-Professional Development	Choose an item.	Click here to enter text.
-Leadership Development	Choose an item.	Click here to enter text.
-Performance Evaluation	Choose an item.	Click here to enter text.
-Productivity	Choose an item.	Click here to enter text.
TOTAL IN DOMAIN	Choose an item.	Click here to enter text.

DOMAIN RATINGS

Domain	Rating	Comments
1 - Results	Choose an item.	
2 - Leadership	Choose an item.	

3 – Programs	Choose an item.	
4 - Processes	Choose an item.	
5 - Systems	Choose an item.	
OVERALL RATING	Choose an item.	Click here to enter text.

The recommendation for this administrator is:

- Continue in current position
- Continue in current position with Performance Improvement Plan
- Remove administrator from current position

This evaluation was reviewed with the administrator on: [Click here to enter a date.](#)

Administrator Signature _____ Date _____

Evaluator Signature _____ Date _____



Webberville Community Schools Administrator Performance Plan

Administrator

Evaluator

Date

Identify goals for remediating areas in need of improvement. Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals. Unless otherwise noted, these goals do not replace your professional goals, but supplement them to achieve necessary outcomes.

AREA REQUIRING REMEDIATION: **Results** **Leadership** **Programs**
 Processes **Systems**

GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

COMPONENT 2 (if necessary)

Administrator _____

Date _____

Identify goals for remediating areas in need of improvement. Include an action plan, a timeline to be completed, a method of assuring/assessing your goal, and what, if any, resources are needed to help you accomplish your identified goals. Unless otherwise noted, these goals do not replace your professional goals, but supplement them to achieve necessary outcomes.

AREA REQUIRING REMEDIATION: Results Leadership Programs

Processes Systems

GOAL: [Click here to enter text.](#)

ACTION PLAN TO ACCOMPLISH GOAL: [Click here to enter text.](#)

RESOURCES NEEDED TO ACCOMPLISH GOAL: [Click here to enter text.](#)

DISTRICT SUPPORT NEEDED: [Click here to enter text.](#)

METHOD FOR ASSESSMENT: [Click here to enter text.](#)

TIMELINE FOR ACCOMPLISHMENT OF GOAL: [Click here to enter text.](#)

The signatures below document that the plan was created in consultation with the administrator and that the performance improvement plan was presented to the administrator on the date indicated below.

Signature of Administrator _____ Date _____

Signature of Evaluator _____ Date _____



School
ADvance

Administrator Evaluation System

1

Developed by MASA and Michigan ASCD

5 Domains, 9-12 Factors, 24-28 Characteristics of Principal Performance

<p><u>Domain 1 - Results</u></p> <ul style="list-style-type: none"> ❖ Improved Student Achievement Results ❖ Improved Teacher Performance Results ❖ Achievement Gap Reduction/Elimination ❖ Overall School Performance 	
<p style="text-align: center;"><u>Domain 2 - Leadership</u></p> <ul style="list-style-type: none"> ➤ Vision for Learning and Achievement Factors <ul style="list-style-type: none"> • Personal • Shared ➤ Leadership Behavior Factors <ul style="list-style-type: none"> • Informed • Strategic and Systemic • Fair, Legal, Honest, Ethical, and Professional • Resilient 	<p style="text-align: center;"><u>Domain 4 - Processes</u></p> <ul style="list-style-type: none"> ➤ Community Building Factors <ul style="list-style-type: none"> • Relationships • Inclusion • Communications ➤ Evidenced Based and Data Informed Decision Making Factors <ul style="list-style-type: none"> • Collaborative Inquiry Process • Systematic use of Multiple Data Sources • Data Systems
<p style="text-align: center;"><u>Domain 3 - Programs</u></p> <ul style="list-style-type: none"> ➤ High Fidelity and Reliability Instructional Program Factors <ul style="list-style-type: none"> • Curriculum • Instruction • Assessment ➤ Safe, Effective, Efficient School Operations Factors <ul style="list-style-type: none"> • Policies, Laws, and Procedures • Systems, Processes, and Procedures • Allocation and Management of Resources 	<p style="text-align: center;"><u>Domain 5 - Systems</u></p> <ul style="list-style-type: none"> ➤ Technology Integration and Competence Factors <ul style="list-style-type: none"> • Personal Use of Technology • Learning and Teaching with Technology • Leadership for Technology ➤ Human Capacity Factors <ul style="list-style-type: none"> • Professional Development • Leadership Development • Performance Evaluation • Productivity

School Advance Principal Evaluation Instrument © : Five Performance Domains & Nine Performance Factors

Domain 1 – Results		
Student, Teacher, and School Results Factors		
Teacher Results, Based on Student Results Characteristic		
Ineffective	Minimally Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic		
Ineffective	Minimally Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic		
Ineffective	Minimally Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic		
Ineffective	Minimally Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***



School Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument® : Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has established and regularly shares his or her personal vision for students and the school	And demonstrates how his or her vision is informed by research and evidence based models or examples	And inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	And carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	And inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Seeks out opportunities to learn and grow personally and professionally	And engages staff in seeking out opportunities to learn and grow personally and professionally	And establishes a culture of continuous learning among the staff, parents, and students of the school
	Demonstrates civility, respect, and dignity in personal and professional interactions	And sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	And monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity



School Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument[®]: Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	And develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	And uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	And is persistent in helping the school achieve its vision of learning for all students	And maintains consistent monitoring of progress in achieving the vision of learning for all students
	Keeps the focus on the evidence of student learning for staff, parents, and students	And ensures that the school uses valid measures of student learning based on established performance standards	And ensures that students receive regular feedback through valid measures of student learning based on the established performance standards
	Maintains a current perspective to inform the school's vision	And engages staff, parents, and students with current information to inform the school's vision	And engages, staff, parents, and students with innovative ideas to inform the school's vision



School Advance An Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument[®] : Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that school goals are based on evidence of need from school and student data	And works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	And works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	And works with staff to evaluate research supported practices and strategies based on school and student data	And works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation
	Uses reliable sources to stay informed on evidence based practices and strategies	And works with staff to develop high fidelity school improvement implementation plans	And develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
		And, sets expectations for staff to use and share reliable sources of evidence based practice and strategy	And contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy



School Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument® : Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes both short and long term leadership priorities for his or her work based on school and district goals	And ensures that individual staff establish both short and long term priorities for their work based on school and district goals	And, ensures that the school maintains focus on a set of short and long term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	And, ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	And increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals And works with district leaders to link school based priorities and strategies into a district wide systemic plan to achieve school and district goals
	Maintains focus on school goals and priorities	And is persistent in achieving school goals and priorities while resolving issues and problems as they arise	And, guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities



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Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	And ensures that staff are informed and follow relevant school laws, policies, and procedures	And contributes to district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	And holds staff and students to high standards of truthfulness and honesty	And establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	And sets school-wide expectations for the fair treatment of all persons	And recognizes and rewards fairness and fair play among staff, students and parents
	Establishes a personal track record of ethical decision making	And maintains transparency in personal and school decision making processes	And establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness And, contributes to the establishment of a school and district track record of fair and ethical decision making



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Performance Factors

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
Establishes effective personal work habits	Establishes effective personal work habits	And uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	And seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals And establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
Is reliable and consistent about personal attendance and fulfillment of responsibilities	Is reliable and consistent about personal attendance and fulfillment of responsibilities	And establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	And, establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities And provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	And openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	And provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country



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Domain 3 - Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	And works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	And works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	And works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas And monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	And works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations
		And works with staff to ensure differentiation in the curriculum for students based on identified learning needs	And works with staff and other district leaders to insure that the curriculum is appropriate for the full range of student characteristics for the population the school serves And, works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves
		And provides information on the core curriculum standards to students, parents, and the community	And ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

Domain 3 - Programs		
High Quality/Fidelity/Reliability/Instructional Program Factors		
Instruction Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Has a working knowledge about evidence based instruction	And models and promotes evidenced based instructional strategies and practices with staff And, works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning And, works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices
	Makes classroom observations to monitor and encourage quality instructional practices.	And, works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs And works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards
	Engages staff in discussing ways to differentiate instruction based on student needs	And works with the staff to balance student directed and teacher directed learning activities so as to increase student learning empowerment and autonomy
		And looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations



