

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140051

Grants.gov Tracking#: GRANT11654411

OMB No. , Expiration Date:

Closing Date: May 23, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1243-project_CDs)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1236-gepa)</i>	e11
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1235-abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1242-narrative)</i>	e16
8. Other Narrative Form	e56
<i>Attachment - 1 (1238-budget_narrative)</i>	e57
<i>Attachment - 2 (1239-appendicies)</i>	e60
<i>Attachment - 3 (1240-checklist)</i>	e375
<i>Attachment - 4 (1241-indirect_agreement)</i>	e382
9. Budget Narrative Form	e386
<i>Attachment - 1 (1234-budget_narrative)</i>	e387
10. Form ED_524_Budget_1_2-V1.2.pdf	e390
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e392
<i>Attachment - 1237-hsirb.pdf</i>	e393

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Western Michigan University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="386007327"/>	* c. Organizational DUNS: <input type="text" value="6223644790000"/>

d. Address:

* Street1: <input type="text" value="1903 West Michigan Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Kalamazoo"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MI: Michigan"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="49008-5456"/>

e. Organizational Unit:

Department Name: <input type="text" value="Special Ed. & Literacy Studies"/>	Division Name: <input type="text"/>
--	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="John"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Risley"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Research Officer"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="269-387-8204"/>	Fax Number: <input type="text" value="269-387-8276"/>
---	---

* Email: <input type="text" value="john.risley@wmich.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Developing a Leadership Pipeline and Turning Around Schools Simultaneously

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,999,701.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,999,701.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Additional Program/Project Congressional Districts

MI-005

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Daniel Lilynski	Vice President for Research
APPLICANT ORGANIZATION	DATE SUBMITTED
Western Michigan University	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/> CFDA Number, if applicable: <input type="text" value="84.377"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
 * Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S377B140051

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

gepa.pdf

Add Attachment

Delete Attachment

View Attachment

Response to Section 427 of GEPA Guidance

Among the project staff will be those people who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, and age. The participants in the proposed project will include traditionally under-represented minority groups from the participating high-need schools. The project will also benefit all students, particularly those disadvantaged students in high-need schools. Given the fact that we are serving high-need schools, minority students will benefit from the project.

We will also disseminate the information about what we learned in conducting the project via web, professional conferences and journals. Thus, the information will be accessible to many groups of people and useful for improving high-need schools where members of under-represented groups are usually concentrated. Therefore, the proposed project is consistent with Section 427 of GEPA guidance

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Western Michigan University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Daniel"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Litynski"/>	Suffix: <input type="text" value="Ph.D"/>
* Title: <input type="text" value="Vice President for Research"/>	
* SIGNATURE: <input type="text" value="Daniel Litynski"/>	* DATE: <input type="text" value="05/23/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Developing a Leadership Pipeline and Turning Around Schools Simultaneously

Abstract

Western Michigan University is in a collaborative partnership with Battle Creek Public Schools and Flint Community Schools to propose the project titled “Developing a Leadership Pipeline and Turning Around Schools Simultaneously.” The project is designed to develop and implement a leadership pipeline that will recruit and select 20 teacher leaders and five principals from priority schools as well as other schools from each district, with a total of 40 teacher leaders and 10 principals from the two districts. Based on individual needs consistent with the District’s plan for turning around its priority schools, the selected cohort will receive comprehensive and differentiated professional development around the three set of standards and evaluation tools on classroom instruction, teacher leadership and principal leadership. The leadership training and professional development will have a particular focus on the uniqueness of urban school districts. The participating principals and teacher leaders will then engage in a school renewal process to turnaround or improve their schools with an emphasis on priority schools within each District. Principals and teachers will be evaluated via locally mandated teacher and principal evaluation systems and incentives will be provided to support, place, and retain in the districts those leaders in the pipeline. Throughout the three-year project, principals and teacher leaders will be given autonomy and flexibility to improve their schools. The districts will commit resources to sustain the pipeline after the grant award period ends. This proposal addresses Absolute Priority 1 as well as Competitive Preference Priorities 1 and 2.

This project aims to achieve two purposes simultaneously—to develop a leadership pipeline and improve student outcomes of the priority and other schools. Embedded in the conceptual framework for the project are the following, well-supported principles for improving our schools: (a) the emphasis should be on enhancing both school leaders’ knowledge and skills and improving the conditions in which they function; (b) the school is the unit for change with support from the central office; (c) the unique conditions of each school are considered within the turnaround process; (d) the professional development is structured around three set of standards and evaluation tools on classroom instruction, teacher leadership and principal leadership; and (e) the project is job-embedded, action-oriented, and results-driven.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Developing a Leadership Pipeline and Turning Around Schools Simultaneously

A. Quality of the project design (40 points)

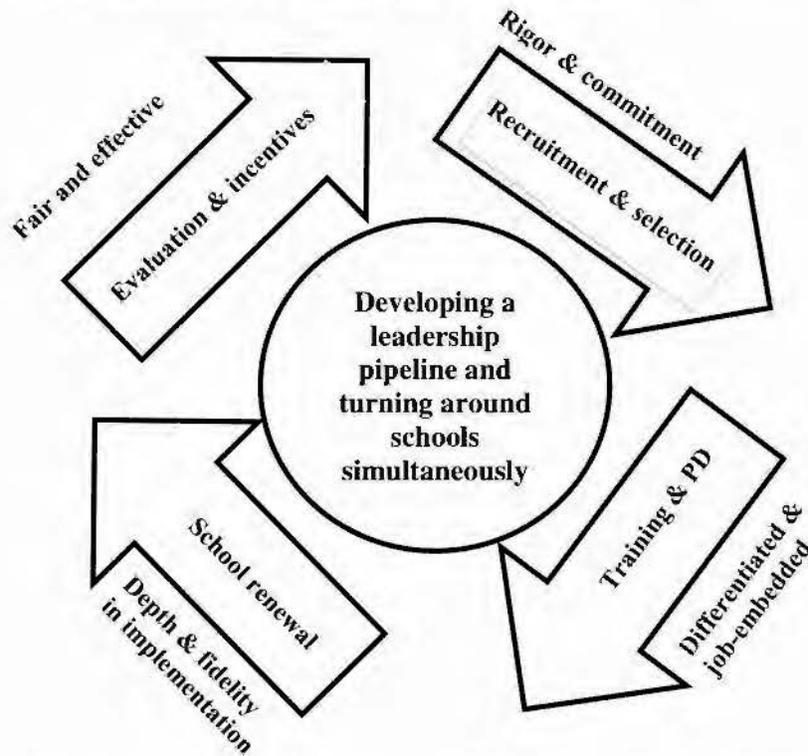
1. The extent to which the applicant proposes to select and place school leaders using locally adopted competencies.

Western Michigan University is in partnership with two school districts—Battle Creek Public Schools (BCPS) and Flint Community Schools (FCS)—to propose the project titled “Developing a Leadership Pipeline and Turning Around Schools Simultaneously.” The project will recruit and select 20 teacher leaders and five principals (including those from priority schools) from each district, with a total of 40 teachers and 10 principals. The school principals and teacher leaders in each school will receive comprehensive, differentiated, but related professional development (PD) on important aspects of classroom instruction, teacher leadership and principalship, with a particular focus on conditions in urban school districts; the participating principals and teacher leaders will then engage in a school renewal process to improve their schools, including the priority schools. Principals and teachers will be evaluated via locally adopted teacher and principal evaluation systems and incentives will be provided to utilize, place, and retain in the districts the talents in the pipeline. Principals and teacher leaders will be given autonomy to improve their schools. As a result, the project aims to achieve two purposes simultaneously— to developing a leadership pipeline and turning around or improving schools.

Embedded in the project are the following well-supported principles for improving our schools: (a) the emphasis should be on enhancing both school leaders’ knowledge and skill and conditions in which they function; (b) the project is job-embedded, action-oriented, and results-driven; (c) school is the unit for change with

support from the central office; (d) we need to take into account the unique conditions associated with turning-around schools. Figure 1 illustrates the conceptual framework of the proposed project.

Figure 1. Developing A Leadership Pipeline and Turning Around Schools Simultaneously: A Conceptual Framework



The content of the PD for the pipeline, including both teacher leaders and principals, has three major components that range from (a) quality classroom teaching, to (b) teacher leadership, and to (c) principal leadership (Appendix A).

Table 1. The Content of the PD for the Leadership Pipeline

Emphases	Contents
Quality classroom teaching	Danielson's The Framework for Teaching (2013) with four domains and 22 sub-domains
Teacher leadership	Michigan's Teacher Leader Standards adopted by MDE (2013), a slightly revised version based on Teacher Leadership Exploratory Consortium's (2011) Teacher Leader Model Standards, with seven domains
Principal leadership	Reeves' Leadership Performance Matrix (2011) with 10 domains

Locally Adopted Competencies. The two districts have already adopted and implemented Danielson's The Framework for Teaching (2013) as the tool for teacher evaluation, which is consistent with Michigan Department of Education's (MDE) current mandates. Michigan's State Board of Education has adopted Michigan's Teacher Leader Standards in late 2013. So far, the two districts have been using internally developed principal evaluation tools, which are not in compliance with MDE's policy mandates. Both districts are working toward adopting Michigan's Teacher Leaders Standards for teacher leaders and Reeves' Leadership Performance Matrix for principals. The three tools used for the project, ranging from classroom teaching to teacher leadership and to principalship, were among the few approved by MDE in compliance with the federal mandates for teacher and principal evaluations. See Appendix A for a detailed description of the three tools. Appendices B and C reveal the current practice in the two districts.

Selection and Placement of Teacher Leaders. A total of 40 teacher leaders (20 from each district) will be selected using (a) Danielson's The Framework for Teaching and (b) Michigan's Teacher Leader Standards. A call for selection will be issued to all teachers in the two schools districts immediately after the grant is awarded. There will be three requirements: (a) all interested applicants will be observed by two trained project staff members in partnership with their principals using Danielson's The Framework for Teaching; (b) all applicants will prepare a portfolio demonstrating their passion for school leadership and their competencies along both Danielson's The Framework for Teaching and Michigan's Teacher Leader Standards; (c) all applicants will make a presentation on their portfolio and discuss with the selection committee. The portfolio and the presentation will be rated using uniformed rubrics. The scores from the

observation and the rubric on the portfolio and presentation will be equally weighted for selection. As will be discussed later, special education and English Language Learner (ELL) teachers will be selected with priority if they meet the overall proficient level. Based upon our research, the important factors influencing teachers applying for principalship positions necessitate observation, portfolio, and presentation, allowing the applicants to demonstrate their expertise and commitment to school leadership (Cooley & Shen, 2000; Shen & Associates, 2005; Shen, Cooley & Wegenke, 2004). The selection process establishes a baseline for teacher leaders. Those teacher leaders who continue in the pipeline will be provided incentives for high performance levels or improvement, and will have priority for placement in principalship positions within the respective district.

Selection and Placement of Principals. A total of 10 principals (with 5 principals from each district) will participate in the grant. FCS has three priority schools, and these three principals will be selected to participate to turn around the priority schools. Two other positions will be open for competition. BCPS has two priority schools, and these two principals will be selected to participate in turning around the schools. Three other positions will be open for competition. For the principals of five priority schools and other five open positions, all potential participants will prepare a portfolio using Reeves' Leadership Performance Matrix and make a presentation on the portfolio. They will also be rated by their direct supervisors. Scores from the rubric-based (a) portfolio and presentation and (b) direct supervisor's ratings will be used with equal weights for selection. The selection process establishes a baseline for participating principals. The five principals of priority schools will be rewarded or replaced per

mandated policies on priority schools. The other five principals will also be rewarded or sanctioned based on district-wide mandates for school improvement.

2. The extent to which the applicant will provide comprehensive and differentiated PD to prepare and support current and potential school leaders.

Comprehensive and differentiated PD. The content of the three-year PD is *comprehensive*. As discussed in the previous section, the project will use three sets of standards and tools to cover the expertise ranging from classroom teaching to teacher leadership and to principal leadership (Appendix A). The following table illustrates content of the three sets of standards using the domains and one set of sub-domains.

Table 2. The Comprehensive Content of the PD

Danielson's The Framework for Teaching (2013)	MDE's Teacher Leader Standards (2013)	Reeves' Leadership Performance Matrix (2011)
1. Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments 2. The Classroom Environment 3. Instruction 4. Professional Responsibilities	1. Promoting a Shared School Vision, Mission, and Goals of Learning 1.1 Explains connections between the school vision, mission, goals, and classroom instruction to colleagues; 1.2 Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement; 1.3 Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and 1.4 Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the	1. Resilience 1.1 Constructive Reactions 1.2 Willingness to Admit Error 1.3 Disagreement 1.4 Dissent 1.5 Improvement of Specific Performance Areas 2. Personal Behavior and Professional Ethics 3. Student Achievement 4. Decision Making 5. Communication 6. Faculty Development 7. Leadership Development 8. Time/Task/Project Management

Danielson's The Framework for Teaching (2013)	MDE 's Teacher Leader Standards (2013)	Reeves' Leadership Performance Matrix (2011)
	shared vision of learning. 2. Fostering a Collaborative Culture to Support Educator Development and Student Learning 3. Accessing and Using Research to Improve Practice, Student Learning, and Using Authentic Assessments 4. Promoting Professional Learning for Continuous Improvement 5. Facilitating Improvements in Instruction and Student Learning 6. Improving Outreach and Collaboration with Families and Community 7. Advocating for Student Learning and the Profession	9. Technology 10. Personal Professional Learning

During the first year, we will provide PD on the above three sets of standards to both principals and teacher leaders together, during the second and third years, we will engage them in renewal activities and provide PD on special topics, based on the input from participants, that are related to these three sets of standards.

Although the training sessions have teachers and principals together, a practice supported by the literature (e.g., Hambright & Franco, 2008; Zigler & Allen, 2007), the PD is differentiated. *First*, based on the baseline assessment, each participant will develop an *Individual Renewal Plan* that focuses on utilizing the strengths and improve the weaknesses. *Second*, even when teachers and principals focus on the same content, such as Danielson's Framework for Teaching (2013), a teacher leader will reflect on personal progress along the domains and areas in need of improvement, while principals will focus on how to perform reliable teacher assessment along the domains and support the teacher growth and improvement. *Third*, Each of the 40 teacher leaders will be

assigned to a school within their district, so that each school will have a principal and four teachers to work together to develop at least three renewal activities for each of the three sets of standards to turnaround or improve schools. Principals will stay with their schools. If a participating teacher leader's principal is also a participant, the participating teacher leader will stay with his or her school.

Prepare and support current and potential school leaders. The following describes how the three-year project will prepare and support current and potential school leaders. Western Michigan University (WMU) has worked extensively with Michigan teacher leaders and principals. In partnership with numerous organizations, it received funding from US Department of Education's School Leadership Program (2002-05; 2012-present), MDE (2005-06), and Wallace Foundation (2000-02, 2005-2010) to conduct PD for practicing and aspiring principals. We have learned a great deal from these activities.