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Domain 3 - Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning.</p> <ul style="list-style-type: none"> • Formative/summative • Achievement • Aptitude/ability • Attitude/perception 	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>	<p>And has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p>And works with staff to choose, develop, administer, analyze and interpret the results of both externally produced and teacher-produced assessments</p> <p>And provides training for staff in assessment literacy and practices</p> <p>And works with staff to insure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p> <p>And works with staff to use assessment results when making decisions about individual students and conferencing with students and parents</p> <p>And ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p>And works with staff to increase their knowledge and improve their assessment practices</p> <p>And works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p> <p>And develops staff leaders in assessment literacy and practices</p> <p>And develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p> <p>And works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p> <p>And assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p>And works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data</p>



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Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies, Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance	And establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	And ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
	Monitors and tracks school safety and student well being factors	And works with staff to make data informed decisions regarding the improvement of school safety and student well being factors	And works with staff to evaluate, adopt, and fully implement evidence based strategies to improve school safety and student well being based on identified needs.
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school	And works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	And contributes to contract maintenance and development through district negotiations and employee processes



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Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district systems, processes and procedures applicable to the operation of the school	And ensures that staff and students understand and follow established school and district systems, processes and procedures for the operation of the schools	And provides feedback to district leaders on the effectiveness of district systems, processes and procedures for the operation of the schools And provides ideas and leadership to improve district systems, processes and procedures for the operation of the schools
	Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes and procedures	And works with staff and students to regularly evaluate school-based systems, processes and procedures based on relevant data	And engages staff and students in designing and developing improved school-based systems, processes and procedures based on data identified needs



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Domain 3 - Programs			
Safe, Effective, Efficient School Operations Factors			
Allocation and Management of Resources Characteristics			
	Minimally Effective	Effective	Highly Effective
Ineffective	Ensures that the school establishes procedures for fiscal and resource management and accountability	And establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals	And works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals
	Regularly monitors the school's fiscal management and financial status	And regularly communicates with staff regarding the school's fiscal management and financial status	And maintains transparency with all stakeholders regarding the school's fiscal management and financial status And communicates regularly with district officials about the school's fiscal management and financial status And contributes to strategic district decisions and strategies for funding and resource acquisition and allocation



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Domain 4 - Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<p>And regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p>And ensures that the school responds to the needs and values of the diverse school community</p>	<p>And works with the community to coordinate services for students and families</p> <p>And develops external partnerships to support the needs and values of the diverse school community</p> <p>And raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		And is involved in the community outside of the school	And uses community involvement to connect the school to the broader community
		And is an advocate for the school in the community	And establishes advocates for the school among parents and other community leaders



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Domain 4 – Processes			
Community Building Factors			
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents to visit the school and classroom	And enlists parents to participate in school organizations, committees, and governance	And ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		And engages parents in activities that are meaningful and relevant to them	And provides opportunities for parents and community groups to address the needs of students and their families
	Encourages all sub-groups in the school community to be involved in the affairs of the school	And responds to concerns of students, parents and the community as a whole and as sub-groups with special concerns	And avoids marginalizing, patronizing, or giving advantage to any one group or individual And collaborates with all segments of the community in ways that contribute to the success of all students



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School Advance Principal Evaluation Instrument[®]: Five Performance Domains & Nine Performance Factors

Domain 4 – Processes		
Community Building Factors		
Communications Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Communicates with parents and community about the school	And communicates frequently with parents and community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology
	Provides information to parents and the community about student achievement	And works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data
	Provides information to parent's about individual student achievement	And regularly informs parents of student achievement goals and how to support their children in achieving those goals
	Spotlights school successes with the media	And provides the media with regular information and stories about the school mission, vision and student success
		And creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media
		And works with parent and community groups to understand and provide feedback on the school's student achievement data
		And engages parents as full partners in helping their children master achievement goals
		And creates partnerships with the media: television, radio, and newspaper to tell the school's story



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Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	And identifies and challenges assumptions about student achievement with multiple sources of evidence	And trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
	Creates school routines that engage teachers, at least quarterly, to examine student achievement results	And refines school routines to increase teacher examination of student achievement results to, at least, monthly	And establishes a well defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		And establishes teacher teams (PLCs/Data Teams, etc.) to create evidence based instructional plans	And establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies And recognizes and disseminates successful improvement work



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Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages staff to analyze whole school and sub group data from: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	And establishes multiple year whole school and sub group trend analyses for: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	And deepens student assessment data analysis in these areas: <ul style="list-style-type: none"> curriculum strand, item, objective performance standard rubrics sub-group performance levels individual student performance profiles
	Works with staff to establish school improvement targets (goals) based on annual analysis for: <ul style="list-style-type: none"> state and district assessments student background data school process data 	And works with staff to revise school improvement targets (goals) as indicated by 3-5-year analyses of student background, school process, and student achievement data	And works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)
		And works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	<p>And works with staff to revise school improvement strategies as indicated by deeper levels of data analysis</p> <p>And works with staff to establish benchmarks for tracking the implementation of school improvement strategies</p> <p>And works with staff to evaluate the impact of selected school improvement strategies</p> <p>And works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)</p>



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Domain 4 - Processes			
Evidenced Based and Data Informed Decision Making Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	And ensures that all teachers and other staff have a working knowledge of the school's data system	And provides support and training to teachers and other staff in the use of the school's data system
	Provides teacher and other staff with clear expectations regarding the use of the school's data system	And monitors and supports appropriate use of the school's data system by teachers and other staff	And works with staff to identify and implement ways to better use the school's data system to support school improvement goals
		And works with staff to help them use the school's data system for classroom assessments and other classroom level generated data	And assists teachers in using the school's data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets
		And works with staff to evaluate and recommend improvements to the school's data system	And provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis



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School Advance Principal Evaluation Instrument[®]: Five Performance Domains & Nine Performance Factors

Domain 5 - Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses voice and email to maintain effective communications with school and school district personnel, parents, and students	And, mobile communications devices, along with a variety of social and web based applications, to expand and enhance communication, information access, and work processes	And, keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	And, participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	And, learns and uses promising new technologies to enhance productivity and leadership
		And, models personal use of technology for staff and students	And assists others in developing personal capacity for technology use



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School Advance Principal Evaluation Instrument[®] : Five Performance Domains & Nine Performance Factors

Domain 5 - Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
	Minimally Effective	Effective	Highly Effective
Ineffective	Insures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students	<i>And</i> , provides the leadership for expanding the integration of technology in the school's processes, daily routines, communications, and/or instruction	<i>And</i> provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Insures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities	<i>And</i> ensures that the school improvement plan is technology rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Maintains, monitors and guides the use of school technology resources	<i>And</i> ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum	<i>And</i> works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)



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Domain 5 – Systems			
Technology Integration and Competence Factors			
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	And validates leadership decisions about the role of technology in the school with relevant and research supported information sources	And contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals
	Participates in building a shared vision for teaching and learning with technology at the district and/or building level	And advocates at the building and district levels for evidenced based effective practices in the use of technology to increase learning achievement and increase student learning	And advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Informs parents and the community about the role of technology in the school's teaching and learning programs	And holds teachers accountable for involving and informing students and parents in the use technology to achieve the full benefit of the school's teaching and learning programs	And fosters a culture of risk-taking for promoting innovation with technology And recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning



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Domain 5 - Systems		
Human Capacity Development Factors		
Professional Development Characteristics		
Ineffective	Minimally Effective	Highly Effective
	<p>Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback</p>	<p>And updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback</p>
	<p>Ensures that staff develop professional learning plans through the district staff evaluation process</p>	<p>And has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p>And maintains active engagement with professional organizations and other sources of professional learning</p> <p>And ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p>And actively participates in professional learning required of teachers</p> <p>And ensures that staff engage with and use educational research and best practice</p>
		<p>And has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p>And contributes research or research findings to inform professional learning at the school and/or district level</p> <p>And serves on local, state, or national professional learning projects or initiatives.</p> <p>And ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p>And develops a overarching building professional learning system aligned with standards for professional learning*</p> <p>And develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information.</p>

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Plans for and supports induction and mentoring for new employees	And provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period And provides training and support for staff mentors and/or coaches	And evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data. And evaluates the effectiveness of the staff induction and mentoring program based on staff performance and student achievement data



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Domain 5 – Systems			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages all staff in the development of school improvement goals	And ensures that staff are involved in the decisions that affect the day-to-day operation of the school	And empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	And develops a collaborative culture where all building staff share responsibility and leadership for student and school success	And provides training, resources, and support to staff leaders
		And involves teachers in the design and implementation of professional learning	And develops emerging administrators through training, mentoring, coaching, and support
		And, ensures students, parents, and other stakeholders share in the leadership of the school	And, establishes school processes and programs to develop parent and student leaders And, ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education



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Domain 5 – Systems			
Human Capacity Development Factors			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Evaluates staff performance at least annually and provides timely and constructive feedback	<p>And makes regular classroom visits, providing formal and informal feedback to teachers</p> <p>And uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices</p> <p>And assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation</p>	<p>And uses a variety of methods to provide feedback, both positive and corrective to staff</p> <p>And ensures that teachers regularly visit each others' classrooms and provide each other feedback</p> <p>And convenes regular staff discussions about observed classroom practices and the impact of those practices on students</p> <p>And empowers staff become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance</p> <p>And involves staff as peer coaches to support performance improvement</p> <p>And coaches other administrators in evaluation practices</p>
	Follows all state and local procedures for staff performance evaluation	<p>And involves staff as full partners in the creation of Individual Development Plans (IDPs)</p> <p>And provides coaching for staff to improve classroom instruction and student results</p>	
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	<p>And participates in professional learning to increase skills in performance evaluation</p>	



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Domain 5 – Systems			
Human Capacity Development Factors			
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood	And hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions	And differentiates roles and responsibilities as needed to meet the goals of the school And differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures	And communicates about school routines and procedures with staff, students and parents And modifies school routines and procedures as needed to increase productivity and desired outcomes	And elicits feedback from staff, students, and parents about school routines and procedures And engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes

**Webberville Community Schools Board of Education
Organizational and Regular Board Meeting Minutes
January 14, 2013**

Call to Order

The organizational board meeting of the Webberville Board of Education was called to order by Trustee Michael Chase in the Spartan Center community room on Monday, January 14, 2013 at approximately 7:00PM.

Oath of Office

New Board members Mr. Michael Chase and Ms. Jennifer Lycos took the oath of office.

Roll Call

Present: Michael Chase, Matthew Kulaga, Chris Hondzinski, Amy Coe, Bill Rozema and Jennifer Lycos.

Absent: Dan McMillen

Administration Present: Tim Dowker, Andrew Smith and Pam Panozzo-Jones

Approval of Agenda

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to approve the agenda of the organizational board of education meeting being held on today's date, Monday, January 14, 2013 as presented. Motion passed 6-0.

Election of Board Officers

Nominations were open from the floor.

Mr. Kulaga moved, Mr. Rozema seconded a motion to nominate Mike Chase as Board President. No other nominations were presented. Mr. Kulaga moved, Ms. Coe seconded a motion to close nominations. Motion passed 6-0. Support for Mr. Chase's nomination to Board President. Motion passed 6-0.

Mr. Chase moved, Mr. Kulaga seconded a motion to nominate Chris Hondzinski as Board Vice President. No other nominations were presented. Mr. Kulaga moved, Ms. Coe seconded a motion to close nominations. Motion passed 6-0. Support for Mr. Hondzinski's nomination to Board Vice President. Motion passed 6-0.

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to nominate Amy Coe as Board Secretary. No other nominations were presented. Mr. Hondzinski moved, Mr. Rozema seconded a motion to close the nominations. Motion passed 6-0. Support for Ms. Coe's nomination to Board Secretary. Motion passed 6-0.

Mr. Chase moved, Mr. Hondzinski seconded a motion to nominate Matt Kulaga as Board Treasurer. No other nominations were presented. Mr. Hondzinski moved, Ms. Coe seconded a motion to close nominations. Motion passed 6-0. Support for Mr. Kulaga's nomination to Board Treasurer. Motion passed 6-0.

Designation of Bank Depositories and Authorized Signatures for 2013

Mr. Rozema moved, Mr. Hondzinski seconded a motion to approve the bank accounts and authorized signatures as presented. Motion passed 6-0.

Establishment of Regular Board of Education Meetings

Ms. Coe moved, Mr. Kulaga seconded a motion to approve the dates, times and place for the regular meetings of the Webberville Community Schools Board of Education as amended:

Location: Spartan Center Community Room, 309 E. Grand River, Webberville, MI 48892

Time: 7:00PM

Dates: Third Monday of the month except as indicated. (*) = Second Monday

2013: January 14*, February 11*, March 18, April 15, May 13, June 17, July 15, August 19, September 16, October 21, November 18, December 16

2014: January 20 (Organizational & Regular Meeting)

Motion passed 6-0.

Designation of person for posting public notices of meetings

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to appoint the Superintendent as the person to post public notices of meetings. Motion passed 6-0.

Designation of School Auditor for 2013

Mr. Rozema moved, Mr. Hondzinski seconded a motion to retain the accounting firm of Maner Costerisan for the purposes of performing the state required school audit for 2013 and other financial and accounting advice as needed. Motion passed 6-0.

Designation of Legal Counsel for 2013

Mr. Hondzinski moved, Mr. Kulaga seconded a motion to retain Thrun Law Firm as legal counsel pertaining to school elections, bond issues, negotiations, personnel matters, and general legal assistance as needed. Motion passed 6-0.

Ms. Coe moved, Mr. Hondzinski seconded a motion to retain Steven D. Lowe, P.C. as legal counsel pertaining to employee benefit matters on an as needed basis. Motion passed 6-0.

Delegation of Election Duties

Mr. Rozema moved, Mr. Chase seconded a motion to allow the secretary of the board of education to delegate the annual election duties to the superintendent who will work with the appropriate township personnel. Motion passed 6-0.

Delegation of Treasurer's Duties

Mr. Hondzinski moved, Mr. Rozema seconded a motion to allow the treasurer of the board of education to delegate the duties of the treasurer to the superintendent. Motion passed 6-0.

Appointment of Committee Members and Representatives

Mr. Chase moved, Mr. Hondzinski seconded a motion to appoint Mr. Kulaga as the ISO/MASB Delegate and Ms. Coe as the alternate for 2013. Motion passed 6-0.

Superintendent's Evaluation

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to evaluate the superintendent formally by December 31, 2013 with an informal evaluation to be held in July 2013. Motion passed 6-0.

Regular Board Meeting

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to move into the regular board meeting. Motion passed 6-0.

Approval of Agenda

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to approve the agenda of the regular board of education meeting being held on today's date, Monday, January 14, 2013 as presented. Motion passed 6-0.

Routine Items – Consent Agenda

Mr. Kulaga moved, Mr. Hondzinski seconded a motion to adopt the consent agenda as presented. Motion passed 6-0.

Presentations

Mr. Dowker thanked the Board of Education for their work and dedication to the district in honor of Board Recognition Month.

Mr. Wilson, secondary art teacher, discussed the upcoming "Governor's Traveling Show" which features high school art and will be on display in the Spartan Center January 21 – February 2. He also highlighted the MSUFCU Student Art Show and the MI Youth Arts Festival.

Mr. Shaw, secondary teacher, discussed the upcoming robotics competition that will take place in the Spartan Center on Saturday, January 26 from 8:00AM – 5:00PM.

Ms. Panozzo-Jones, Special Education Director, gave a presentation on FIRM – Fluency In Reading and Math.

Reports

Mr. Kulaga reported that the Finance Committee met and reviewed the budget outlook from the state.

Communications and Petitions

None

Action Items:

Mr. Kulaga moved, Mr. Hondzinski seconded the motion to approve the draft of the administrative evaluation tool as presented. Motion passed 6-0.

Questions or comments from the audience

Mr. Andrew Smith, Athletic Director, introduced Mr. Joel Emmons as the new Varsity Football Coach.

Question or comments from the board

The Board welcomed Ms. Jennifer Lycos to the Board of Education.

Adjournment

Ms. Lycos moved, Mr. Kulaga seconded a motion to adjourn the meeting. Motion passed 6-0. The board adjourned the meeting at 7:46 PM.