Members of the project team and our field partners have conducted extensive PD on various aspects of school leadership which informs the development of the program (e.g., Burt, Cooley, Shen, Reeves, Yuan, 2008; Cooley & Shen, 2000, 2003; Cooley, Keiser & Shen, 2000; Rodriguez-Campo, Rincones-Gomez, & Shen, 2005, 2008; Ruhl-Smith, Smith, Cooley, & Shen, 2000; Shen, 2001; Shen et al., 2005; Shen & Cooley, 2008; Shen, Cooley, Reeves, Burt, Ryan, Rainey, & Yuan, 2012; Shen, Cooley, & Wegenke, 2004; Shen & Crawford, 2003; Shen, Cooley, & Wegenke, 2004; Shen, Leslie, Spybrook, & Ma, 2012; Shen, Rodriguez-Campo, & Rincones-Gomez, 2000; Shen, & Xia, 2012; Poppink & Shen, 2003; VanderJagt, Shen, & Hsieh, 2001; Xie & Shen, 2013).

The project capitalizes on our learning and the needs of the participating school districts. We heard from the participating school districts during the needs assessment phase the importance of meeting the districts' needs both to improve leadership for student achievement and to comply with the current policy environment for teacher and principal evaluation. The following illustrates how the program will be conducted.

Curriculum. As was previously discussed, the project focuses on three sets of well-researched standards with foci on (a) quality classroom teaching, (b) teacher leadership, and (c) principal leadership (Appendix A), all of which are approved by MDE and either adopted or in the process of being adopted by the districts.

Participants. All together, 40 teacher leaders and 10 principals will be selected in a process as described in the previous section (pp. 3-4).

Duration, Schedule and Focus of the Project. The cohort of 50 participants will be established for the three-year duration. A cohort is defined as an intentional group of individuals who are together for a common purpose (Mattson-Gearhart & Whitten, 2012; Yerkes, Basom, Barnett, & Norris, 1995). Implementation of the cohort model is for two reasons: First, research indicates that a sustained program is a hallmark of successful PD (Mattson-Gearhart & Whitten, 2012; Maher, 2005; Lawrence, 2002); second, following the workshops, we will engage participants in actual school renewal activities to turn around or improve their schools (Hasinoff, Mandzuk, & Seifert, 2002; Shapon-Shevin & Chandler-Olcott, 2001; Dinsmore & Wenger, 2006; Dyson & Hanley, 2002; Mather & Hanley, 1999). The schedule and focus of the three year program is as follows:

Table 3. Schedule and Focus of the Three-Year Program

Year	Schedule	Focus
Year I	Half-day sessions in Oct., Dec., Feb., and Apr. in each district, and one-day sessions in June and Aug. for both districts	<ul style="list-style-type: none"> • Conduct a baseline evaluation using the three tools at the very beginning of the project (Danielson's and Teacher Leader standards for teachers and Reeves' for principles) • Provide training on the research base and best practices related to the three sets of standards and tools; • Develop Individual Renewal Plan based on the assessment • Receive mentoring • Document the efforts and improvement based on the Individual Renewal Plan • Establish a team of one principal and four teachers for each school to engage in planning and implementing School Renewal Plan (specifically related to the domains of the three evaluation tools) to turn around or improve schools • Share learning among participants using the five levels of learning (see below) • Conduct evaluation using the three tools at the end of first year
Year II	Half-day sessions in Oct., Dec., Feb., and Apr. within each district, and one-day sessions in June and August for both districts	<ul style="list-style-type: none"> • Provide training on the special topics along the three tools, the Individual Renewal Plan, and School Renewal Plan, with input from the participants and other stakeholders • Continue to develop the Individual Renewal Plan with a focus on moving from improving the individual to improving the assigned school • Continue to document in each participant's portfolio the efforts and improvements related to improving both the individual and the assigned school • Share learning using both the individual as a unit and the school as a unit for change using the evidential level of learning • Conduct evaluation using three tools at the end of the 2nd year
Year III	Half-day sessions in Oct., Dec., Feb., and Apr. within each district, and one-day sessions in June and August for both districts	<ul style="list-style-type: none"> • Continue to provide training on the special topics along the three tools, the Individual Renewal Plan, and School Renewal Plan, with input from the participants and other stakeholders • For each team consisting of one principal and four teachers, focus on the implementation <i>depth</i> and <i>sustainability</i> of school renewal activities to turn-around or improve schools • Continue to develop and implement the Individual Renewal Plan with a focus on improving both the individual and the assigned school; • Continue to document in the portfolio the efforts and improvement related to both improving the individual and the assigned school • Share and summarize learning through the evidential level

		using both the individual participant as a unit and the school as a unit for change and plan the dissemination within the district <ul style="list-style-type: none"> • Conduct evaluation using three tools at the end of the third year
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Learning Activities. There will be four major groups of learning activities for the participants: (a) each principal will participate in PD related to the three sets of standards and evaluation tools; (b) based on the evaluation using the three tools, each participant will work with a mentor to develop an *Individual Renewal Plan* along the evaluation tool's domains, developing at least three renewal activities for the relevant tool(s); (c) working with the school's stakeholders and the mentor, a team of a principal and four teachers will develop and implement a School Renewal Plan, developing at least three activities for each of the three set of standards for the whole school; (d) the participants, the project staff, and mentors will form a learning community (both on-line and face to face), sharing and reflecting upon their thinking and actions. The continuum of four major activities ranges from (a) *experiential* (knowing what is important and why), to (b) *declarative* (knowing what to do), (c) *procedural* (knowing how to do it), (d) *contextual* (knowing when to do it), and (e) *evidential* (knowing what to look for as to results and how to make adjustments) (adapted from Waters, Marzano, & McNulty, 2003) (Table 4).

Table 4. Levels of Learning: A Seamless, Actions-oriented Approach

Five Levels of Learning	Training for Each Evaluation tool	Mentoring and Developing the Renewal Plans with Stakeholders	Mentoring and Implementing the Renewal Plans with stakeholders	Learning & Sharing
Experiential	X			
Declarative	X			
Procedural		X	X	
Contextual		X	X	
Evidential				X

Mentoring. Mentoring is important for PD (Darling-Hammond et al., 2007; Wallace Foundation 2007). The project director, Dr. Whitten, the co-directors, Dr. Wallace, Dr. Nuzzi, and Ms. Wright will serve as mentors. Assigning the core project team as mentors help with the efficiency and effectiveness of the project.

Evaluation of the Participants. As discussed in the schedule, each teacher leader will be evaluated using Danielson's Framework and Michigan's Teacher Leader Standards, and each principal by Reeve's Leadership Performance Matrix. Both pre and post assessment will be conducted for the first year and then at the end of the second and third years. The evaluation data will be used for planning the PD, developing individual and school renewal plans, providing incentives, and placing the participants.

Learning Communities. The project will form learning communities that include participants and project staff members, which is an effective strategy for PD (Grossman & Wineburg, 1999; Grossman, Wineburg, & Woolworth, 2001). The proposed project is results-oriented in that participants will plan and implement individual and school renewal activities. This requirement makes the work more meaningful because the participants will engage in renewal activities as part of their jobs and as required by the current policy environment. The project will not be additional work. Rather, the project will give participants sustained assistance and support to enhance their current work. The project is consistent with effective adult learning and school change (e.g., Donaldson, 2001; Fullan, 2001; Merriam & Caffarella, 1999; Tennant & Pogson, 1995).

Incentives for Participants. For those participants who score between the highest two levels for a particular year or made half-a-level progress in a year, an incentive will be offered (for teacher leaders, \$2,000 in FCS and \$1,000 in BCPS; for principals, \$2,500

for both FCS and BCPS). During the needs assessment process, both districts expressed the urgent need to retain talent in the districts and set the desired levels of incentives.

Participation by the School District Personnel and Changing Working

Conditions. As discussed above, each participant will develop and implement Individual Renewal Plan and a team of a principal and four teachers School Renewal Plan.

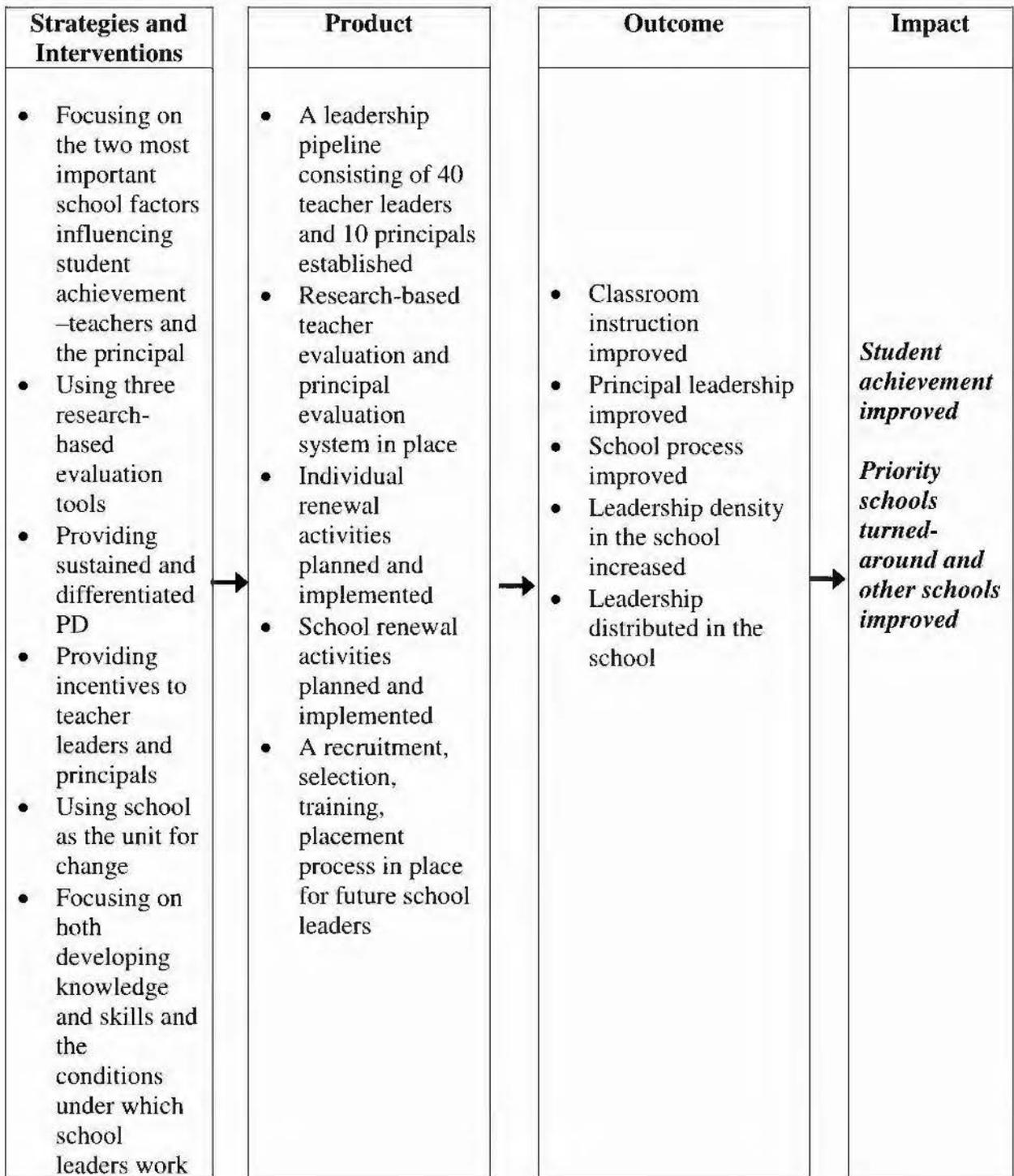
However, oftentimes the working condition is a barrier for implementing the renewal plans (Wallace Foundation, 2011). In order to facilitate the development and implementation of the renewal plans, two district-level administrators, Dr. Nuzzi and Ms. Wright will serve as project co-directors. Focusing on improving (a) participants' knowledge, skills, and behaviors and (b) the conditions under which the participants work will contribute to the success of the project.

Summary. The project will prepare and support teacher leaders and principals by (a) providing comprehensive and differentiated PD and mentoring, (b) developing and implementing individual and school renewal plans, (c) forming learning communities, (d) offering incentives, (e) developing participants' knowledge and skills while improving the conditions in which they work, (f) sustaining a PD program with a high level of intensity by impacting the participants, their schools and student achievement.

3. The extent to which the proposed project is supported by a strong theory.

The Logic Model. The RFP defines strong theory as “a rationale for the proposed process, product, strategy, or practice that includes a logic model” (Federal Registry, 2014, p. 17515). The proposed project is supported by a strong theory. Please see the following logic model, which was developed based on the guidelines of Kellogg Foundation's (2004) classic handbook titled *Logic Model Development Guide*.

Figure 2. The Proposed Project’s Logic Model



Developing a Leadership Pipeline and Turning Around Schools Simultaneously

Justification That the Proposed Project Is Supported by a Strong Theory.

The above logic model depicts the logical progression from (a) strategies and interventions, to (b) product, to (c) outcome, and to (d) impact. The strategies and interventions are well supported by the literature as best practices. The following is a brief justification for major elements of the project's strategies and interventions.

First, teacher and principal are the two school factors that impact student achievement the most. Rigorous empirical studies have found that teaching is the most important school factor impacting student achievement, followed by school leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004; 2011).

Second, we will provide sustained and differentiated PD. The project's model contains those crucial elements for successful PD summarized by Darling-Hammond (1995), such as (a) experiential, engaging participants in concrete tasks; (b) grounded in participants' questions, inquiry, and experimentation as well as profession-wide research; (c) collaborative, involving a sharing of knowledge among educators; and (d) sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice connected to other aspects of school change.

Third, we will use three research-based evaluation tools to conduct authentic evaluation. The two tools selected for teacher evaluation [Danielson's The Framework for Teaching (2013) and MDE's (2013) Teacher Leadership Standards (based on Teacher Leadership Exploratory Consortium, 2011) and Reeves' Leadership Performance Matrix (2011) for principal evaluation are all research-based tools. We will conducted authentic assessment by using the five criteria suggested by Gulikers et al. (2004): (a) tasks performing in professional life, (b) physical context to simulate reality, (c) real-life social

context, (d) assessment results or form similar to those in real life, and (e) explicit and transparent criteria and standards.

Finally, the project’s model involves other effective practices. The incentive for retaining and rewarding quality teacher leaders and principals is important for improving schools (Figlio & Kenny, 2007; Kelley et al., 2002; Stotko et al., 2007). The school as the unit of change is important for finding the right unit to invest and improve (Goodlad, cited in Shen, 1999; Shen & Cooley, 2012). To improve participants’ knowledge and skills, on one hand, and the conditions under which they work, on the other, will provide synergized effects (Wallace Foundation, 2011).

4. The extent to which the design of the applicant’s proposed project will address the needs of traditionally underserved populations such as by recruiting, incentivizing, and selecting special education teachers and those in language instruction educational programs to be school leaders.

Across the five priority schools, the data show there should be enough students with disabilities and students who are English Language Learners to be able to disaggregate progress on the statewide Michigan Educational Assessment Program (MEAP) (see table 5 below). Instead, each of the five priority schools registers at “null” (meaning not enough students in these categories actually took the MEAP test), which brings into question the assessment practices and adequacy of instruction for students in these traditionally underserved groups.