Respectfully Submitted,

Amy Coe
Webberville Board of Education Secretary

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
1	Wed, Aug 8, 2012	Planning	Transformation Plan origination meeting	Brian Friddle
2	Thurs, Aug 9, 2012	Bargaining	Bargaining based on new Priority School requirements	Brian Friddle
3	Mon, Aug 20, 2012	Presentation	Transformation Plan requirement presentation to Board of Education	Tim Dowker
4	Tues, Aug 21, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
5	Thurs, Aug 23, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
6	Mon, Aug 27, 2012	P.D.	New Teacher Orientation with new teachers and mentors	Tim Dowker
7	Mon, Aug 27, 2012	Planning	Transformation Plan Advisory Committee Meeting	Brian Friddle
8	Tues., Aug. 28, 2012	P.D.	Introduction to Priority Schools expectations, IlluminateEd, data review	Tim Dowker
9	Wed., Aug. 29, 2012	P.D.	School Welcome and Information, Building Meeting	Brian Friddle
10	Wed., Aug. 29, 2012	P.D.	WordPress training to set up web sites and PBIS communications	Rebecca Anderson
11	Thurs, Aug 30, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
12	Mon, Sept 10, 2012	Extended learning opps.	Begin after-school study table, offered 3:00 - 4:15 every weekday thereafter	Greg Shaw, Brooke Pierce-Shaffer, Dean
13	Sept 10-21, 2012	Assessment	AIMSweb testing	Tia Vassilakos
14	Wed, Sept. 12, 2012	Planning	MDE Technical Assistance Meeting	Brian Friddle
15	Wed., Sept. 12, 2012	P.D.	Data Management and Testing	Tim Dowker
16	Wed., Sept. 19, 2012	P.D.	Update on health (Diabetes, Severe Allergy) info, School Expectations/PBIS	Pam Panozzo-Jones
17	Wed., Sept. 26, 2012	P.D.	Department Meetings	Department Chairs
18	Thurs., Sept 27, 2012	Assessment	ACT/Explore Preview for 7th & 8th Grades	Tim Dowker
19	Thurs., Sept 27, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
20	Fri., Sept 28, 2012	Assessment	ACT/Explore Preview for 9th & 11th Grades	Tim Dowker, Kathy Pierman
21	Mon, Oct 1, 2012	Assessment	ACT/Explore Preview for 10th Grade	Tim Dowker
22	Mon, Oct 1, 2012	Assessment	GAINS/Explore testing for 7th & 8th Grades	MS Teachers
23	Tues, Oct 2, 2012	Assessment	GAINS/PLAN testing for 9th & 10th Grades	Tim Dowker

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
24	Wed., Oct. 3, 2012	Parent Involvement	Progress Reports mailed out with newsletter about GAINS testing, parent-teacher conferences, and PEOPLE meeting	Tim Dowker
25	Wed., Oct. 3, 2012	P.D.	Training on SST procedures and after-school tutoring	Andrew Smith/Tim Dowker
26	Thurs, Oct 4, 2012	Assessment	GAINS/ACT testing for 11th Grade	Tim Dowker
27	Thurs, Oct 4, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
28	Mon, Oct 8, 2012	Planning	Transformation Plan Writing and Steering Committee Meeting	Brian Friddle
29	Wed., Oct. 10, 2012	P.D.	Data Management and Testing	Tim Dowker
30	Thu, Oct 11, 2012	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for Sept/Oct	Tim Dowker
31	Mon, Oct 15, 2012	Planning	Transformation Plan Advisory Committee Meeting	Tim Dowker
32	Mon, Oct 15, 2012	Presentation	Presentation of draft transformation plan to Board of Education	Tim Dowker
33	October 17 & 18, 2012	Parent Involve /Survey	Parent Teacher Conferences -- Parent Survey administered	Brian Friddle
34	Fri., Oct. 19, 2012	P.D.	Data Management and Curriculum as related to Testing	Tim Dowker, Pam Panozzo-Jones
35	Wed., Oct. 24, 2012	P.D.	Department Meetings	Department Chairs
36	Tues, Oct. 30, 2012	Parent Involvement	PEOPLE parent partnership group meeting	Tim Dowker
37	Wed., Oct 31, 2012	Planning	MDE Technical Assistance Meeting	Brian Friddle
38	Wed., Oct. 31, 2012	P.D.	Collaborative Meetings (Curriculum and Testing)	Individual Teachers
39	Mon, Nov 5, 2012	Instructional Reform	Supplementary memo regarding best instructional practices	Tim Dowker
40	Wed., Nov. 7, 2012	P.D.	Department Meetings	Department Chairs
41	Fri, Nov 9, 2012	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
42	Fri, Nov 9, 2012	Parent Involvement	Report Cards mailed out with GAINS results and score reading and improvement information	Tim Dowker
43	Wed., Nov. 14, 2012	P.D.	Illuminate Ed Training and Assessment Design	Brooke Pierce-Shaffer
44	Thu, Nov. 15, 2012	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for November	Tim Dowker
45	Mon, Nov. 19, 2012	Presentation	Presentation of updated Transformation Plan and calendar to Board of Education	Brian Friddle

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
46	Tues., Nov. 27, 2012	Writing	Writing rubric creation and ELA curriculum alignment meeting	Kathy Pierman
47	Wed., Nov. 28, 2012	Planning	Writing/Steering committee final review of Transformation Plan	Brian Friddle
48	Wed., Nov. 28, 2012	Planning	Advisory Committee final review of Transformation Plan	Brian Friddle
49	Wed., Nov. 28, 2012	P.D.	Department Meetings	Department Chairs
50	Thu, Nov. 29, 2012	Planning	Transformation Plan submitted to state vis ASSIST	Brian Friddle
51	Fri, Nov. 30, 2012	Science	Science Department Curriculum & Assessment Mtng.	Theron Blakeslee, IISD & Dowker
52	Tues, Dec. 4, 2012	Evaluation	Administrator Evaluation collaborative meeting	Brian Friddle
53	Wed., Dec. 5, 2012	P.D.	Assessment Design and Illuminate Ed assistance	Dowker / Pierce-Shaffer
54	Fri, Dec. 7, 2012	Parent Involvement	Progress Reports mailed out	Kelly Sweet-House
55	Wed., Dec. 12, 2012	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for December	Tim Dowker
56	Wed., Dec. 12, 2012	P.D.	Analyzing EPAS scores and using the results to motivate students and adjust curriculum	Jeff Dole, Ingham ISD consultant
57	Thurs., Dec 13, 2012	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
58	Dec. 17 - 19, 2012	Assessment	GAINS testing in grades 7 - 11	Tim Dowker
59	Tues, Dec. 18, 2012	Evaluation	Administrator Evaluation collaborative meeting	Brian Friddle
60	Wed., Dec. 19, 2012	P.D.	Collaborative Meetings for Assessment Design/Curricular Adjustments	Individual Teachers
61	Thu., Jan 3, 2013	Evaluation	Training in STAGES evaluation management program	Brian Friddle
62	Fri., Jan 4, 2013	Evaluation	Completion of Administrator Evaluation design process - preparation for Board presentation	Brian Friddle
63	Wed., Jan. 9, 2013	P.D	Collaborative Meetings and Illuminate Ed	Brooke Pierce-Shaffer
64	Mon., Jan 14, 2013	Evaluation	Presentation of Administrator Evaluation system to Board of Education for approval	Brian Friddle
65	Jan 14-25, 2013	Assessment	AIMSweb testing	Tia Vassilakos
66	Wed., Jan 16, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for January	Tim Dowker
67	Thurs. Jan 17, 2013	P.D.	Grade Level and Department Data Meetings	Department Chairs
68	Fri., Jan. 18, 2013	P.D.	Data Review and Pre-Test Completion/Review and Introduction to Writing Rubric & Guidelines	Tim Dowker