Table 5. A Comparison of Demographic Data (www.mischooldata.org, 2014)

Demographics	Michigan	BCPS	FCS
American Indian	.73%	.6%	.28%
Asian/Pacific Islander	2.97%	4.11%	.17%
African American	18.17%	35.6%	79%
Hispanic	6.7%	11.71%	3.34%
White	68.5%	37.67%	13.56%
Multi-Ethnic	2.81%	10.17%	3.59%
Students with	12.4%	13.83%	13.6%

disabilities			
English Language Learners	5.02%	8.83%	<5%
Minority enrollment	31.49%	62.33%	86.44%
Economically disadvantaged	48.41%	72.99%	86.42%
Total Enrollment	679,213 (K-5)	4,938	7,104

Compared to the state averages, BCPS and FCS are similarly situated in terms of the proportion of students from traditionally underserved populations enrolled in the district. For example, about 14% of the students in these two districts are special education students. However, the fact that the 5 priority schools in these two districts do not have enough cases to report student achievement data for special education students and English language learner students points to the need to recruit special educators and English language learner educators for the leadership pipeline.

Danielson's Framework for Teaching (2013) will be an especially important component of the comprehensive and differentiated PD program. One of the components of the proposed PD program includes quality classroom instruction. Developing the quality of classroom instruction will not only strengthen teacher knowledge, skills, practices, and enhance student learning, but it will also provide teachers of traditionally underserved populations with a support mechanism to share experiences and learning in what can frequently be a very isolating teaching experience (Billingsley, 2004). Participation in the proposed project has the capacity to not only develop teacher leaders and principals in Battle Creek and Flint, but it can also serve as a mechanism to reduce the attrition rate of these teacher groups (Billingsley, 2004). Emphasis will be placed on developing a program that focuses relevant classroom instruction as well as leadership skills in an effort to support teachers of traditionally underserved populations because

they bring a level of expertise and a unique perspective that is often lost to many in the school population, including principals.

It is vital for the success of the turnaround process to include teachers of students who are a part of traditionally underserved populations. Although all teachers applying to be a part of the project will have the same expectations, special education and ELL teachers will receive priority over similarly ranked teachers. The incentives process will be the same across all teachers, however, discretion will also be given to building principals and the district to further reward teachers who have been able to increase the participation of students from traditionally underserved populations in statewide assessments and also increase their students' overall academic growth.

5. The extent to which the applicant will use data to inform PD, retention and incentive decisions.

The project team model will implement best practices in using data to inform decisions about PD, retention, and incentive decisions. Baseline data collected on candidates through evaluation tools and portfolios will be used in selecting project participants. Built on the needs assessment already conducted, once candidates are selected the project team will run focus groups, administer interest and needs survey, and conduct individual interviews with project participants to determine appropriate PD for participants and teams. PD will be differentiated according to the data collected from the interviews, focus groups, and surveys. The table below describes the assessment plan and timeline for completion. The data collected from individual groups, i.e., teacher leaders and principals, will occur annually to ensure renewal activities are appropriate for each individual and team. The data collection tools described as ALL will be ongoing and will occur based upon their relevance to each contact or activity with the districts.

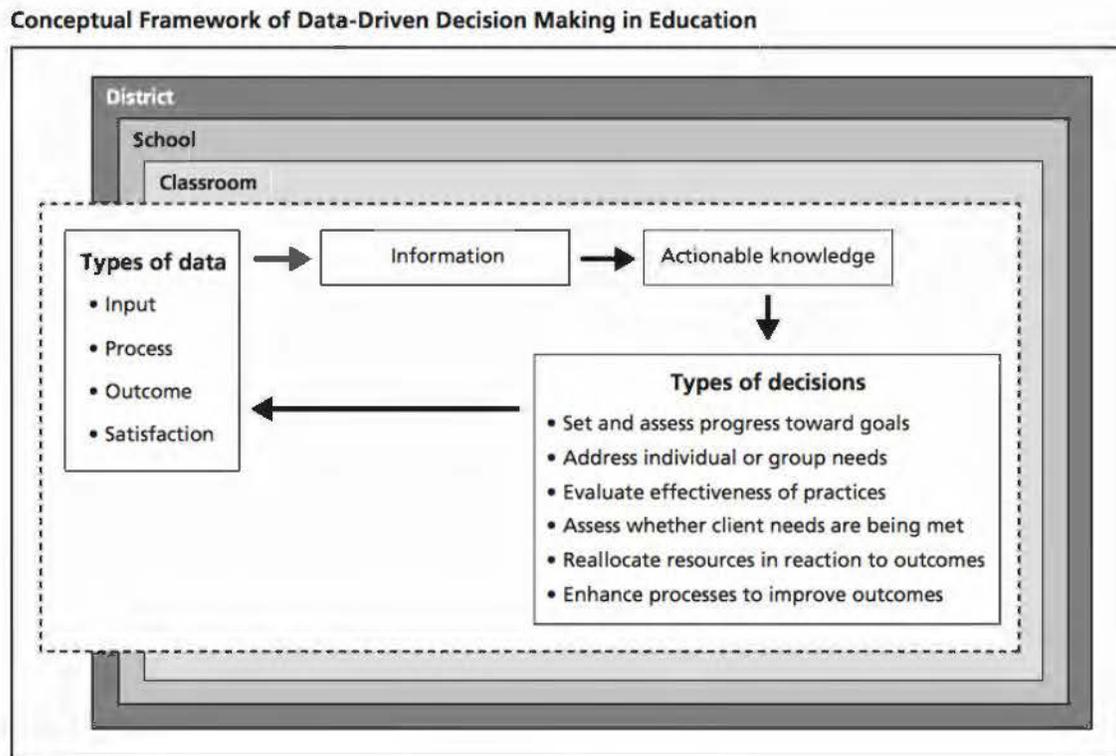
Table 6. Data Collection Table

Year 1	Baseline Data Collection			
Selection of Teacher leaders	Teaching observation using Danielson's Framework for Teaching	Portfolio demonstration describing passion for educational leadership and competencies based upon Danielson's Framework and MI Teacher Leader Standards	Presentation of portfolio and discussion with the selection committee	Classroom-level MEAP test scores
Selection of Principals	Prepare a portfolio demonstrating commitment to educational leadership and competencies along Reeve's Leadership Performance Matrix	Presentation of portfolio and discussion with the selection committee	Review of direct supervisor's ratings	Building-wide MEAP test scores
ALL	PRE-PD Interest Survey		POST-PD Evaluation	
Year 2	PD		Incentives and Retention	
Teacher Leaders	Danielson's Framework & MI Teacher Leader Standards		Classroom-level MEAP test scores	
Principals	Reeve's Leadership Performance Matrix		Building-wide MEAP test scores	
ALL	Annual PD Survey for Input	Ongoing PD evaluation	Annual Project Survey	Learning/Reflection journals
Year 3	PD		Incentives and Retention	
Teacher Leaders	Danielson's Framework & MI Teacher Leader Standards		Classroom-level MEAP test scores	
Principals	Reeve's Leadership Performance Matrix		Building-wide MEAP test scores	
ALL	Annual PD Survey for input	Ongoing PD evaluation	Annual Project Survey	Learning/Reflection journals

6. The extent to which the applicant plans to identify and use data to inform continuous improvement of its proposed leadership pipeline during the award period.

Data informed decision-making is a hallmark of the project. Not only will the project team model best practices in using data to inform decisions about PD, retention, and incentive decisions, but we will also incorporate data-informed decision-making as a self-evaluative tool for each participant, team, and project. Marsh, Pane and Hamilton (2006) have indicated that without the availability of high-quality data and even technical assistance, data may become misinformed or lead to invalid conclusions or decisions. Therefore we will implement the Data-Driven Decision Making (DDDM) framework across all levels of the educational system (teacher, school team, project team) [see Figure 3 below (Marsh, Pane, & Hamilton, 2006)]. Baseline data collected on candidates will be used in determining PD for participants and teams. Interviews, focus groups, and surveys conducted annually by the Project Team will inform us of needs for each year of the grant. As PD will be differentiated based on participant and team needs, it is our prediction that both groups will continue to grow and their needs will change with growth. As a result the project team will conduct on-going progress monitoring with both groups to ensure their needs are met and growth continues.

Figure 3. Conceptual Framework of Data-Driven Decision Making



B. Significance of the project.

In determining the significance of the proposed project, we consider the extent to which the applicant's proposed leadership pipeline is likely to produce best practices and lessons learned that promote and support reforms in the turnaround field.

The proposed project is significant because it will produce best practices for turning around priority school and improving other schools. It will also help generate lessons learned via rigorous research for disseminations.

First, the proposed project is significant because it is a unique combination of various effective practices. These elements were discussed in the previous sections on “strong theory” and “logic model”. From this project, we will learn the effect of the unique combination of these effective practices. Some of the effective practices include the following:

- Focusing on teacher and principal—two most important school factors influencing student achievement
- Working on both developing the leadership pipeline and turning around or improving schools simultaneously
- Improving participants' knowledge and skill and the conditions under which they work simultaneously
- Employing the notion of renewal to improve individuals and schools
- Utilizing the leadership pipeline idea to connect teachers' and principals' work
- Using school as the unit for change

Second, the proposed project's significance is also reflected in its contextualization in the current policy emphasis on principal and teacher evaluation and the utilization of evaluation tools approved by MDE. The project will use the two tools for teacher evaluation [Danielson's *The Framework for Teaching* (2013) and MDE's *Teacher Leadership Standards* (based on *Teacher Leadership Exploratory Consortium*, 2011)], and Reeves' *Leadership Performance Matrix* (2011) for principal evaluation. All these tools have been approved by MDE as they are research-based and have rubrics that could guide improvement. In Michigan, the work on teacher and principal evaluation has just started. To have the two school districts to develop the leadership pipeline with evaluation tools as an integral part of the system means that these two school districts will be among the vanguard for implementing teacher and principal evaluation policies.

Third, the proposed project is significant because of its potential contribution to the development and advancement of theory, knowledge, and practices in the field of turning around priority schools. Our team has a track record of conducting research while

conducting a program of interventions. For the project, we will collect data along the elements in the logic model, from (a) strategies/interventions to (b) product to (c) outcome and to (d) impact, to study the chain of effects. The study will help us develop lessons and learning on the effect of the interventions as well as facilitators and barriers for the program. These lessons learned will help contribute to the theory, policy, and practice related to turning around schools.

C. Capacity to implement the proposed project (20 points).

1. The extent to which the applicant has a system in place that determines teacher and leader effectiveness.

Evaluation Systems for Teachers and Leaders. The evaluation system for teachers and leaders must serve as one integrated system that provides support for deep implementation of the teaching and learning initiative already being used within the districts. The evaluation system must connect the relationship among leadership, teaching, and student performance. Appendices B and C show the current evaluation practice in the two districts. Appendix A shows the three tools for the proposed project.

Both districts have adopted and implemented **Danielson's Framework for Teaching** (2013) as the tool for teacher evaluation that is consistent with MDE's current policy mandates. Additionally, in the 2014-2015 school year, both districts will begin implementation of **Michigan's Teacher Leader Standards** adopted by Michigan's State Board of Education in late 2013. Currently, the two districts are using a self-developed principal evaluation tool that is not in compliance with MDE's policy mandates. Both districts are working toward adopting **Reeves' Leadership Performance Matrix** for principals. These three tools, ranging from classroom teaching to teacher leadership to principalship, are among the few evaluation tools approved by MDE and in compliance

with the federal mandates for teacher and principal evaluations. The data gathered from the three evaluation tools will be used as an evaluation system and the foundation for PD establishing a sustainable leadership pipeline within each district.

Danielson's Framework for Teaching will be utilized in two ways: (a) self assessment, in which each participating teacher will use the component level rubrics to assess his/her practice in each domain; and (b) ratings by the principal and the districts' co-director. All raters will be trained to use the tool to ensure reliability and validity.

Each teacher leader will address the elements within each of the seven standards of the **Michigan Teacher Leader Standards** by completing a baseline assessment. Following the baseline assessments based on both Danielson's tool and Teacher Leader Standards, each teacher leader will develop Individual Renewal Plan. Michigan is one of a few states that have adopted teacher leader standards recognizing that the most powerful resource for change in education is teachers' own expertise (Varlas, 2011).

The third tool, **Reeve's Leadership Performance Matrix**, will be implemented to complete the integrated system of evaluation. This leadership assessment tool consists of 10 dimensions of effective leadership, allows customization of the rubric to meet district and school needs, and provides for differentiated professional growth plans. Reeves (2011) has documented that Marzano, McNulty and Waters (2003), Reeves (2006), and White (2005) have conducted three decades of research indicating that leaders have a strong impact on the effectiveness of teachers and the achievement of students. Reeves (2011) states that improved leadership assessment magnifies the impact of every other effort in the system.

2. The extent to which the applicant demonstrates that decision-making autonomy (with regard to staffing, school schedules, and budgeting) will be extended to school leaders in SIG schools (i.e., priority schools in MI) and/or other SIG-eligible schools.

Based on the needs assessment with the two school districts, both districts already granted school leaders decision-making autonomy related to staffing, school schedules, and budgeting to schools, particularly to priority schools, a practice that is supported by the documents from the school district (Appendices I and J). Consistent with the early observations of Pack (1999) and later Sebring and Bryk (2000) and De Grauwe (2005), schools, in the process of change, often need to have decision-making autonomy regarding staffing, schedules, and budgets so that they can efficiently and effectively respond to the immediate needs related to their condition. However, the school renewal teams will also be supported by appropriate levels of mentorship to ensure long-term effectiveness of decisions being made.

Frequently, autonomy is limited to the classroom. Another way to encourage sustained engagement, participation, and presence is to allow principals, teacher leaders, and teachers to participate in the operations of the school and in the decision-making process on school-wide issues, such as the budget (De Grauwe, 2005; Pack, 1999; Sebring & Bryk, 2000). Per state mandate, priority schools are given the autonomy. Each school district has committed to allowing such levels of decision-making autonomy to take place within their priority schools and will allow other participating schools.

3. The extent to which the proposed project will be coordinated with committed partners as evidenced by Memoranda of Understanding.

To ensure full commitment from all parties involved, the team from WMU met with district level personnel to determine the level of interest and commitment. The development of proposed project has been an on-going partnership that began with site

visits to each district and an active discussion of school priorities, needs, and goals including the superintendent and other key central office staff members. Once both parties agreed on moving forward with the proposal, on-going dialogue between WMU and districts ensued. WMU developed a list of questions to use as a guide to gather information regarding district policies and procedures. A comprehensive survey of school teachers and administrators was conducted (Appendix G). Districts identified a lead person to serve as the co-director for the project. A Memorandum of Understanding (MOU) was written and signed by the Superintendent, the President of the School Board, the President of the Unions for each district and WMU Vice President (Appendix D). Both districts have committed to utilizing grant funding for teacher and leader incentives. Additionally, they have agreed to sustain the leadership pipeline after grant completion.

4. The extent to which the applicant offers a reasonable opportunity for the public, including teachers and school leaders, to provide feedback on the applicant's proposed leadership pipeline plan.

An eight-question survey, developed based on the design of the project, was sent out through Survey Monkey by district personnel to teachers, administrators, parents, school board members and other key community stakeholders. The survey response rate was 63.5% (47/74) for Battle Creek Public School and 37.3% (164/440) Flint Community Schools. The results were overwhelmingly in support of this proposal. The following table provides the percentages of responses that either strongly agreed or agreed with the proposed leadership pipeline plan. Qualitative comments are provided in Appendix G.

Table 7. Stakeholder Survey

Q1. Do you feel there is a need for the proposed collaborative project?	
BCPS	FCS
Yes 97.5%	Yes 88.55%
What is your level of agreement with the emphasis of the project?	

Q2. The project will enhance both school leaders' knowledge and skills while improving the conditions in which they function.			
BCPS		FCS	
Strongly Agree 72.5%	Agree 20.0%	Strongly Agree 57.60%	Agree 36.0%
Q3. The school is the unit for change with support from the central office.			
BCPS		FCS	
Strongly Agree 52.5%	Agree 40%	Strongly Agree 48.8%	Agree 40.0%
Q4. The unique conditions of each school must be considered within the turnaround process.			
BCPS		FCS	
Strongly Agree 77.50%	Agree 17.5%	Strongly Agree 63.2%	Agree 33.0%
Q5. The project will be job-embedded, action-oriented, and results-driven .			
BCPS		FCS	
Strongly Agree 80%	Agree 17.5%	Strongly Agree 60.16%	Agree 34.96%

D. Sustainability of the proposed project after the award period ends. (25 points)

1. The adequacy of the applicant's plan to sustain the leadership pipeline it develops and implements or enhances as a result of the grant.

Both BCPS and FCS are in the process of developing and revising renewal plans for their respective districts. **First**, the turnaround grant is seen as an opportunity to reflect upon what is currently working, incorporate new and innovative practices, and systematically evaluate the implementation of an effective evidence-based plan on a smaller scale prior to implementing it across the entire district. In fact, respondents to the survey overwhelming stated the need for buy-in from the central office and a continuation of the team approach to sustain the pipeline.

Second, at its core the proposed project will facilitate the development of interconnected professional learning communities that will not only develop strengths, but will provide the supports needed to sustain meaningful change. According to York-Barr and Duke (2004), "schools are too complex for principals to lead alone" (p. 258),

and it is through the establishment of a strong, supportive network that allows both principals and teacher leaders to be successful and to remain in their positions and districts (Billingsley, 2004). One component of the final series of PD sessions during year 3 will include the development of a sustainability plan for each building and scaling plan for the district.

Third, the project will not only develop a leadership pipeline within the district, but will also lead to sustained school renewal because of the nature of the collaborative supports in place. The work of the project is grounded in the Marzano's (2005) theory that the more we increase and develop school leaders' leadership ability, the more likely we are to also see an increase in overall school achievement. Based upon the qualitative responses collected from the survey of stakeholders, the districts are willing to sustain the processes introduced during the grant period as long as student achievement and growth can be measured. The measure of achievement and growth includes incorporating the evaluation items already existing within the district, incorporating Reeves' matrix for principals, and connecting and differentiating teacher training and leadership training.

Finally, many of the mechanisms proposed fit into a PD plan already in place, and the focus will become more targeted. The school districts will pick-up the cost for principal evaluation and teacher evaluation because those are already built into school budgets. Per the MOU school districts are committed to providing incentives to teachers based upon data and student performance, consistent with district plans and state policy. WMU is also committed to working to advance the project, and will provide technical assistance and on-going collaboration beyond the grant period free of charge.

2. The adequacy of the proposed budget that indicates how the applicant will identify and align resources to sustain the leadership pipeline after the grant award period ends.

Both districts are committed to continuing this pipeline after the grant period ends. The following factors contribute to sustaining the pipeline. *First*, all of the evaluation tools and indicators incorporated into the grant have either been or will be adopted as a component of the long-term evaluation process for each district. The school district will pay for the PD and the evaluation system as part of the district operation. The districts will provide in-kind contributions to the project in terms of access to facilities and other district resources. Specifically, the four half-day trainings will take place within the school district and are built in as a part of PD time for each district (Appendices K and L). As reflected in MOUs, the districts are committed to sustaining the pipelines, including using Title funds to provide incentives.

Second, many of the most costly expenditures are related to the start-up cost for the grant (Appendices E, F, K and L). The start-up costs will be used to develop, implement, enhance, and facilitate the pipeline and renewal process. After three years, the start-up costs will no longer be needed and the fiscal responsibilities already assumed by the districts will continue.

Third, the districts are absorbing the costs of the district-based co-director's salaries. The district co-directors will spend 30% of their time on the project, but are only budgeted for about 10% of their time (Appendix K and L). After the grant is completed, the two co-directors will continue to overview the pipeline as part of their normal duties.

Finally, in an effort to sustain effective PD, the WMU-based director and co-directors will gradually let the school district take the lead in delivering the program so that their institutional capacity is built for sustaining the pipeline.

3. The adequacy of the applicant’s plan to sustain stakeholder support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of the LEA’s superintendent, local school board president, and any other partner entities.

Each school district is committed to sustaining the work of the project. The MOU states that each district will act as a collaborating partner (see Appendix D). *First*, each district has already committed a lead person to serve as the district level co-project director for the duration of the project and beyond. Both districts will support the project team in selecting 20 teachers and 5 principals for participation in the grant. In the MOU, the districts committed to utilizing grant funding for teacher and leader incentives. Additionally, they each agreed to continue with the teacher and leader incentives after grant completion.

Second, project director and co-directors will provide in-process data to the key stakeholders throughout the duration of the grant. They will provide a comprehensive report on the input, process, and outcome data, such as providing evaluation results following all training sessions. The long-term goal of raising student achievement and implementing the leadership pipeline with school renewal teams has been lauded as a step in the right direction.

Third, to assist in guiding the direction of the project and to further ensure the efficacy of our outcomes, we plan to establish an advisory committee within each district and it will include the director and co-directors (WMU- and district-based), superintendent, president of the principals’ and teachers’ unions, and school board

representative. The perspectives of the committee members will bring broad expertise to the project regarding policy, diversity, equity, accountability, and implementation, and the relationship of these issues to advancing the leadership pipeline and school renewal process. The advisory committee will have two meetings per year. These opportunities for active engagement will keep them abreast of the project and will provide opportunities for feedback. This committee will continue not only throughout the duration of the grant period, but also beyond.

E. Quality of the management plan (10 points)

1. The extent to which the applicant’s plan is likely to achieve the objectives of the proposed project on time and within budget, including how likely the plan is to result in the applicant carrying out clearly defined responsibilities, meeting articulated timelines, and achieving specified and measurable milestones for developing and implementing the leadership pipeline.

The Management Team. A management team will be formed for the proposed project consisting of Dr. Elizabeth Whitten (WMU Project Director), Dr. Jianping Shen (WMU Co-Director), Dr. Luchara Wallace (WMU Co-Director), Dr. Deb Nuzzi (BCPS Co-Director), and Ms. Diana Wright (FCS Co-Director). Their respective responsibilities are as follows:

Table 8. A Delineation of Responsibilities for the Management Team

Name	Responsibility
Elizabeth Whitten, PI	To function as the project director supervising the function of the project; to plan and coordinate the activities of the program; to work directly with BCPS in coordination of activities; to report to the federal grant officer; to be in charge of financial matters.
Jianping Shen, co-PI	To plan, coordinate, and carry out the evaluation, research, and dissemination of the project
Luchara Wallace, co-PI	To plan and coordinate the activities of the program; to work directly with FCS in coordination of the activities

Deb Nuzzi, co-PI	To plan and coordinate the activities of the program from Battle Creek Public School's perspective
Diana Wright, co-PI	To plan and coordinate the activities of the program from Flint Community School's perspective

The Team of Instructors for PD and Others. In addition to the management team, a cadre of experts for PD will be assembled once the baseline assessments of the participants and identified needs for PD are determined. The experts will be available to (a) serve in a consultative role, (b) collaborate with a local expert to provide PD, or (c) assist with providing a half-day of PD at district request. As will be discussed later in biographic notes, the experts will have extensive leadership and teaching experience in schools. Districts will have input on the experts selected and in what capacity they would like their support.

Timeline and Milestones. The following is a table that delineates the timeline and milestones of the proposed project.

Table 9. The 36-Month, Timelines and Milestones

Oct.-Dec. 2014	<ul style="list-style-type: none"> a. Hold bi-weekly management team meetings with each school district b. Recruit and select 20 teacher leaders and five principals (including those from priority schools) from each district c. Conduct a baseline evaluation using the three tools (Danielson's Framework, Teacher Leader Standards for Teachers, and Reeves' principles) d. Conduct individual interviews, focus groups, and survey with project participants to further develop baseline and PD needs e. Analyze the data results from individual interviews, focus groups, and survey and share with school teams f. One half day in-service (Oct.) within the district for participants providing PD on the research base and best practices related to the three tools g. Initiate online Learning/Reflection journals and provide feedback h. Facilitating the sharing of learning among participants using the evidential stage of the five levels of learning
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- i. Assist in developing Individual Renewal Plans based on the baseline assessment for each individual and school team
 - j. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- Jan. – Mar. 2015**
- a. Hold bi-weekly management team meetings with each school district
 - b. Introduce documentation plan for improvement based on the Individual and School Renewal Plans
 - c. Each participant will document progress on meeting goals established in the Individual Renewal plans.
 - d. Each School Team will document progress on meeting goals established in the School Renewal plans.
 - e. One half-day (Feb.) PD sessions, based on needs assessments, will be provided at the district level
 - f. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- April – June 2015**
- a. Hold bi-weekly management team meetings with each school district
 - b. One half day in-service (April) within the district for participants providing PD on the research base and best practices related to the three tools
 - c. One full day in-service (June) for both district's participants providing PD on the research base and best practices related to the three tools
 - d. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - e. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - f. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
 - g. Conduct evaluation using the three tools and survey at the end of the first year
- July – Sept. 2015**
- a. Hold bi-weekly management team meetings with each school district
 - b. One full day in-service (August) for both district's participants providing PD on the research base and best practices related to the three tools
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- Oct. – Dec. 2015**
- a. Hold bi-weekly management team meetings with each school district

- b. Two half day in-services (Oct. and Dec.) providing differentiated training on the special topics based on the three tools.
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- Jan. – Mar. 2016**
- a. Hold bi-weekly management team meetings with each school district
 - b. One half day in-service (Feb.) within the district for participants providing PD on the research base and best practices related to the three tools
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- April – June 2016**
- a. Hold bi-weekly management team meetings with each school district
 - b. One half day in-service (April) within the district for participants providing PD on the research base and best practices related to the three tools
 - c. One full day in-service (June) for both district’s participants providing PD on the research base and best practices related to the three tools
 - d. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
 - e. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - f. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - g. Conduct evaluation using the three tools and survey at the end of the second year
- July – Sept. 2016**
- a. Hold bi-weekly management team meetings with each school district
 - b. One full day in-service (August) for both district’s participants providing PD on the research base and best practices related to the three tools
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)

- Oct. – Dec. 2016**
- a. Hold bi-weekly management team meetings with each school district
 - b. Two half day in-services (Oct. and Dec.) providing differentiated training on the special topics based on the three tools.
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- Jan. – Mar. 2017**
- a. Hold bi-weekly management team meetings with each school district
 - b. One half day in-service (Feb.) within the district for participants providing PD on the research base and best practices related to the three tools
 - c. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - d. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - e. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
- April – June 2017**
- a. Hold bi-weekly management team meetings with each school district
 - b. One half day in-service (April) within the district for participants providing PD on the research base and best practices related to the three tools
 - c. One full day in-service (June) for both district's participants providing PD on the research base and best practices related to the three tools
 - d. Provide mentoring in the context of the triad (the school principal, the school team, and the participating teachers)
 - e. Each School Team will continue to document progress on meeting goals established in the School Renewal plans.
 - f. Each participant will continue to document progress on meeting goals established in the Individual Renewal plans.
 - g. Conduct evaluation using the three tools and survey at the end of the third year
- July – Sept. 2017**
- a. Hold bi-weekly management team meetings with each school district
 - b. One full day in-service (Aug.) for both districts facilitating learning and sharing of progress and providing PD on sustaining the progress, with opportunity given to develop a sustainability plan with district leaders
 - c. Share and summarize learning through the evidential level using both the individual participant as a unit and the school as a unit for change and plan the dissemination within the district
-

2. The adequacy of the time commitment and qualifications of the project director and key personnel, including relevant training and experience, to continuously implement the proposed project and to support project participants.

Time Commitment of the Project Directors and Other Key Personnel. The time commitments of the project directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. For each fiscal year, Dr. Whitten (as the director) will spend about 33% of her time on the project. Dr. Shen (as the co-director) will spend about 8.3% of his time, Dr. Wallace (as the co-director) will spend 33% of her time, Dr. Nuzzi (as a district co-director) will spend about 30% of her time (10% budgeted and 20% in-kind), and Ms. Wright (as a district co-director) will spend about 30% of her time (10% budgeted and 20% in-kind). For the instructors, they will spend about 7 days each year on the project based on district need. Appropriate amount of funds have also been budgeted for evaluation and research for developing efficacy evidence and dissemination. The budget for each year is consistent with the nature of the work. The funds requested in this proposal will be allocated to assure that an appropriate amount of time is invested by key members of the project. The time commitments of the project co-directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Please see Appendix E and F for budget details.

The Qualifications, Including Relevant Training and Experience, of the Project Director and Key Personnel. Dr. Elizabeth Whitten, Dr. Jianping Shen, and Dr Luchara Wallace will serve as the co-directors from WMU. Dr. Deb Nuzzi and Ms. Diana Wright will serve as co-directors from the school districts. As illustrated in the short biographic notes as well as in the full vitae in Appendix H, they have diverse and successful experience related to the proposed project, and they complement each other's skills.

Dr. Elizabeth Whitten (Director) is a Professor in the Department of Special Education and Literacy Studies (SPLS) and teaches courses in teaming, curriculum and instruction, learning disabilities and leadership. Dr. Whitten has served as both a general and special education teacher, building principal, and director of special education. She has been a professor in higher education for the past 23 years and chaired the Department of Special Education at WMU for eight years. Dr. Whitten consults with numerous school districts, locally, nationally, and internationally providing PD in areas of collaboration and teaming, leadership, co-teaching, curriculum-based assessment and research-based instruction, and evidence-based strategies. Dr. Whitten has directed four personnel preparation grants funded by U.S. Department of Education and Office of Special Education Programs (1995-98, 1997-2000, 2002-2006, and 2007-2012). Dr. Whitten's vita includes numerous publications and she is the author two texts on *Response to Intervention, RTI: Success* (2009) and *RTI: Middle Schools* (September, 2014). Dr. Whitten served as co-editor the *Journal of International Special Needs Education*, Division of International Special Education, CEC from 2002-2007. This past year, Dr. Whitten received the WMU College of Education's outstanding teacher award and is one of three recipients of the Excellence in Coaching and Use of the TLE TeachLive Lab in Teacher Preparation.