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
69	Wed., Jan. 23, 2013	P.D.	Curriculum/unit building and mapping	Tim Dowker
70	Fri., Jan. 25, 2013	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
71	Fri., Jan. 25, 2013	Parent Involvement	Report Cards mailed out with information about second GAINS test results	Tim Dowker
72	Mon, Jan. 28, 2013	Planning	Revised Transformation Plan deadline	Brian Friddle
73	Wed., Jan. 30, 2013	P.D.	Collaborative Meetings for Unit Plan Design	Individual Teachers
74	Fri., Feb. 1, 2013	Data	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 1	Steering Committee
75	Wed., Feb. 6, 2013	P.D.	Assessment Design Meeting	Tim Dowker
76	Tues., Feb 12, 2013	Evaluation	Evaluation Committee Meeting to revise teacher evaluation language to reflect 25/40/50% requirement and any other proposed revisions.	Brian Friddle
77	Wed., Feb. 13, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for February	Tim Dowker
78	Wed., Feb. 13, 2013	P.D.	Department Meetings	Department Chairs
79	Wed., Feb 21, 2013	Parent Involvement	Progress Reports given out at Parent Teacher Conferences and parents surveyed	Kelly Sweet-House
80	Mon., Feb 25, 2013	Evaluation	Revised Teacher Evaluation Plan presented to Board for approval	Brian Friddle
81	Wed., Feb. 27, 2013	P.D.	Unit Plan Design Meeting	Tim Dowker
82	Wed., Mar. 6, 2013	P.D.	Department Leadership and Collaboration Meeting	Department Chairs
83	Thurs., March 7, 2013	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
84	Wed., Mar. 13, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for March	Tim Dowker
85	Wed., Mar. 13, 2013	P.D.	Collaborative Meetings for Unit Plan Design	Individual Teachers
86	Tue., Mar. 19, 2013	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
87	Wed., Mar. 20, 2013	Parent Involvement	Report Cards sent out	Kelly Sweet-House
88	Wed., Mar. 20, 2013	P.D.	Collaborative Meetings for Unit Plan Design	Individual Teachers
89	Wed., Mar. 27, 2013	P.D.	Department Meeting	Department Chairs
90	Wed., Apr. 10, 2013	P.D.	Unit Plan follow-up training	Tim Dowker

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
91	Wed., Apr. 17, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for April	Tim Dowker
92	Wed., Apr. 17, 2013	P.D.	Collaborative Meetings for Unit Design	Individual Teachers
93	Mon, April 22, 2013	Assessment	10th Grade Students take GAINS ACT	Tia Vassilakos
94	Wed., Apr. 24, 2013	Parent Involvement	Progress Reports sent out	Kelly Sweet-House
95	Wed., Apr. 24, 2013	P.D.	Department Meetings to Align Unit Plans	Department Chairs
96	April 29-May10, 2013	Assessment	AIMSweb testing	Tia Vassilakos
97	Tue., Apr. 30, 2013	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
98	Wed., May 1, 2013	P.D.	Unit Plan and Assessment Design Training	Tim Dowker
99	Wed., May 8, 2013	P.D.	Department meetings to Align Unit Plans	Department Chairs
100	Wed., May 15, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for May	Tim Dowker
101	Wed., May 15, 2013	P.D.	Data Review and Goal-Setting	Tim Dowker, Pam Panozzo-Jones
102	Thurs., May 30, 2013	P.D.	End of Year Data Meetings	Tim Dowker, Pam Panozzo-Jones
103	Wed, May 29, 2013	Leadership & Data Recogn.	Recognition ceremony for teachers of the month, leadership, and data improvement	Friddle/Jones /Dowker
104	Fri., May 31, 2013	P.D.	End of Year Data Meetings/ Check Out	Tim Dowker, Pam Panozzo-Jones
105	Wed., June 5, 2013	Parent Involvement	Report Cards sent out with invitations to summer school programming and junior GAINS ACT results	Tim Dowker
106	Fri., June 7, 2013	Data	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 2	Steering Committee
107	Mon., June 10, 2013	Extended learning opps.	Summer School Begins	Tim Dowker
108	Tues., June 11, 2013	Leadership & Data Analysis	Department Chair meeting to review data and create department initiatives for 2013-14	Tim Dowker
109	June 13-14, 2013	Teacher Devlpmt.	Create mentor handbook	Panozzo-Jones, Slater, Dowker
110	Sun, June 30, 2013	Planning	MDE Tranformation Plan Progress Assessment	Brian Friddle
	2013-14			

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
111	Thurs., Aug 1, 2013	Planning	Transformation Plan final documents (MOU, resolutions) submitted to MDE	Brian Friddle
112	Aug. 5-7, 2013	Leadership & Planning	MTSS Summit to review data and determine target groups and interventions for 2013-14	Pam Panozzo-Jones
113	Thurs, Aug 22, 2013	Planning	Transformation Plan Steering Committee Meeting	Brian Friddle
114	Mon, Aug 26, 2013	P.D.	New Teacher Orientation with new teachers and mentors	Panozzo-Jones / Dowker
115	Tues., Aug. 27, 2013	P.D.	Data meetings, action plan update, and review of best practices.	Panozzo-Jones / Dowker
116	Tues, Aug 27, 2013	Parent Involvement	PEOPLE parent partnership group meeting to create/review year's goals and initiatives	Brian Friddle/Tim Dowker
117	Wed., Aug. 28, 2013	P.D.	District goals, priorities, and expectations	Brian Friddle
118	Wed., Aug. 28, 2013	P.D.	Assessment/Grading discussion for best practices in communicating student mastery	Tim Dowker
119	Wed, Sept 4, 2013	Extended learning opps.	Begin after-school study table, offered 3:00 - 4:15 every weekday thereafter	Greg Shaw, Brooke Pierce-Shaffer, Dean
120	Sept 9-20, 2013	Assessment	AIMSweb testing	Tia Vassilakos
121	Wed., Sept. 11, 2013	P.D.	Review of intervention/accommodations for SpEd/504/at-risk students and SST procedures	Pam Panozzo-Jones
122	Wed., Sept. 18, 2013	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
123	Thurs., Sept 19, 2013	Assessment	ACT/Explore Preview for 7th & 8th Grades	Tim Dowker
124	Fri., Sept 20, 2013	Assessment	ACT/Explore Preview for 9th & 11th Grades	Tim Dowker, Kathy Pierman
125	Mon, Sept. 23, 2013	Assessment	ACT/Explore Preview for 10th Grade	Tim Dowker
126	Mon, Sept. 23, 2013	Assessment	GAINS/Explore testing for 7th & 8th Grades	MS Teachers
127	Tues, Sept 24, 2013	Assessment	GAINS/PLAN testing for 9th & 10th Grades	Tim Dowker
128	Wed., Sept. 25, 2013	P.D.	Department Meetings	Department Chairs
129	Thurs, Sept. 26, 2013	Assessment	GAINS/ACT testing for 11th Grade	Tim Dowker
130	Wed., Oct. 2, 2013	Parent Involvement	Progress Reports mailed out with newsletter about GAINS testing, parent-teacher conferences, and	Tim Dowker
131	Wed., Oct. 2, 2013	P.D.	Preparation/Delegation of responsibilities for GAINS test reviews	Andrew Smith/Tim Dowker
132	Mon, Oct 7, 2013	Planning	Transformation Plan Steering Committee Meeting - Data review and action planning	Brian Friddle
133	Wed., Oct. 9, 2013	P.D.	GAINS data analysis and action planning	Tim Dowker

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
134	Thurs., Oct 10, 2013	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
135	Fri, Oct 11, 2013	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
136	Wed., Oct. 9, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for Sept/Oct	Tim Dowker
137	Mon, Oct 14, 2013	Presentation	Presentation of fall testing data to Board of Education	Tim Dowker
138	October 16 & 17, 2013	Parent Involve /Survey	Parent Teacher Conferences -- Parent Survey administered	Brian Friddle
139	Fri., Oct. 18, 2013	P.D.	Department Data Analysis & Data Driven Classroom Instruction	Tim Dowker, Pam Panozzo-Jones
140	Wed., Oct. 23, 2013	P.D.	Department Meetings	Department Chairs
141	Tues, Oct. 29, 2013	Parent Involvement	PEOPLE parent partnership group meeting	Brian Friddle / Tim Dowker
142	Wed., Oct. 30, 2013	P.D.	Collaborative Meetings	Individual Teachers
143	Wed., Nov. 6, 2013	P.D.	Department Meetings	Department Chairs
144	Fri, Nov 8, 2013	Parent Involvement	Report Cards mailed out with GAINS results and score reading and improvement information	Tim Dowker
145	Wed., Nov. 13, 2013	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
146	Thu, Nov. 14, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for November	Tim Dowker
147	Tue., Nov 26, 2013	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
148	Wed., Nov. 27, 2013	P.D.	Department Meetings	Department Chairs
149	Wed., Dec. 4, 2013	P.D.	Writing process review/revamp for 2nd semester	Tim Dowker
150	Fri, Dec. 6, 2013	Parent Involvement	Progress Reports mailed out	Kelly Sweet-House
151	Wed., Dec. 11, 2013	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for December	Tim Dowker
152	Wed., Dec. 11, 2013	P.D.	Department Meetings	Department Chairs
153	Dec. 16 - 18, 2013	Assessment	GAINS testing in grades 7 - 11	Tim Dowker
154	Wed., Dec. 18, 2013	P.D.	Collaborative Meetings	Individual Teachers
155	Wed., Jan. 8, 2014	P.D	Department Meetings	Tim Dowker
156	January 13-22, 2014	Assessment	AIMSweb testing	Tia Vassilakos