Dr. Jianping Shen (co-director) holds a named professorship—The John Sandberg Professor of Education—at Western Michigan University. Currently, he is the Frostic Endowed Chair for Research and Innovation. He was selected as a National Academy of Education/Spencer Foundation Postdoctoral Fellow in 1998. Dr. Shen has published about 70 articles in professional journals and other publications. Among others,

he and his colleagues published about 20 articles on school leadership. He was a guest editor for a special issue on urban school principalship for *Education and Urban Society* (2000) and a special issue entitled “The Changing Characteristics of School Principalship” for *NASSP Bulletin* (2003). He and his colleagues published *School Principals* (2005). He has extensive and successful experience in inquiring into school principalship.

Dr. Luchara Wallace (co-director) is an Assistant Professor in the Department of Special Education and Literacy Studies and teaches courses in transition, learning disabilities and leadership. Dr. Wallace has served as both a special and a general education teacher. As a project co-director and site liaison, she will (a) coordinate the recruitment and dissemination activities organized by the site-based co-directors, (b) serve as a liaison between the School Districts, mentors, and university-based facilitators, (c) oversee the coordination of biweekly on-line meetings of the candidates, (d) coordinate the PD sessions with the site-based co-directors, (e) assist Project Director and co-directors with the on-going data collection and evaluation process, and (f) assist in disseminating project outcomes at the national, state, and local levels. Finally, Dr. Wallace will coordinate research efforts around reporting the evidence-based practices in Special Education Leadership, including the development of manuscripts, fact sheets, and other products for dissemination.

Dr. Deborah Nuzzi (co-director) acquired her understanding of school leadership by her experiences as a classroom teacher, reading specialist, and school and district-based administrator. She was a transformational leader before the term went mainstream in education. Understanding that leadership was well beyond the more managerial skills

of running a school, she began transformation in her schools where she was the administrator by helping to change the way her teachers and staff perceived themselves as professionals and the opportunity they had to change a child's life through powerful instruction. With thoughtful effort toward redesigning the systems at work in her schools to have a culminating focus on student achievement through data analysis aligned with collaborative research-based decision making, the very culture of her schools was transformed as evidenced by student achievement, the rise of teacher's as leaders and uncommon practices that were sustained through time and personnel shifts.

Mrs. Diana Wright (co-director) currently serves as a Principal on Assignment within the FCS central office. Mrs. Wright has worked in several capacities in FCS including: classroom teacher, Title I Intervention teacher, instructional specialist, assistant principal and principal. As the first principal assigned to a school identified in FCS for "turn-around" approximately 14 years ago, Mrs. Wright possess a unique perspective and skill set to support the principals and teacher leaders as a co-director of the project for the district. Mrs. Wright credits PD for staff, extended learning opportunities for students, and increased accountability, as contributors to the improved student achievement during the time she was there. Mrs. Wright will be an active part of the team during the grant period, and will serve as a catalyst for sustainability by supporting and mentoring the principals and teacher leaders to make data-informed decisions, implement high leverage goals and strategies with proven results, and ensure that staff engages in job-embedded professional learning focused on improving teaching and learning. As an instructional leader, Mrs. Wright has the experience required to facilitate the sustained establishment of leadership capacity within the school and will

serve as the district facilitator and mentor to the professional learning communities developed within the district.

Absolute Priority 1: Non-Rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program, consortium of a non-profit university and two LEAs with 5 priority schools.

Competitive Preference Priority 1: Existing Policy Conditions That Can Be Leveraged To Ensure Success and Sustainability of a Turnaround Leadership Pipeline

Both school districts allow priority schools and other schools to have decision-making autonomy related to staffing, schedules, PD, and budgeting. Please see Appendix I and Appendix J for evidence. The state of Michigan state provides LEAs with flexibility in rewarding school leaders to successfully turn around priority schools, among others, as reflected in Michigan Public Employee's Relations Act (PERA), specifically P.A. 205, which is a state law that give LEAs authorizes to reward teachers and principals.

Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders Who Have Demonstrated Success in Increased Graduation Rates and Academic Growth

Developing leadership is part of the strategy for BCPS and FCS, as reflected in the two school district's improvement plans. For FCS, it has been partnering with Genesee Intermediate School District (a county-based intermediate school district where FCS is located) to conduct leadership academies to train future school leaders.

Leadership is also a priority as reflected in its educational plan (Appendix J). BCPS has also developed its program to develop leadership from within (Appendix I).

In addition, both school districts have been partnering with WMU since October 2010 to join a consortium of school districts in Michigan to implement a program called ***Learning-Centered Leadership Development for Practicing and Aspiring Principals.***

Practicing and aspiring principals were trained on seven dimensions of principals' work that are empirically associated with higher student achievement such as data-informed decision-making. The seven modules, based on each of the seven dimensions, constitutes an intensive 30-month program. For each module, participants attend two and a half days of face-to-face learning activities, receive two days of mentoring, work with the school's stakeholders and the mentor to plan and implement at least one renewal activity for each module, and engage in learning community activities. The activities are job-embedded and take into account theories of adult learning. With the sufficient level of quality, intensity and duration, preliminary results indicated that the project has had significant impact on principal leadership and student achievements.

The five priority schools demonstrated overall success in increased academic growth. These five priority schools are all the priority schools that these two school districts have and they are all at the elementary level. As indicated in the table below, four of these five priority schools have showed large increase in both mathematics and reading between 2012 and 2013. The unweighted percentage increases for the five schools are significantly higher (6.6 for mathematics and 2.5 for reading) than those for the state average (0.1 for mathematics and 1.2 for reading). The above data are based on all students. Data are not available for these five priority schools for subgroups.

Table 10. Improvement in MEAP Mathematics and Reading Proficiency Rate for the Five Priority School Between 2012 and 2013

School or State	Mathematics	Reading
Cummings Elem. School	5.7	6.6
Eisenhower Elem. School	10.0	6.3
Neithercut Elem. School	10.3	4.7
Verona Elem. School	12.3	1.2
Dudley Elem. School	-5.4	-6.1
Statewide	0.1	1.2

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Western Michigan University – Dr. Elizabeth Whitten

U.S. Department of Education – Turnaround School Leaders Program

Budget Narrative

Personnel (\$153,964 in yr 1, \$156,997 yr 2, \$160,091 yr 3, - \$471,051 total)

Dr. Elizabeth Whitten, professor of special education, will serve as the project director. She will be responsible for supervising the function of the project; planning and coordinating the activities of the program; working directly with Battle Creek Public Schools in coordination of activities; reporting to the federal grant officer; and being in charge of financial matters. Dr. Whitten will spend 12.5% of her academic year time (one course release for one semester each year) and 75% of her summer time (three months, or 37.5% of her academic year salary with 2 percent annual increases in years 2 and 3) on this project.

Dr. Luchara Wallace, assistant professor of special education, will serve as project co-director. She will plan and coordinate the activities of the program and work directly with Flint Community Schools in coordination of their activities. Dr. Wallace will spend 100% of her summer time (4 months each year, 50% of her academic year salary with 2 percent annual increases in years 2 and 3).

Dr. Jianping Shen, professor of educational leadership, will serve as project co-director. Dr. Shen will be responsible for planning, coordinating, and carrying out the evaluation, research, and dissemination of the project, and assisting with reporting to the federal grant officer. He will spend 12.5% of his academic year time (one course release each academic year with 2 percent annual increases in years 2 and 3) on the project.

Four faculty members will help deliver 4 modules each summer. Each of these faculty members will spend approximately two months of summer work each on the project each year (22% of AY salary each with 2 percent annual increases in years 2 and 3).

A project manager will work 25% of her time (25% of fiscal year salary with 2 percent annual increases in years 2 and 3) on the project each year. The project manager will conduct the daily operations of the project.

A graduate student assistant will work 115 hours each year on the project (at rate of \$20/hour). This graduate student assistant will work on literature review, preparing training materials, and data entry and analysis, etc.

Fringe Benefits (\$43,036 in yr 1, \$44,632 yr 2, \$46,275 yr 3, - \$133,943 total)

Fringe benefits reflect established WMU assigned fiscal year and academic year (52.15%, 53.05%, 53.95%) and summer (24.15%, 24.55%, 24.95%) rates at the federal level for grant staff and faculty. The hourly graduate student assistant, as an enrolled student, is exempt from fringe.

Travel (\$8,500 in yr 1, \$8,500 yr 2, \$8,500 yr 3, - \$25,500 total)

Travel is budgeted for 2 team members to attend director's meetings with the USDE in Washington, DC (airfare at \$600/person/trip; lodging for 2 nights/trip at \$180/night; 3 days per diem at \$45/day, baggage, parking, and ground transportation).

\$4,000 is budgeted for team mileage and for overnight stays in case of inclement weather each year (@ .555/mile).

\$500 is budgeted each year for subsistence if budgeted for team members at training events and meetings with partner organizations.

Participant and Trainee Support (\$10,340 in yr 1, \$10,340 yr 2, \$10,340 yr 3, - \$31,020 total)

Mileage for participants is calculated at 140 miles per year X 50 participants X \$0.56/mile.

Participant subsistence is budgeted for two meetings (2 x 50 participants x \$25 per participant).

Materials and Supplies (\$9,000 in yr 1, \$5,000 yr 2, \$5,000 yr 3, - \$19,000 total)

\$5,000 is budgeted each year for consumables, including books for training, supplies and materials for modules. \$4,000 is budgeted in year one for a computer and a printer.

Other Costs (\$314,400 in yr 1, \$314,400 yr 2, \$314,400 yr 3, - \$943,200 total)

Facility rental fees for meetings are budgeted at \$4,000/meeting for two meetings each year.

\$6,400 each year is budgeted for substitutes for teacher leaders (\$40 X 40 X twice per year).

\$150,000 is budgeted each year for a sub-award to Battle Creek Public Schools. BCPS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

\$150,000 is budgeted each year for a sub-award to Flint Community Schools. FCS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers

and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

Total Direct Costs (\$539,240 in yr 1, \$539,869 yr 2, \$544,606 yr 3, - \$1,623,715 total)

Indirect costs (\$139,450 in yr 1, \$117,060 yr 2, \$119,476 yr 3, - \$375,985 total)

Indirect costs are calculated at WMU's federally negotiated rate of 50% year 1 and 51% years 2-3 of MDTC (total direct costs minus participant support and the amount of any sub-award above \$25,000).

Total Direct and Indirect Costs (\$678,689 in yr 1, \$656,929 yr 2, \$664,082 yr 3, - \$1,999,700 total)

Appendices

Appendix	Title	In-text #	Page#
Appendix A	Teacher and Principal Evaluation Tools for the Project	p. 3	1
Appendix B	BCPS Admin and Teacher Evaluation Docs	p. 3	44
Appendix C	FCS Admin and Teacher Evaluation Docs	p. 3	123
Appendix D	Memorandum of Understanding	p. 25	145
Appendix E	Budget	p. 28	149
Appendix F	Budget Narrative	p. 28	151
Appendix G	Summary of Survey Results	p. 25	155
Appendix H	Curriculum Vitae	p. 35	169
Appendix I	BCPS Background and Autonomy statements	p. 39	236
Appendix J	FCS Background and Autonomy statements	p. 39	238
Appendix K	BCPS Budget FINAL	p. 28	301
Appendix L	FCS Budget FINAL	p. 28	303
Appendix M	References		306

Teacher Evaluation and Development in the Common Core Era

ASCD Annual Conference
March 16, 2014
Los Angeles, California

Charlotte Danielson
The Danielson Group



The Framework for Teaching

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness



Appendix A Teacher and Principal Evaluation Tools for the Project



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

July 22, 2013

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the Michigan Teacher Leader Preparation Standards

On April 9, 2013, the State Board of Education (SBE) received a proposal for the Michigan Teacher Leader Standards that have been developed to improve teacher practice and guide programs preparing teachers for the third tier Advanced Professional Education Certificate.

The Michigan Teacher Leader Preparation Standards were sent out to the field for review and feedback from April 11, 2013 to May 10, 2013. The standards were sent to all Michigan Educational Preparation Institutions (EPIs), intermediate and local school districts, and related professional organizations.

The Michigan Department of Education received four public comments. The comments received were very positive and included some suggestions for improvement. Attachment A includes the Michigan Teacher Leader Preparation Standards. Based on public comment, minor wording changes were made throughout the document to emphasize the role that teacher leaders must play as mentors and school leaders. Standard 2.2 was added to ensure that teacher leaders are able to demonstrate the principles and theories of effective leadership. Standard 5.5 was added to indicate that today's teacher leaders must demonstrate skillful use of data using a variety of technological tools.

Pending the SBE approval, both the final standards and the application for providers to offer teacher leader preparation programs will be released publicly.

It is recommended that the State Board of Education approve the Michigan Teacher Leader Preparation Standards as attached to the Superintendent's Memorandum dated July 22, 2013.

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT
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Michigan Teacher Leader Preparation Standards

Michigan Teacher Leader Preparation Standards

Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning

Standard 2: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Standard 3: Accessing and Using Research to Improve Practice, Student Learning, and Using Authentic Assessments

Standard 4: Promoting Professional Learning for Continuous Improvement

Standard 5: Facilitating Improvements in Instruction and Student Learning

Standard 6: Improving Outreach and Collaboration with Families and Community

Standard 7: Advocating for Student Learning and the Profession

Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning

The teacher leader promotes the success of every student by collaboratively participating in the implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, continuous assessment of organizational effectiveness and assistance in implementing school plans to achieve school goals. The teacher leader also promotes continual and sustainable school improvement.

STANDARD ELEMENTS:

1.1 Explains connections between the school vision, mission, goals, and classroom instruction to colleagues;

1.2 Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement;

1.3 Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and

1.4 Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the shared vision of learning.

Standard 2: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

STANDARD ELEMENTS:

2.1 Demonstrates effectively leading group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

2.2 Models the skills necessary to serve as an effective teacher leader with colleagues: listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

2.3 Provides examples of using facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning;

2.4 Provides an example of experience with creating an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

2.5 Demonstrates how understanding of different backgrounds, ethnicities, cultures, and languages has been used to promote effective interactions among colleagues.

2.6 Demonstrates application of the principles and theories of effective leadership.

Standard 3: Accessing and Using Research to Improve Practice, Student Learning and Using Authentic Assessments

The teacher leader utilizes research to create new knowledge, inform policies and practices, and improve teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. The teacher leader is knowledgeable about current evidence-based research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods to inform school and district improvement strategies. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students.

STANDARD ELEMENTS:

3.1 Provides example of assisting colleagues in accessing and using evidence-based research in order to select appropriate strategies to improve student learning;

3.2 Demonstrates how to use emerging technology tools to facilitate the analysis of student learning and behavioral data, fosters collaborative interpretation of results and applies findings to improve teaching and learning;

3.3 Exhibits evidence of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;

3.4 Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning;

3.5 Acts as a leader to collaborate with colleagues to identify and use multiple assessment tools aligned to state and local standards in order to improve student achievement;

3.6 Explains how to collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

3.7 Establishes and documents a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues;

3.8 Provides an example of supporting colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (utilizing a systematic approach for using data);

3.9 Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; and

3.10 Demonstrates how to engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.

Standard 4: Promoting Professional Learning for Continuous Improvement

The teacher leader understands the importance of the evolving nature of teaching and learning, both established and emerging technologies, the school community, and a variety of data promoting, designing, and facilitating job-embedded professional learning aligned with school improvement goals and plans.