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
157	Wed., Jan 15, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for January	Tim Dowker
158	Thurs. Jan 16, 2014	P.D.	Grade Level and Department Data Meetings	Department Chairs
159	Fri., Jan. 17, 2014	P.D.	Second Semester Action Plan & Initiative Meeting	Tim Dowker
160	Wed., Jan. 22, 2014	P.D.	Review writing rubric, test for fidelity of use, and refine rubric or process if necessary	Tim Dowker
161	Fri., Jan. 24, 2014	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
162	Fri., Jan. 24, 2014	Parent Involvement	Report Cards mailed out with information about second GAINS test results	Tim Dowker
163	Wed., Jan. 29, 2014	P.D.	Collaborative Meetings	Individual Teachers
164	Fri., Jan 31, 2014	Planning	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 1	Steering Committee
165	Wed., Feb. 5, 2014	P.D.	Building Action Plan Review based on semester 1 data	Tim Dowker
166	Tues., Feb 11, 2014	Evaluation	Evaluation Committee Meeting to evaluate evaluation effectiveness and consider any proposed revisions.	Brian Friddle
167	Wed., Feb. 12, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for February	Tim Dowker
168	Wed., Feb. 12, 2014	P.D.	Department Meetings	Department Chairs
169	Wed., Feb 19, 2014	Parent Involvement	Progress Reports given out at Parent Teacher Conferences	Kelly Sweet-House
170	Wed., Feb. 26, 2014	P.D.	Progress Monitoring of Testing Intervention Strategies	Tim Dowker
171	Wed., Mar. 5, 2014	P.D.	Department Leadership and Collaboration Meeting	Department Chairs
172	Thurs., Mar. 6, 2014	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
173	Tue., Mar. 11, 2014	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
174	Wed., Mar. 12, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for March	Tim Dowker
175	Wed., Mar. 12, 2014	P.D.	Collaborative Meetings	Individual Teachers
176	Wed., Mar. 19, 2014	Parent Involvement	Report Cards sent out	Kelly Sweet-House
177	Wed., Mar. 19, 2014	P.D.	Collaborative Meetings	Individual Teachers
178	Wed., Mar. 26, 2014	P.D.	Department Meeting	Department Chairs

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
179	Wed., Apr. 9, 2014	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
180	Wed., Apr. 16, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for April	Tim Dowker
181	Wed., Apr. 16, 2014	P.D.	Collaborative Meetings	Individual Teachers
182	Mon, April 21, 2014	Assessment	10th Grade Students take GAINS ACT	Tia Vassilakos
183	Wed., Apr. 23, 2014	Parent Involvement	Progress Reports sent out	Kelly Sweet-House
184	Wed., Apr. 23, 2014	P.D.	Department Meetings	Department Chairs
185	April 28-May 9, 2014	Assessment	AIMSweb testing	Tia Vassilakos
186	Tue., Apr. 29, 2014	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
187	Wed., April 30, 2014	P.D.	Data-driven instruction - adjusting curriculum and course offerings based on data	Tim Dowker
188	Wed., May 7, 2014	P.D.	Department meetings	Department Chairs
189	Wed., May 14, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for May	Tim Dowker
190	Wed., May 14, 2014	P.D.	Data Review and Goal-Setting	Tim Dowker, Pam Panozzo-Jones
191	Wed, May 28, 2014	Leadership & Data Recogn.	Recognition ceremony for teachers of the month, leadership, and data improvement	Friddle/Jones /Dowker
192	Thurs., May 29,2014	P.D	End of Year Data Meetings	Tim Dowker, Pam Panozzo-Jones
193	Fri,, May 30, 2014	P.D.	End of Year Data Meetings/ Check Out	Tim Dowker, Pam Panozzo-Jones
194	Wed., June 4, 2014	Parent Involvement	Report Cards sent out with invitations to summer school programming and junior GAINS ACT results	Tim Dowker
195	Fri., June 6, 2014	Data	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 2	Steering Committee
196	Mon., June 9, 2014	Extended learning opps.	Summer School Begins	Tim Dowker
197	Tues., June 10, 2014	Leadership & Data Analysis	Department Chair meeting to review data and create department initiatives for 2013-14	Tim Dowker
198	Sun, June 29, 2014	Planning	MDE Tranformation Plan Progress Assessment	Brian Friddle

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
	2014-15			
199	Aug. 4-6, 2014	Leadership & Planning	MTSS Summit to review data and determine target groups and interventions for 2013-14	Pam Panozzo-Jones
200	Thurs, Aug 21, 2014	Planning	Transformation Plan Steering Committee Meeting	Brian Friddle
201	Mon, Aug 25, 2014	P.D.	New Teacher Orientation with new teachers and mentors	Panozzo-Jones / Dowker
202	Tues., Aug. 26, 2014	P.D.	Data meetings, action plan update, and review of best practices.	Panozzo-Jones / Dowker
203	Tues, Aug 26, 2014	Parent Involvement	PEOPLE parent partnership group meeting to create/review year's goals and initiatives	Brian Friddle/Tim Dowker
204	Wed., Aug. 27, 2014	P.D.	District goals, priorities, and expectations	Brian Friddle
205	Wed., Aug. 27, 2014	P.D.	Assessment/Grading discussion for best practices in communicating student mastery	Tim Dowker
206	Wed, Sept 3, 2014	Extended learning opps.	Begin after-school study table, offered 3:00 - 4:15 every weekday thereafter	Greg Shaw, Brooke Pierce-Shaffer, Dean
207	Sept 8-19, 2014	Assessment	AIMSweb testing	Tia Vassilakos
208	Wed., Sept. 10, 2014	P.D.	Writing assessment/rubric fidelity check	Tim Dowker
209	Wed., Sept. 17, 2014	P.D.	Review of intervention/accommodations for SpEd/504/at-risk students and SST procedures	Pam Panozzo-Jones
210	Thurs., Sept 18, 2014	Assessment	ACT/Explore Preview for 7th & 8th Grades	Tim Dowker
211	Fri., Sept 19, 2014	Assessment	ACT/Explore Preview for 9th & 11th Grades	Tim Dowker, Kathy Pierman
212	Mon, Sept. 22, 2014	Assessment	ACT/Explore Preview for 10th Grade	Tim Dowker
213	Mon, Sept. 22, 2014	Assessment	GAINS/Explore testing for 7th & 8th Grades	MS Teachers
214	Tues, Sept 23, 2014	Assessment	GAINS/PLAN testing for 9th & 10th Grades	Tim Dowker
215	Wed., Sept. 24, 2014	P.D.	Department Meetings	Department Chairs
216	Thurs, Sept. 25, 2014	Assessment	GAINS/ACT testing for 11th Grade	Tim Dowker
217	Wed., Oct. 1, 2014	Parent Involvement	Progress Reports mailed out with newsletter about GAINS testing, parent-teacher conferences, and	Tim Dowker
218	Wed., Oct. 1, 2014	P.D.	Preparation/Delegation of responsibilities for GAINS test reviews	Andrew Smith/Tim Dowker
219	Mon, Oct 6, 2014	Planning	Transformation Plan Steering Committee Meeting - Data review and action planning	Brian Friddle
220	Wed., Oct. 8, 2014	P.D.	GAINS data analysis and action planning	Tim Dowker

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
221	Thurs., Oct. 9, 2014	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
222	Fri, Oct 10, 2014	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
223	Mon, Oct 13, 2014	Presentation	Presentation of fall testing data to Board of Education	Tim Dowker
224	Wed., Oct. 15, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for Sept/Oct	Tim Dowker
225	October 15 & 16, 2014	Parent Involve /Survey	Parent Teacher Conferences -- Parent Survey administered	Brian Friddle
226	Fri., Oct. 17, 2014	P.D.	Department Data Analysis & Data Driven Classroom Instruction	Tim Dowker, Pam Panozzo-Jones
227	Wed., Oct. 22, 2014	P.D.	Department Meetings	Department Chairs
228	Tues, Oct. 28, 2014	Parent Involvement	PEOPLE parent partnership group meeting	Brian Friddle / Tim Dowker
229	Wed., Oct. 29, 2014	P.D.	Collaborative Meetings	Individual Teachers
230	Wed., Nov. 5, 2014	P.D.	Department Meetings	Department Chairs
231	Fri, Nov 7, 2014	Parent Involvement	Report Cards mailed out with GAINS results and score reading and improvement information	Tim Dowker
232	Wed., Nov. 12, 2014	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
233	Thu, Nov. 13, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for November	Tim Dowker
234	Tue.,Nov. 25, 2014	Planning	Steering Committee meet to review and revise strategies and timelines as needed	Brian Friddle
235	Wed., Nov. 26, 2014	P.D.	Department Meetings	Department Chairs
236	Wed., Dec. 3, 2014	P.D.	Writing assessment/rubric fidelity check	Tim Dowker
237	Fri, Dec. 5, 2014	Parent Involvement	Progress Reports mailed out	Kelly Sweet-House
238	Wed., Dec. 10, 2014	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for December	Tim Dowker
239	Wed., Dec. 10, 2014	P.D.	Department Meetings	Department Chairs
240	Dec. 15 - 17, 2014	Assessment	GAINS testing in grades 7 - 11	Tim Dowker
241	Wed., Dec. 17, 2013	P.D.	Collaborative Meetings	Individual Teachers
242	Wed., Jan. 7, 2015	P.D	Department Meetings	Tim Dowker
243	January 12-21, 2015	Assessment	AIMSweb testing	Tia Vassilakos

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
244	Wed., Jan 14, 2015	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for January	Tim Dowker
245	Thurs. Jan 15, 2015	P.D.	Grade Level and Department Data Meetings	Department Chairs
246	Fri., Jan. 16, 2015	P.D.	Second Semester Action Plan & Initiative Meeting	Tim Dowker
247	Wed., Jan. 21, 2015	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
248	Fri., Jan. 23, 2015	Assessment	Review of student GAINS results with students to provide formative feedback	Core teachers
249	Fri., Jan. 23, 2015	Parent Involvement	Report Cards mailed out with information about second GAINS test results	Tim Dowker
250	Wed., Jan. 28, 2015	P.D.	Collaborative Meetings	Individual Teachers
251	Fri., Jan 30, 2015	Data	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 1	Steering Committee
252	Wed., Feb. 4, 2015	P.D.	Building Action Plan Review based on semester 1 data	Tim Dowker
253	Tues., Feb 10, 2015	Evaluation	Evaluation Committee Meeting to evaluate evaluation effectiveness and consider any proposed revisions.	Brian Friddle
254	Wed., Feb. 11, 2015	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for February	Tim Dowker
255	Wed., Feb. 11, 2015	P.D.	Department Meetings	Department Chairs
256	Wed., Feb 18, 2015	Parent Involvement	Progress Reports given out at Parent Teacher Conferences	Kelly Sweet-House
257	Wed., Feb. 25, 2015	P.D.	Progress Monitoring of Testing Intervention Strategies	Tim Dowker
258	Wed., Mar. 4, 2015	P.D.	Department Leadership and Collaboration Meeting	Department Chairs
259	Thurs., Mar. 5, 2015	Survey	Students surveyed regarding perception of teachers and courses	Tia Vassilakos
260	Wed., Mar. 11, 2015	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for March	Tim Dowker
261	Wed., Mar. 11, 2015	P.D.	Collaborative Meetings	Individual Teachers
262	Tues., Mar. 17, 2015	Planning	Transformation Plan Steering Committee Meeting - monitor and adjust strategies and timelines	Brian Friddle
263	Wed., Mar. 18, 2015	Parent Involvement	Report Cards sent out	Kelly Sweet-House
264	Wed., Mar. 18, 2015	P.D.	Collaborative Meetings	Individual Teachers
265	Wed., Mar. 25, 2015	P.D.	Department Meeting	Department Chairs

Item No.	DATE	EVENT	DESCRIPTION	PERSON(S) RESPONSIBLE
266	Wed., Apr. 8, 2015	P.D.	Data-driven instruction - adjusting curriculum, assessment, and methodology based on data	Tim Dowker
267	Wed., Apr. 15, 2015	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for April	Tim Dowker
268	Wed., Apr. 15, 2015	P.D.	Collaborative Meetings	Individual Teachers
269	Mon, April 20, 2015	Assessment	10th Grade Students take GAINS ACT	Tia Vassilakos
270	Wed., Apr. 22, 2015	Parent Involvement	Progress Reports sent out	Kelly Sweet-House
271	Wed., Apr. 22, 2015	P.D.	Department Meetings	Department Chairs
272	April 27-May 8, 2015	Assessment	AIMSweb testing	Tia Vassilakos
273	Tues., Apr. 28, 2015	Planning	Transformation Plan Steering Committee Meeting - monitor and adjust strategies and timelines	Brian Friddle
274	Wed., April 29, 2015	P.D.	Data-driven instruction - adjusting curriculum and course offerings based on data	Tim Dowker
275	Wed., May 6, 2015	P.D.	Department meetings	Department Chairs
276	Wed., May 13, 2015	Rewarding leaders	E-mail sent out requesting nominations for Teacher of the Month for May	Tim Dowker
277	Wed., May 13, 2015	P.D.	Data Review and Goal-Setting	Tim Dowker, Pam Panozzo-Jones
278	Wed, May 27, 2015	Leadership & Data Recogn.	Recognition ceremony for teachers of the month, leadership, and data improvement	Friddle/Jones /Dowker
279	Thurs., May 28, 2015	P.D	End of Year Data Meetings	Tim Dowker, Pam Panozzo-Jones
280	Fri., May 29, 2015	P.D.	End of Year Data Meetings/ Check Out	Tim Dowker, Pam Panozzo-Jones
281	Wed., June 3, 2015	Parent Involvement	Report Cards sent out with invitations to summer school programming and junior GAINS ACT results	Tim Dowker
282	Fri., June 5, 2015	Data	Analyze GAINS, pre- and post-testing, and pass/fail data from semester 2	Steering Committee
283	Mon., June 8, 2015	Extended learning opps.	Summer School Begins	Tim Dowker
284	Tues., June 9, 2015	Leadership & Data Analysis	Department Chair meeting to review data and create department initiatives for 2013-14	Tim Dowker
285	Sun, June 28, 2015	Planning	MDE Tranformation Plan Progress Assessment	Brian Friddle

Teacher Contract

August 24, 2012

Board of Education Contract Proposal - 4

Salary:

- ½ step on the salary schedule from last year
- 1 step on the salary schedule for this year
- Increase of 0.75% on the salary schedule
- Goes to 1% on the salary schedule if the student count is over 618
- Goes to 2.0% on the salary schedule if the student count is over 624

Schedule B:

- Robotics at 1.25%, current staff member at step 3
- Roots replacing PALS and SADD at 2%, 1% for each advisor
- Project Pals (FFA)
- 6th Grade Sponsor at .625%
- Remove Model UN from Schedule B

Insurance:

- No change

Merit Pay:

- \$1 for Effective Teachers
- \$2 for Highly Effective Teachers

Calendar Extension:

- Add 6.5 additional days to the existing calendar, format to be determined via discussion
 - 3.5 Instructional Days
 - 3 Professional Development Days
 - Oct. 19 Full PD
 - Jan. 17 Half Day Exams/Half Day PD
 - Jan. 18 Half Day Exams/Half Day PD
 - Jan. 21 Full Instruction
 - Feb. 15 Full Instruction
 - May 28 Full Day of Instruction
 - May 29 Full Day of Instruction
 - May 30 Half Day Exams/Half Day PD
 - May 31 Half Day Exams/Half Day PD