STANDARD ELEMENTS:

4.1 Presents evidence of collaborating with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement plans;

4.2 Provides example of using adult learning theory to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

4.3 Presents evidence of facilitating professional learning among colleagues;

- 4.4** Uses technologies to promote collaborative and differentiated professional learning;
- 4.5** Demonstrates working with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- 4.6** Provides evidence of advocating for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- 4.7** Provides constructive feedback to colleagues and school administrators to strengthen teaching practices and improve student learning;
- 4.8** Serves as a resource to support colleagues who request help with strategies to continuously improve;
- 4.9** Demonstrates skill in using valid and reliable lesson observation protocols to create opportunities for improvement; and
- 4.10** Explains how to use information about emerging educational, economic, and social trends in planning and facilitating professional learning (for individuals or groups).

Standard 5: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice to colleagues based on student results. The teacher leader understands that a variety of roles may be needed to support colleagues as continuous learners.

STANDARD ELEMENTS:

- 5.1** Provides examples of supporting colleagues' individual and collective reflection and professional growth by serving in a variety of roles, such as leader, mentor, coach, and content facilitator;
- 5.2** Demonstrates how to serve as team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- 5.3** Evaluates effective and appropriate technologies to support teaching and learning in a school environment, appropriately navigates the universe of knowledge available on the Internet, uses social media and digital media to promote collaborative learning, and connects with people and resources around the globe;
- 5.4** Delineates instructional strategies that address differentiated learning, issues of diversity and equity in the classroom and appropriate grade level instruction, and ensures that individual student learning needs remain the central focus of instruction; and

5.5 Models and provides instruction on the integration of effective and appropriate technologies to improve instruction and student achievement based on the needs of diverse learners.

Standard 6: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

STANDARD ELEMENTS:

6.1 Provides examples of using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

6.2 Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

6.3 Provides examples of working with colleagues to develop culturally responsive and linguistically appropriate strategies to enrich the educational experiences of all students;

6.4 Presents evidence of a shared understanding among colleagues of the diverse educational needs of families and the community; and

6.5 Provides examples of collaborating with colleagues, families, and communities to develop comprehensive strategies to address the diverse educational needs of families and the community.

Standard 7: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.

STANDARD ELEMENTS:

7.1 Provides examples of sharing information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

7.2 Provides evidence of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

7.3 Portrays examples of providing leadership for colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, and communicates effectively with targeted audiences such as parents and community members;

7.4 Explains how to secure additional resources within the building or district that support community and family outreach to enhance student learning; and

7.5 Demonstrates how to access professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.

Reeves' Leadership Performance Matrix

<p>1.0 Resilience: Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.</p>				
<p>1.1 Constructive Reactions</p>	<p>Highly Effective (System-wide Impact) In addition to "Effective"...</p>	<p>Effective (Local Impact)</p>	<p>Needs Improvement (Leadership Potential)</p>	<p>Unsatisfactory</p>
<p>The leader constructively reacts to disappointment and barriers to success</p>	<p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p>	<p>The leader acknowledges personal and organizational failures when confronted with evidence.</p>	<p>The leader is defensive and resistant to the acknowledgement of error.</p>

1.2 Willingness to Admit Error	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates willingness to admit error and learn from it	<p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p>	<p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p>	<p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p>
1.3 Disagreement The leader constructively handles disagreement with leadership and policy decisions	The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	<p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader’s idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p>	<p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p>	The leader ignores or subverts executive and policy decisions that are unpopular or difficult.

1.4 Dissent	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively handles dissent from subordinates	<p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader’s own error.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p>	<p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p>	The leader tolerates dissent, but there is very little of it in public.	Dissent is absent due to a climate of fear and intimidation.
1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	<p>The leader’s previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities, as well as in the organization’s priorities.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p>	<p>The leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p>	The leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities.

2.0 Personal Behavior and Professional Ethics:				
Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.				
2.1 Integrity	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates integrity	<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The leader meets explicit written commitments.</p> <p>The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p>	<p>The phrases "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p>
2.2 Emotional Self-Control	<p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p>	<p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p>
The leader demonstrates emotional self-control				

2.3 Ethical and Legal Compliance with Employees The leader demonstrates compliance with legal and ethical requirements in relationship to employees	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization	<p>The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</p> <p>The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.</p>	<p>The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.</p>	<p>There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.</p>	<p>The leader suppresses other points of view and discourages disagreement or divergent thinking.</p>

2.5 Respect	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader honors the time and presence of others	<p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p>	<p>The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p>

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.</p>	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.

3.2 Student Achievement Results	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The leader is unaware of or indifferent to the data.</p>
<p>3.4 Student Requirements and Academic Standards</p> <p>The leader demonstrates understanding of student requirements and academic standards</p>	<p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p>	<p>Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p>	<p>Classroom curriculum is considered a matter of individual discretion.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p>

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>Power standards have not been developed.</p> <p>There is no student work posted.</p>

4.0 Decision Making:

Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

4.1 Factual Basis for Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices</p>	<p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, district, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the leader or based on what is popular.</p>

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone</p>	<p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p>	<p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p>	<p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p>	<p>The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff.</p>
<p>4.3 Decisions Linked to Vision</p> <p>The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans</p>	<p>The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p>	<p>The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).</p>	<p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.</p>	<p>The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p>

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader evaluates decisions for effectiveness and revises, where necessary	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting," in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	The leader has a record of evaluating and revising decisions based on new information.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	There is little or no evidence of reflection and reevaluation of previous decisions.

5.0 Communication:				
Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.				
5.1 Two-Way Communication with Students	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates two-way communication with students	<p>The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.</p> <p>Discussions with students reveal that they know that the leader will listen to them and treat them with respect.</p>	<p>The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students.</p> <p>The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p>	The leader knows most student names, is visible, often greets students by name, and talks with students frequently.	<p>The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.</p> <p>Many students do not know the leader’s name or recognize the leader on sight.</p>
5.2 Two-Way Communication with Faculty and Staff	<p>The leader actively engages in “active listening” to the faculty and staff.</p> <p>The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.</p>	<p>Faculty meetings include open discussions with two-way discussions.</p> <p>Faculty members regularly have the opportunity for 1:1 meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.</p>	The leader typically limits his or her listening to time during faculty meetings.	Faculty meetings consist of the reading of announcements, with little or no interaction.
The leader demonstrates two-way communication with faculty and staff				

5.3 Two-Way Communication with Parents and Community	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with parents and community</p>	<p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p>	<p>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</p> <p>There is clear evidence of decisions based on input from parents and community members.</p>	<p>Parents and community members receive a respectful hearing when they initiate the conversation.</p>	<p>Parents and community members have little or no role to play in leadership decision making.</p>
<p>5.4 Analysis of Input and Feedback</p> <p>The leader actively listens and analyzes input and feedback</p>	<p>The leader models open communication by listening purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p>	<p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p>	<p>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p>	<p>The leader hears what others say, but relies on his/her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p>

6.0 Faculty Development:

Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers	<p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p>	Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.	The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Personal participation in leading professional development	<p>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues.</p> <p>The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</p>	<p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development <i>at various times</i> throughout the school year.</p>	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader displays little or no evidence of new learning or sharing that learning with colleagues.
6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader’s focus on accurate, timely, and specific recognition.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance</p>	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader models coaching and mentoring</p>	<p>The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards.</p> <p>The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction.</p> <p>The leader is seen by one's staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</p>	<p>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p>	<p>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p>	<p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring (continued)		<p>Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</p>		

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader recruits and hires effective and highly effective teachers</p>	<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano's Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized.</p> <p>A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.</p>	<p>The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position.</p> <p>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p>

7.0 Leadership Development:				
Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.				
7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader mentors emerging leaders to assume key leadership responsibilities	<p>The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities.</p> <p>Multiple administrators throughout the system cite this leader as a mentor and reason for their success.</p>	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader’s direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

7.2 Identification of Potentially Future Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader consistently identifies potential future leaders	<p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p>	The leader has specifically identified and recruited new leaders.	The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.	The leader does not recognize the need for leadership in the system.

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader provides evidence of delegation and trust in subordinate leaders	<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

8.0 Time/Task/Project Management:

Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader organizes time and projects for effective leadership.	<p>The leader maintains a daily-prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Calendar is free of conflicts and focused on the priorities of the leader and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the leader.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

8.2 Fiscal Stewardship	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader provides fiscal stewardship by completing projects on schedule and within budget</p>	<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using budget to focus resources on school improvement priorities.</p>	<p>The leader has little or no record of keeping commitments for schedules and budgets.</p>

8.3 Project Objectives and Plans	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader establishes clear objectives and coherent plans for complex projects</p>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p> <p>The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</p>	<p>There is little or no evidence of project management against goals, resources, timelines, and results.</p>

9.0 Technology:

Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

9.1 Use of Technology to Improve Teaching and Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates use of technology to improve teaching and learning</p>	<p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</p>	<p>The leader can document adherence to the following:</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. 	<p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p>	<p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p>

9.2 Personal Proficiency in Electronic Communication The leader demonstrates personal proficiency in electronic communication	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation.</p> <p>Leading by example, the leader provides a model of new learning.</p>	<p>The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software.</p> <p>Personal study and professional development reflect a commitment to continued learning.</p>	<p>The leader has mastered some, but not all, software required for proficient performance.</p> <p>The leader takes the initiative to learn new technology.</p>	<p>The leader has limited literacy with technology.</p> <p>There is little or no evidence of the leader taking a personal initiative to learn new technology.</p>

10.0 Personal Professional Learning:

Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

10.1 Personal Understanding of Research Trends	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.

10.2 Personal Professional Focus	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader creates a personal professional focus	<p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.</p>	<p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p>	<p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.</p>	<p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p>

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader creates a professional development focus	<p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p>	<p>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.</p>	<p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p>	<p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader's personal professional development agenda is based on preference, not organizational needs.</p>

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader applies professional development learning	In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader's personal learning experience.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.

Appendix B BCPS Admin and Teacher Evaluation Docs

Battle Creek Public Schools

Administrator Evaluation

MISSION STATEMENT

We reach all students through progressive and engaging instruction in order to ensure they are prepared for the next stage of their lives.



VISION STATEMENT

All students attending BCPS will be academically competitive, personally skilled, and equipped with the attitudes and understanding needed for success in an evolving and global society.

September 24, 2013

Domain 1 – Results					
Student, Teacher, and School Results Factors					
Teacher Results, Based on Student Results Characteristic					
0 Points	5 Points	10 Points	15 Points	20 Points	25 Points
<60% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10	60% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10	65% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10	70% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10	75% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10	80% of teachers have at least 80% of students enrolled FAY achieve a year's growth as measured by MAP/Stanford 10
Student Results Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
<25% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	25% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	50% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	80% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May		
Student Results Item: Achievement Gaps Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
No plan has been developed and/or there is little improvement in reducing the gap between subgroups on MEAP/MME reading	Gap in MEAP/MME reading achievement for 2 subgroups (SE, ED, ethnicity, ELL) closes by 2 percentage points	Gap in MEAP/MME reading achievement for 3 subgroups (SE, ED, ethnicity, ELL) closes by 3 percentage points	Reduction in gap in MEAP/MME reading achievement for all subgroups (SE, ED, ethnicity, ELL) exceeds 3 percentage points		
Improvement Results Item: Improved School Programs and Process Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
Has not made progress toward school process and program improvement targets of the school's improvement plan	Meets less than half of the annual school process and program improvement targets of the school's improvement plan	Meets all of the annual school process and program improvement targets of the school's improvement plan	Exceeds all of the annual school process and program improvement targets of the school's improvement plan		

Total Points for Teacher/Student Results _____

September 24, 2013

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Has not yet inspired the school community and built their confidence by setting examples of the school's vision	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
There is little or no evidence of a vision or activities that recognize diversity and individual worth	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
Few opportunities sought for growth for self, staff, or parents	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
School culture is not being monitored, building morale is low, and the school environment is adversarial	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

Total Points for Personal Vision Characteristics _____

September 24, 2013

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Does not yet include staff, parents, students, and community input in creating a shared vision for the school	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
Has no clear vision or does not yet have a vision that reflects learning expectations	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
Plans in the school are arbitrary and do not yet have focus on student learning	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on the established performance standards
Does not yet engage others in decision making regarding the school's vision	Maintains a current perspective to inform the school's vision	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school's vision

Total Points for Shared Vision Characteristics _____

September 24, 2013

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Does not use school data to inform decisions	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
Has not yet developed a “living” school improvement plan incorporating the use of data and best practices	Ensures that the school adopts research supported practices and strategies to support school goals	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> 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 <i>And</i> 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
No evidence of use of reliable sources to increase knowledge or awareness of evidence based practice	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

Total Points for Informed Characteristics _____

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Leadership priorities have not yet been established or are not widely known among staff	Establishes both short and long term leadership priorities for his or her work based on school and district goals	<i>And</i> ensures that individual staff establish both short and long term priorities for their work based on school and district goals	<i>And</i> , ensures that the school maintains focus on a set of short and long term priorities based on school and district goals
Priorities and strategies are not yet aligned	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	<i>And</i> , ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals <i>And</i> works with district leaders to link school based priorities and strategies into a district wide systemic plan to achieve school and district goals
Has not yet focused on school goals and priorities	Maintains focus on school goals and priorities	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And</i> , guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

Total Points for Strategic and Systemic Characteristics _____

September 24, 2013

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Has not yet developed processes to reflect personal effectiveness	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
Has not yet modeled high expectations for attendance and fulfillment of responsibilities	Is reliable and consistent about personal attendance and fulfillment of responsibilities	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> , establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
Has not yet engaged in practices of celebration	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> 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

Total Points for Resilient Characteristics _____

Final Administrator Evaluation Summary

Administrator: _____ Academic Year: _____

Building: _____

Evaluator: _____

OVERALL RATING:

- Highly Effective (85 – 100 points)
- Effective (70 – 84 points)
- Minimally Effective (40 – 69 points)
- Ineffective (0 – 39 points)

Results Rubric Points

	Subscale Score		Weighting Factor	=	Total
Teacher Results	_____	X	1.0	=	_____
Student Results	_____	X	2.777	=	_____
Gap Results	_____	X	2.777	=	_____
Improvement Results	_____	X	2.777	=	_____
Subtotal Results Score					_____

Leadership Rubric Points

Personal Vision	_____	X	.8335	=	_____
Shared Vision	_____	X	.8335	=	_____
Informed Characteristics	_____	X	1.112	=	_____
Strategic Characteristics	_____	X	1.112	=	_____
Resilient Characteristics	_____	X	1.112	=	_____
Subtotal Leadership Score					_____

Grand Total _____

September 24, 2013

September 24, 2013

Rationale for Ratings Given

Domain 1: Results

Domain 2: Leadership

Principal's Signature

Date

Evaluator's Signature

Date

September 24, 2013

Signatures indicate only that the principal has reviewed this document with the evaluator.

September 24, 2013



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



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*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.



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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	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> 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	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> 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	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> 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	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity



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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	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> 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	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> 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	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> 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	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school's vision



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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	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> 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	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> 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 <i>And</i> 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
	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy



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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	<i>And</i> ensures that individual staff establish both short and long term priorities for their work based on school and district goals	<i>And</i> , 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	<i>And</i> , ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals <i>And</i> 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	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And</i> , 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	<i>And</i> ensures that staff are informed and follow relevant school laws, policies, and procedures	<i>And</i> 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	<i>And</i> holds staff and students to high standards of truthfulness and honesty	<i>And</i> establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	<i>And</i> sets school-wide expectations for the fair treatment of all persons	<i>And</i> recognizes and rewards fairness and fair play among staff, students and parents
	Establishes a personal track record of ethical decision making	<i>And</i> maintains transparency in personal and school decision making processes	<i>And</i> establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness <i>And</i> , 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	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> 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	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> , establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> 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	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> 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	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> 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	<i>And</i> 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 <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> 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
		<i>And</i> works with staff to ensure differentiation in the curriculum for students based on identified learning needs	<i>And</i> 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 <i>And</i> , 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
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> 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	Effective	Highly Effective
	Has a working knowledge about evidence based instruction	<p><i>And</i> has clear goals and expectations for classroom instruction based on student needs</p> <p><i>And</i> collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning</p>	<p><i>And</i> models and promotes evidenced based instructional strategies and practices with staff</p> <p><i>And</i>, works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning</p>
	Makes classroom observations to monitor and encourage quality instructional practices.	<i>And</i> establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning	<i>And</i> , works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices
	Engages staff in discussing ways to differentiate instruction based on student needs	<p><i>And</i> works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs</p> <p><i>And</i> works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards</p>	<p><i>And</i>, works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning.</p> <p><i>And</i> works with staff to evaluate and improve the school's system of interventions based on evidence of student learning</p>
		<i>And</i> looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations	<i>And</i> works with the staff to balance student directed and teacher directed learning activities so as to increase student learning empowerment and autonomy



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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><i>And</i> has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p><i>And</i> works with staff to choose, develop, administer, analyze and interpret the results of both externally produced and teacher-produced assessments</p>	<p><i>And</i> works with staff to increase their knowledge and improve their assessment practices</p> <p><i>And</i> works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p>
	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>	<p><i>And</i> provides training for staff in assessment literacy and practices</p> <p><i>And</i> works with staff to insure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p>	<p><i>And</i> develops staff leaders in assessment literacy and practices</p> <p><i>And</i> develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p>
	<p>Works with teachers to clearly communicate assessment results to students and parents</p>	<p><i>And</i> works with staff to use assessment results when making decisions about individual students and conferencing with students and parents</p>	<p><i>And</i> works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p>
	<p>Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p><i>And</i> 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	<i>And</i> establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> 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	<i>And</i> works with staff to make data informed decisions regarding the improvement of school safety and student well being factors	<i>And</i> 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	<i>And</i> works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> 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	<i>And</i> ensures that staff and students understand and follow established school and district systems, processes and procedures for the operation of the schools	<i>And</i> provides feedback to district leaders on the effectiveness of district systems, processes and procedures for the operation of the schools <i>And</i> 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	<i>And</i> works with staff and students to regularly evaluate school-based systems, processes and procedures based on relevant data	<i>And</i> 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			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school establishes procedures for fiscal and resource management and accountability	<i>And</i> 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	<i>And</i> 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	<i>And</i> regularly communicates with staff regarding the school's fiscal management and financial status	<p><i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status</p> <p><i>And</i> communicates regularly with district officials about the school's fiscal management and financial status</p> <p><i>And</i> contributes to strategic district decisions and strategies for funding and resource acquisition and allocation</p>



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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><i>And</i> regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p><i>And</i> ensures that the school responds to the needs and values of the diverse school community</p>	<p><i>And</i> works with the community to coordinate services for students and families</p> <p><i>And</i> develops external partnerships to support the needs and values of the diverse school community</p> <p><i>And</i> raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		<i>And</i> is involved in the community outside of the school	<i>And</i> uses community involvement to connect the school to the broader community
		<i>And</i> is an advocate for the school in the community	<i>And</i> 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	<i>And</i> enlists parents to participate in school organizations, committees, and governance	<i>And</i> ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		<i>And</i> engages parents in activities that are meaningful and relevant to them	<i>And</i> 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	<i>And</i> responds to concerns of students, parents and the community as a whole and as sub-groups with special concerns	<i>And</i> avoids marginalizing, patronizing, or giving advantage to any one group or individual <i>And</i> collaborates with all segments of the community in ways that contribute to the success of all students



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Domain 4 – Processes			
Community Building Factors			
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates with parents and community about the school	<i>And</i> 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	<i>And</i> , 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
	Provides information to parents and the community about student achievement	<i>And</i> works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data	<i>And</i> works with parent and community groups to understand and provide feedback on the school's student achievement data
	Provides information to parent's about individual student achievement	<i>And</i> regularly informs parents of student achievement goals and how to support their children in achieving those goals	<i>And</i> engages parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	<i>And</i> provides the media with regular information and stories about the school mission, vision and student success	<i>And</i> creates partnerships with the media: television, radio, and newspaper to tell the school's story



**School
Advance**

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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	<i>And</i> identifies and challenges assumptions about student achievement with multiple sources of evidence	<i>And</i> 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	<i>And</i> refines school routines to increase teacher examination of student achievement results to, at least, monthly	<i>And</i> establishes a well defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		<i>And</i> establishes teacher teams (PLCs/Data Teams, etc.) to create evidence based instructional plans	<i>And</i> establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies <i>And</i> 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 	<i>And</i> 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 	<i>And</i> 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 	<i>And</i> works with staff to revise school improvement targets (goals) as indicated by 3-5year analyses of student background, school process, and student achievement data	<i>And</i> 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)
		<i>And</i> works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	<i>And</i> works with staff to revise school improvement strategies as indicated by deeper levels of data analysis <i>And</i> works with staff to establish benchmarks for tracking the implementation of school improvement strategies <i>And</i> works with staff to evaluate the impact of selected school improvement strategies <i>And</i> works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)



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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	<i>And</i> ensures that all teachers and other staff have a working knowledge of the school's data system	<i>And</i> 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	<i>And</i> monitors and supports appropriate use of the school's data system by teachers and other staff	<i>And</i> works with staff to identify and implement ways to better use the school's data system to support school improvement goals
		<i>And</i> works with staff to help them use the school's data system for classroom assessments and other classroom level generated data	<i>And</i> 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
		<i>And</i> works with staff to evaluate and recommend improvements to the school's data system	<i>And</i> 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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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	<i>And</i> , mobile communications devices, along with a variety of social and web based applications, to expand and enhance communication, information access, and work processes	<i>And</i> , 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	<i>And</i> , participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	<i>And</i> , learns and uses promising new technologies to enhance productivity and leadership
		<i>And</i> , models personal use of technology for staff and students	<i>And</i> assists others in developing personal capacity for technology use



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Domain 5 - Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	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	<i>And</i> validates leadership decisions about the role of technology in the school with relevant and research supported information sources	<i>And</i> 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	<i>And</i> 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	<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
	Informs parents and the community about the role of technology in the school's teaching and learning programs	<i>And</i> 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	<i>And</i> fosters a culture of risk-taking for promoting innovation with technology <i>And</i> 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	Effective	Highly Effective
	Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback	<p><i>And</i> 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><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> maintains active engagement with professional organizations and other sources of professional learning</p>	<p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> contributes research or research findings to inform professional learning at the school and/or district level</p> <p><i>And</i> serves on local, state, or national professional learning projects or initiatives.</p>
	Ensures that staff develop professional learning plans through the district staff evaluation process	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p><i>And</i> actively participates in professional learning required of teachers</p> <p><i>And</i> ensures that staff engage with and use educational research and best practice</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p><i>And</i> develops a overarching building professional learning system aligned with standards for professional learning*</p> <p><i>And</i> 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
			<i>And</i> evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data.
	Plans for and supports induction and mentoring for new employees	<p><i>And</i> provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period</p> <p><i>And</i> provides training and support for staff mentors and/or coaches</p>	<i>And</i> 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	<i>And</i> ensures that staff are involved in the decisions that affect the day-to-day operation of the school	<i>And</i> empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	<i>And</i> develops a collaborative culture where all building staff share responsibility and leadership for student and school success	<i>And</i> provides training, resources, and support to staff leaders
		<i>And</i> involves teachers in the design and implementation of professional learning	<i>And</i> develops emerging administrators through training, mentoring, coaching, and support
		<i>And</i> , ensures students, parents, and other stakeholders share in the leadership of the school	<i>And</i> , establishes school processes and programs to develop parent and student leaders <i>And</i> , 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><i>And</i> makes regular classroom visits, providing formal and informal feedback to teachers</p> <p><i>And</i> uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices</p>	<p><i>And</i> uses a variety of methods to provide feedback, both positive and corrective to staff</p> <p><i>And</i> ensures that teachers regularly visit each others' classrooms and provide each other feedback</p>
	Follows all state and local procedures for staff performance evaluation	<i>And</i> assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation	<i>And</i> convenes regular staff discussions about observed classroom practices and the impact of those practices on students
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	<i>And</i> involves staff as full partners in the creation of Individual Development Plans (IDPs)	<i>And</i> 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
		<i>And</i> provides coaching for staff to improve classroom instruction and student results	<i>And</i> involves staff as peer coaches to support performance improvement
		<i>And</i> participates in professional learning to increase skills in performance evaluation	<i>And</i> coaches other administrators in evaluation practices



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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	<i>And</i> hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions	<i>And</i> differentiates roles and responsibilities as needed to meet the goals of the school <i>And</i> differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures	<i>And</i> communicates about school routines and procedures with staff, students and parents <i>And</i> modifies school routines and procedures as needed to increase productivity and desired outcomes	<i>And</i> elicits feedback from staff, students, and parents about school routines and procedures <i>And</i> engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes



Battle Creek Public Schools

TEACHER EVALUATION PLAN

MISSION STATEMENT

We reach all students through progressive and engaging instruction to ensure they are prepared for the next stage of their lives.



VISION STATEMENT

All students attending BCPS will be academically competitive, personally skilled, and equipped with the attitudes and understanding needed for success in an evolving and global society.

Rev. 2-24-14

Table of Contents

Purpose of the Teacher Evaluation System	3
Governing Guidelines.....	4
Teacher Evaluation Quick Reference	6
Glossary of Common Terms.....	7
Teacher Evaluation Rubric	8
Domain 1: Planning and Preparation.....	8
Domain 2: The Classroom Environment	12
Domain 3: Instruction	14
Domain 4: Professional Responsibilities.....	17
Resources.....	20
Professional Growth Plan Goal Setting.....	21
Professional Growth Plan Form	23
Evaluation Timeline.....	24
Learning Visit Checklist	25
Learning Visit Discussion Guide	26
Structured Observation Form	27
Mid-Year Teacher Evaluation Rubric Review.....	28
Final Teacher Evaluation Summary.....	29
Domain Ratings Given.....	30
Rationale for Ratings Given	31
Guidelines for Student Growth.....	32
Student Learning Objectives and Monitoring Process	32
District-Wide Student Growth Calculation	33
Student Learning Objective Template	36
Research, Reports, Resources, and References.....	37
Sample Goals.....	38

Purpose

The purpose of the Battle Creek Public Schools teacher evaluation system is to promote high quality teaching and learning across the district. The BCPS evaluation system is designed to prepare, support, and develop expert teachers who regularly engage in powerful teaching practices to ensure that all students achieve. The ultimate goal of the evaluation process is to make sure that all students make a minimum of one year's growth for one year of instruction.

The criteria for the evaluation of teachers are contained within this handbook, in the form of indicators that describe teacher behaviors in each domain, and rubrics that identify teacher performance as highly effective, effective, minimally effective, and ineffective. Remediation to teachers who have been rated ineffective in a domain takes the form of a Performance Improvement Plan (PIP) that contains an action plan of activities to be carried out by the teacher and the qualified observer/support staff in order to bring about improvement in the deficient area.

The Performance-Based Evaluation System for teacher level staff of BCPS appraises staff in four domains: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.

To that end, the BCPS evaluation system includes:

- Opportunities for teachers to provide their own evidence of how they have met district and school goals through the implementation of practices and strategies that have been linked through research to increased student achievement.
- Opportunities for teachers to reflect on their teaching, set goals and receive feedback that leads to improved professional practice.
- Optional forms for teachers to collect evidence of their professional practices both within and outside the classroom.

Governing Guidelines

The BCPS Evaluation system draws upon the parameters set forth in **Revised School Code Act 451 of 1976 Section 380.1249** which requires that the evaluation system:

- Evaluates the teacher's or school administrator's job performance **at least annually** while providing timely and constructive feedback.
- Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor.
 - For the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data.
 - For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data.
 - Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data.
- Includes specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals
- Includes a midyear progress report for a teacher who is in the first year of the probationary period, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:
 - The midyear progress report shall be based at least in part on student achievement.
 - The midyear progress report shall be aligned with the teacher's individualized development plan.
 - The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.
 - The midyear progress report shall not take the place of an annual year-end evaluation.

- Includes classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:
 - The manner in which a classroom observation is conducted shall be prescribed in the evaluation tool.
 - A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
 - A classroom observation does not have to be for an entire class period.
 - Unless a teacher has received a rating of effective or highly effective on his or her two most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

Additional information can be found at www.legislature.mi.gov

Teacher Evaluation Quick Reference

(See next page for definition of common terms)

Structured Observations

Minimum ONE structured observation to be completed by May 1st and followed by a feedback dialogue between the observer and teacher (teachers may request additional structured observations if they prefer and as mutually agreed with evaluator).

Learning Visits

To be used as a part of the summative evaluation.

- Minimum TWO learning visits by December 15th teachers in good standing.
- TWO additional learning visits by May 1st for teachers in good standing.

Mid-Year Review

Mid-year review with completed rubric and feedback dialogue with all staff to be completed by February 15th.

Teacher in Need of Support

- Minimum TWO structured observations to be completed by March 22nd with at least 60 days between the first and the last observation.
- Minimum TWO learning visits by December 15th for teachers in need of support.
- TWO additional learning visits by May 1st for teachers in need of support.
- Professional Improvement Plan (PIP) to be developed collaboratively and submitted to Human Resources by May 15th.
-

Summative/Final Evaluation

Conference held with teacher to discuss completed evaluation rubric, professional practice rating, and to review artifacts collected by the teacher in support of the final evaluation rating. **Due to Human Resources by June 1st.**

Professional Growth Plan

All teachers will complete a PGP in collaboration with their supervisor. Professional Growth Plans must be completed no later than November 1st with revisions as needed but no later than January 15th.