THAD 8/24/2012

[Signature] 1:46 AM

[Signature] 8/24/12 1:46

[Signature] 8/24/12 1:46
Mike Chase 8/24/12 1:4

WEBBERVILLE COMMUNITY SCHOOLS

2012-2013 Calendar

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>	Aug Teachers' Professional Development Days (2 days for Staff July or August)	<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
August						January				
		29	30	31	Sept 1-3 NO SCHOOL-Labor Day Weekend		1	2	3	4
September					Sept 4 Students' First Day	7	8	9	10	11
					Sept 11 K-6 Open House, Evening Mtg 6-7:00	14	15	16	(17)	(18)
3	4	5	6	7	Sept 13 Secondary Open House, Evening Mtg 6-7:00	21	22	23	24	25
10	11	12	13	14		28	29	30	31	
17	18	19	20	21	Oct 5 Secondary progress Reports Calculated	February				
24	25	26	27	28	Oct 17 P/T Conferences-All Levels-Evening 4:00-7:00					1
October					Oct 18 P/T Conferences-All Levels-Evening 4:00-7:00	4	5	6	7	8
1	2	3	4	5	Oct 19 No School Students/Full Day PD Teachers	11	12	13	14	15
8	9	10	11	12		18	19	20	21	22
15	16	17	18	19	Nov 2 End of 1st Quarter-Secondary	25	26	27	28	
22	23	24	25	26	Nov 16 End of First Trimester-Elementary	March				
29	30	31			Nov 22-23 NO SCHOOL-Thanksgiving Recess					1
November					Dec 7 Secondary Progress Reports Calculated	4	5	6	7	8
			1	2	December 24-January 4-Winter Recess	11	12	13	14	15
5	6	7	8	9	Jan 17-18 1/2 Students AM: Secondary Semester Exams	18	19	20	21	22
12	13	14	15	16	1/2 Day PD for Teachers PM	25	26	27	28	29
19	20	21	22	23	Jan 18 End of First Semester-Secondary	April				
26	27	28	29	30	Jan 21 Beginning of Second Semester-Secondary	1	2	3	4	5
December						8	9	10	11	12
3	4	5	6	7	Feb 18 NO SCHOOL-Presidents' Day	15	16	17	18	19
10	11	12	13	14	Feb 21 P/T Conferences-All Levels-Evening 4:00-7:00	22	23	24	25	26
17	18	19	20	21	Feb 22 Secondary Progress Reports Calculated	29	30			
24	25	26	27	28	March 1 End of Second Trimester-Elementary	May				
January					March 15 End of 3rd Quarter-Secondary			1	2	3
					April 1-5 NO SCHOOL-Spring Recess	6	7	8	9	10
					April 19 Secondary Progress Reports Calculated	13	14	15	16	17
						20	21	22	23	24
					May 23 Graduation 7:00 pm	27	28	29	(30)	(31)
					May 27 NO SCHOOL-Memorial Day					
					May 30-31 1/2 Students AM: Secondary Semester Exams					
					1/2 Day PD for Teachers PM					
					May 31 Last day of school for students					

Student Days=174 State Days of School
Full Days = 170 days
1/2 Days of School = 4 days

Student Contact Hours = 1118 Hrs

Staff Days=177 Days
PD Full Days = 3 days
PD 1/2 Days = 4 days
PD After School = 18 hours (2 per month)
Total PD Hours = 48 Hrs

Student Contact Hours 1118 + 38 PD Hrs
(State will only allow 38 hours to be counted)

Total Contact Hours = 1156 Hrs
(58 Hours over State Requirement of 1098)

Letter of Agreement
Between
Webberville Education Association
And
Webberville Board of Education

Re: Teacher Presenters—PD, Ed 20/20 Coverage, After-school Teacher Tutoring and Pay, Sat. School Teacher Pay

This Letter of Agreement is mutually entered into by and between the Webberville Board of Education (Board) and the Webberville Education Association (Association). The Association and Board agree to address the pay and staffing of the positions of Teacher Presenters for Professional Development, Ed 20/20 Coverage, After-school Teacher Tutoring, and Saturday School Teacher. These positions will be defined and paid as per the terms of this agreement for the 2012-13 school year.

The Board and the Association agree that teachers in the position of Teacher Presenter for Professional Development shall be paid \$50.00 (fifty and 00/100 dollars) per hour for presentation of PD. It is understood that the teacher should prepare for the presentation of their PD on their own time, and additional pay for preparation is not included in this hourly rate. Furthermore, teachers will be offered the PD Presenter positions based on need, skill, and administrative approval and appointment to meet the needs of the building goals. It is further agreed that teachers appointed to these positions shall be given a minimum of three weeks' notice prior to the date of the PD for which they shall present, and that this is an optional assignment, and lack of participation shall not be reflected on a teacher's evaluation.

The parties further agree that, After-School Teacher Tutoring shall be paid at the rate of \$20.00 (twenty and 00/100 dollars) per hour. It is understood that After-School Tutoring will be offered to all secondary students from 3:15 to 4:15 every day during the 2012-13 school year, and teachers shall fill this hourly position. It is agreed that this position begins the second week of the 2012-13 school year, and that every effort will be made to provide the tutoring teacher at least a week's notice prior to working in an after-school session.

It is further agreed that a Saturday School shall be offered at the secondary level to students to address discipline infractions. It is further agreed that teachers filling

this position shall earn \$20.00 (twenty and 00/100 dollars) per hour. It is further understood that Saturday School will be a minimum of two hours in duration. It is agreed that this position begins the second week of the 2012-13 school year, and that every effort will be made to provide the Saturday School teacher at least a week's notice prior to working a Saturday School session.

The Board and the Association further agree that teachers at the secondary level will no longer monitor the Ed 20/20 lab during school hours in order to acquire additional planning time to address the needs of the Transformational Plan. The parties further agree that a non-teaching staff member will be hired to fill the position for Ed 20/20 lab coverage for the 2012-13 school year in order to support the need for additional time to work on the Transformational Plan. It is further understood that the planning time allotted elementary staff is set at 60 (sixty) minutes for the 2012-13 school year, and that the planning time of secondary staff is set at 75 (seventy-five) minutes, within the contractual 15 (fifteen) minute discrepancy allowed between building level staff.

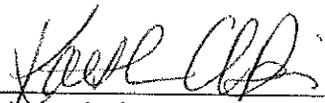
It is understood this Agreement does not set a precedent nor does it constitute a past practice between the parties.

Webberville Board of Education

Webberville Education Association



Board President or Superintendent



Association President

10/15/12

Date

10/12/12

Date

2012-2013 WEBBERVILLE TEACHER SALARY SCHEDULE
.75% Increase, including longevity schedule

<u>12/13 Step</u>	<u>BA/</u>	<u>BA+/</u>	<u>MA/</u>	<u>MA+/</u>
1	\$32,680	\$33,487	\$34,288	\$34,991
2	\$33,761	\$35,203	\$35,950	\$36,650
3	\$36,474	\$37,863	\$39,604	\$40,302
4	\$38,424	\$40,159	\$41,901	\$42,602
5	\$39,813	\$41,901	\$43,985	\$44,687
6	\$41,401	\$43,666	\$45,938	\$46,642
7	\$42,791	\$45,413	\$48,035	\$48,738
8	\$44,544	\$47,504	\$49,780	\$50,480
9	\$46,642	\$49,086	\$51,525	\$52,228
10	\$48,387	\$51,007	\$53,624	\$54,326
11	\$49,727	\$52,697	\$55,670	\$56,372

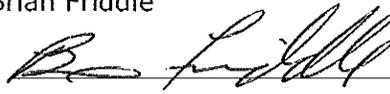
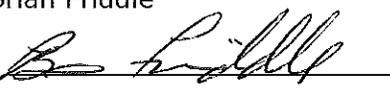
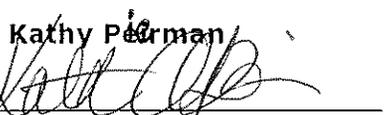
Longevity

12-14yrs	4,323
15-17yrs	5,191
18-20yrs	5,783
21-23yrs	6,223
24-27yrs	6,665
28+yrs	7,189

Karl Old
 WEA President
 10/12/12

B. R. Hill
 10/12/12

Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Webberville Community Schools School Name: Webberville High School Address: 309 East Grand River Ave. Webberville MI 48892 School Code: 04417	Name: Tim Dowker Position and Office: Director of Assessment and Instruction Telephone: 517-521-3447 ext. 312 Fax: 517-521-4740 Email: tdowker@webbervilleschools.org
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Brian Friddle Signature: X  Date: 02/25/13	Telephone: 517-521-3447 ext. 312 Fax: 517-521-4139 Email: bfriddle@webbervilleschools.org
SCHOOL PRINCIPAL Printed Name: Brian Friddle Signature: X  Date: 02/25/13	Telephone: 517-521-3447 ext. 312 Fax: 517-521-4139 Email: bfriddle@webbervilleschools.org
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Mike Chase Signature: X  Date: 02/25/13	Telephone: 517-281-9466 Fax: Email: Mike.Chase@SPARROW.ORG; mchase@fnwusers.com
PRESIDENT OF LOCAL TEACHER UNION Printed Name: Kathy Pierman Signature: X  Date: 02/25/13	Telephone: 517-521-3447 ext. 355 Fax: 517-521-4740 Email: kpierman@webbervilleschools.org

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.