Glossary of Common Terms

Artifacts	Items from a teacher's practice that become evidence to support teacher effectiveness in meeting the Battle Creek Public Schools' standards and expectations.
Coaching	The support for learning provided by someone who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors and technical skills. The goal is to help an individual see his/her own patterns of behavior through someone else's eyes into prompt reflection, goal setting, and action to increase the desired results.
Collaboration	Ongoing communication among professionals using a variety of formats to discuss, plan and implement content.
Differentiated Instruction	Learning opportunities, created for students by the teacher, that address students individual strengths and learning needs.
Direct Explicit Instruction	Explicit instruction is systematic, direct, engaging, and success oriented. It is a collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach grade level content to all students.
Formative Assessment	A process of measurement that is designed to give teachers feedback on their progress toward a set of skills, understandings, or knowledge. The goal of formative assessment is to enhance performance by providing clear indicators of progress and identifying what has been done successfully as well as areas for improvement.
Learning Visit	Observations of practice that are brief, usually 10 to 15 minutes in length, and may focus on a particular component of the lesson/unit or on a specific standard. All conclude with follow-up in writing to provide immediate feedback to the teacher in order to improve instruction and/or monitor the progress of professional practices and district initiatives. Feedback is provided within 5 days of the visit.
Professional Learning Community (PLC)	A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It includes professionals who come together to seek improvement in their schools and support their cohorts in the process of development.
Professional Growth Plan (PGP)	The professional growth plan is a goal-setting tool that helps an experienced teacher provide focus and direction to improve practice. Goals must be meaningful and help stretch teachers to higher levels of performance and effectiveness. Goal should meet smart criteria: specific, measurable, attainable, relevant and time-bound. Goals may serve as a plan for support, coaching and formative assessment throughout the year. Professional goals may also serve as a part of the summative evaluation teacher.
Structured Observation	Observations of practice that are generally the length of one full lesson, class period, or a minimum of 30 minutes. The observation may focus on a particular component of the lesson/unit or on a specific standard. Feedback is provided within 5 days of the observation.
Student Learning Objective (SLO)	A student learning objective is a measurable, long-term academic growth target that teachers set at the beginning of the school year for all students or for subgroups of students. Student learning objectives demonstrate a teacher's impact on student learning.
Summative /Final Evaluation	A process designed to collect and evaluate evidence of teacher performance and effectiveness using standard, predetermined criteria. This evaluation normally occurs at the end of an evaluation cycle and includes the information gathered from learning visits, structured observations, the professional growth plan, data reviews and the completed teacher evaluation rubric.

BATTLE CREEK PUBLIC SCHOOLS TEACHER EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
1A Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little to no knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Notes				
1B Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and occasionally attempts to attain this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students within the class as a whole. There is evidence that he/she is using this knowledge to improve instruction.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains and uses this knowledge to tailor instruction for individual students.
Notes				

Domain 1: Planning and Preparation – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
1C Selecting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit valid methods of assessment. The outcomes can reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed in a valid manner. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be validly assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Notes

1D A system is in place to determine student strengths and weaknesses on concepts identified in the state assessments, grade-level or course content expectations, or other approved learning standards.	The teacher does not have a system in place.	A system is in place but is not being used by the teacher.	The teacher has a system in place, is clearly using the system, and students are instructed according to needs. Uses Tier I intervention applying two doses of instruction to students below benchmark.	The teacher has a system in place, students are instructed according to needs, and individual student progress is being charted and used for goal-setting; students are actively involved in charting and using data about their progress. Continuous Tier I intervention and applies Tier II additional building support for students below benchmark.
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Notes

Domain 1: Planning and Preparation – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
<p>1E Designing Coherent Instruction & Assessment</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for specific groups of students.</p>	<p>The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs. The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been made clear and the teacher uses assessment results to plan future instruction for individual students.</p>

Notes

Domain 1: Planning and Preparation – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
1F A baseline for learning has been established.	Teaching is directed by the textbook or source material with no reference to the state assessments, grade-level or course content expectations, or other approved learning standards.	Teaching is directed by the state assessments, grade-level or course content expectations, or other approved learning standards, as well as the textbook and other classroom materials, with no reference to prior student performance.	Previous scores on state administered tests or other standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current levels of student performance at the beginning of the term or as students enter the class.	Previous scores on state administered tests, standardized and/or local/teacher made benchmark testing that encompasses learning levels on at least a marking period basis are recorded and utilized to determine modifications for instruction; students are involved in tracking their own learning.

Notes

1G Desired results for student learning are clearly defined and in agreement with the state assessments, grade-level or course content expectations or other approved learning standards.	Teacher cannot find or does not use the grade-level or course content expectations, or other approved learning standards.	Teacher can identify sections of the grade-level or course content expectations, or other approved learning standards for which he/she is responsible but does not translate into lesson plans or student assessment.	Units of study from state assessments, grade-level or course content expectations, or other approved learning standards are referenced in lesson plans and identified on assessments.	Groups of students and/or individual student progress on specific state assessments, grade level or course content expectations or other approved learning standards, and appropriate end-of-course tests indicators are followed until mastery is achieved. Students identify their goals for learning and reflect on progress.
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Notes

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
2A Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or insensitive to student's cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to student's cultures and levels or developments. A classroom community is evident.
Notes				
2B Establishing a Culture of Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.
Notes				

Domain 2: The Classroom Environment – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
2C Managing Classroom Procedures and Student Behavior	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. There is little evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the student's dignity.	Students contribute to the seamless operation of classroom outlines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs. There are signs that the teacher encourages the students to take an active role in monitoring the standards of behavior.
Notes				
2D Managing Student Behavior	There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students and is successful.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction.
Notes				

DOMAIN 3: INSTRUCTION

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
3A Communicating with Students	Expectations for learning, directions, and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' culture or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for student's cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to student's cultures and levels of development, and anticipates possible student misconceptions.

Notes

3B Using Questioning and Discussion Techniques	The teacher's questions are low level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Teacher uses a variety of questions including open-ended when appropriate. Teacher encourages all students to participate in the discussion and steps aside when appropriate.	Questions are marked by high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.
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Notes

Domain 3: Instruction – Continued

Component	Ineffective – 0 points	Minimally Effective - 1 point	Effective – 2 points	Highly Effective – 3 points
3C Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. Students are engaged in work of a high level or rigor. The lesson is adapted to the needs and interests of individuals, and the structure and pacing allow for student reflection and closure.
Notes				
3D Using Formative Assessment in Instruction	Formative assessment is rarely used in instruction, either through monitoring of progress by the teacher or students or feedback to students. There is little or no evidence the teacher checks for understanding. Students are not aware of the assessment criteria used to evaluate their work.	Formative assessment is occasionally used in instruction through some monitoring of progress of learning by the teacher. Checking for understanding during instruction occurs but may be episodic and unreliable. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative assessment is used in instruction, through self-assessment by students, monitoring of progress/ checking for understanding of learning by the teacher, and high-quality feedback to students, though sometimes not in a timely manner. Students are fully aware of the assessment criteria used to evaluate their work. There is little compelling evidence that the formative data collected is used for tailoring instruction.	The teacher continually checks for understanding and uses assessment in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources in a timely manner. Formative assessment data and information is clearly used to inform instruction.
Notes				

Domain 3: Instruction – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
3E Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions or when students experience difficulty. The teacher blames the students or their home environment for performance or achievement difficulties.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Notes

3F Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	Pacing of instruction based on student progress is not identifiable.	Pacing of instruction based on student progress has been identified but is not consistently connected to state and local learning goals.	Pacing of instruction based on student progress is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction based on student progress is in agreement with state and local goals, and allows for flexible grouping and individual student mastery of benchmarks. Student input is used to determine next steps in learning.
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Notes

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
4A Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines, and contributes to a negative culture.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by, with minimal contribution to a positive culture.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. The teacher contributes to a positive culture.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in school. The teacher displays the highest standards of ethical conduct and is a leader in producing a positive culture.

Notes

4B Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and students participate by tracking their own records and using them in goal setting.
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Notes

Domain 4: Professional Responsibilities – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
4C Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program.

Notes

4D Participating in a Professional Learning Community or Team	The teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional learning community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional learning community and to school and district events and projects, and assumes a positive leadership role among the faculty.
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Notes

Domain 4: Professional Responsibilities – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
4E Growing and Developing Professionally	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback.

Notes

4F Analyzes, interprets and reflects on student growth	There is no evidence the teacher analyzes, interprets or reflects on student growth.	The teacher occasionally analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth and is refining instruction according to analysis. The teacher involves students in this process.
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Notes



Resources

PROFESSIONAL GROWTH PLAN

Suggestions for Supervisors and Teachers in Goal Setting: Utilizing the Framework for Professional Practice

Teaching/Learning Goals

1. *Improvement Goals – Refining Current Practices*

- Goal addresses Domains 1, 2 or 3 of Framework for Professional Practice.
- Purpose of the goal is to improve a more basic skill (managing student behavior) or a more complex skill (engaging students in learning).
- Goal reflects a desire to improve something already found in teacher's current practice.
- Goal should be set by an individual, rather than a team.
- Product for this goal generally includes classroom observation or some form of artifact collection to demonstrate desired improvement.
- Goal is usually a one year goal.

2. *Renewal Goals - Acquisition of New Skills or Knowledge*

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

3. *Redesign or Restructuring Goals - Doing Things Differently*

- Goal relates to the components or elements of the Framework for Professional Practice.
- Goals should lead to new ways of doing things (project-based learning, non-graded rooms, developing interdisciplinary teams in high schools).
- Goal would require additional resources and time.
- Purpose of goal would be to provide a new way of thinking about and demonstrating the importance of the domains.
- Product for this goal should include a rationale for the change, the desired student outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for revaluing all relevant outcomes of the change.
- Teachers should work toward this goal as a team.
- Goal should be a two- or three-year goal.

Program or Curriculum Goals

1. *“Deepening” Goals – Organizing Curriculum Around Deepening Student Understanding*
 - Goal focuses on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts).
 - Teachers could work toward this goal individually or as a team.
 - The product for this goal should include a rationale, what students should know and be able to do as a result of this work, and a plan for assessing student learning and evaluating the merit of the changes.
 - Goal could be a one-, two-, or three-year goal, depending on the scope of the project.
2. *“Integrating” Goals – Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts Across Different Content Areas*
 - Goals would focus on developing integrated lessons, units and courses.
 - This work could be done individually or in teams.
 - Products should include rationale, desired student outcomes, necessary materials, recommended teaching practices, and a plan for assessing student learning and evaluating the merit of the activity.
 - Goals should be for two or three years, depending on the scope of the effort.
3. *“Engaging” Goals – Designing Learning Experiences to Engage Students*
 - Goals would focus on developing curriculum plans, materials and related activities that attend specifically to increasing the engagement of students in the work on the classroom.
 - Goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages.
 - Product should include desired student outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and a plan for assessing student outcomes and the merit of the process.
 - This work could be done by an individual or a team.
 - Goals could be for one, two or three years, depending on the scope of the plan.
4. *“Assessing” Goals – Designing Activities and Experiences Determining What Students Have Learned and What They Can Do*
 - Goal would focus on developing new or alternative assessments to measure or describe student learning.
 - Work could be done individually or in teams.
 - Product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction.
 - Goals could be for one, two or three years, depending on the scope of the plan.

Adapted from: *Teacher Evaluation to Enhance Professional Practice*, Danielson & McGreal, 2000, pages 112-113.

Professional Growth Plan

Teacher _____ School _____ Area/Grade _____

Plan Start Date _____

Components addressed in this plan:

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> Instruction |
| <input type="checkbox"/> Classroom Environment | <input type="checkbox"/> Professional Responsibilities |

Specific Goal(s):

Activities to meet the goals of this plan:

Indicators of progress to be collected:

Resources needed for plan activities:

Administrator's plan to support:

Next meeting date for follow-up: _____

- See attachments

Teacher Signature

Date

Administrator Signature

Date



BCPS 2013-14 Evaluation Timeline

Teacher in Need (TIN)?

Call HR Department ASAP

Try to ensure that notification is received early in the fall.

Important Dates

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Review of Professional Improvement Plan (TIN) | October 31st |
| <input type="checkbox"/> 1 st Structured Observation with dialogue (TIN) | December 15th |
| <input type="checkbox"/> 1 st Learning Visit and follow-up dialogue (TIN) | December 15th |
| <input type="checkbox"/> 2 nd Learning Visit and follow-up dialogue (TIN) | January 25th |
| <input type="checkbox"/> 3 rd Learning Visit and follow-up dialogue (TIN) | February 22nd |
| <input type="checkbox"/> 4 th Learning Visit and follow-up dialogue (TIN) | March 15th |
| <input type="checkbox"/> 2 nd Structured Observation with dialogue (TIN) | March 22nd |
| <input type="checkbox"/> Final rubric review/revision for Teacher in Need (TIN) | April 1st |
| <input type="checkbox"/> Completion of PIP for continuing or new (TIN) | May 15th |

All Teachers - 1st Semester

- | | |
|---|---------------------------------|
| <input type="checkbox"/> Professional Growth Plan with Professional Dialogue | November 1st |
| <input type="checkbox"/> Student Learning Objectives set and defined (<i>all</i>) | November 15th |
| <input type="checkbox"/> Two (2) Learning Visits with Professional Dialogue | December 15th |

All Teachers - 2nd Semester

- | | |
|---|---------------------------------|
| <input type="checkbox"/> Mid-Year Teacher Evaluation Rubric Review/Feedback
(<i>Optional – Revision and review of PGP</i>) | February 15th |
| <input type="checkbox"/> One (1) Structured Observation | May 1st |
| <input type="checkbox"/> Two (2) Learning Visits with Professional Dialogue | May 1st |
| <input type="checkbox"/> End-of-Year Final Evaluation and Rubric Completion | June 1st |

Note: All teachers must have one structured observation completed by May 1st. It is recommended that building leaders complete 50% of structured observations by March 1st.

Learning Visit Checklist

Staff Member: _____	School: _____	Date: _____
Duration of Visit: _____	Grade/Area: _____	# of Students: _____
Lesson(s) Observed: _____		Observer: _____

Planning and Preparation

The staff member:

1. Demonstrates knowledge of content	Y	N	N/A
2. Selects instructional outcomes	Y	N	N/A
3. States instructional outcomes	Y	N	N/A
4. Designs lesson aligned to instructional outcomes	Y	N	N/A
5. Uses student assessment to plan for future instruction	Y	N	N/A

Notes: _____

Classroom Environment

The staff member:

6. Interacts with students in a polite and respectful manner	Y	N	N/A
7. Establishes a classroom culture with high expectations for students	Y	N	N/A
8. Establishes clear standards of conduct	Y	N	N/A
9. Responds to classroom misconduct appropriately and respectfully	Y	N	N/A

Notes: _____

Instruction

The staff member:

10. Clearly communicates expectations for learning to students	Y	N	N/A
11. Clearly communicates directions to students	Y	N	N/A
12. Uses a variety of questioning and discussion techniques	Y	N	N/A
13. Uses appropriate activities, assignments, and materials	Y	N	N/A
14. Uses formative assessment in instruction	Y	N	N/A
15. Demonstrates flexibility and adjusts instruction as needed	Y	N	N/A

Notes: _____

Learning Visit Discussion Guide

(Completed by the administrator and discussed with the teacher within 5 school days)

Teacher _____ School _____

Date _____ Area/Grade _____

Duration of Visit _____ Number of Students _____

Lesson(s) Observed _____

*Comments may be made in one or more of the following areas as observed in the classroom.

I. Preparation and Planning:

II. Classroom Environment:

III. Instruction:

Must be submitted to HR by June 6th

Structured Observation Form

Teacher _____ School _____

Date _____ Area/Grade _____ Duration of Visit _____

Number of Students _____ Lesson(s) Observed _____

Lesson Overview:

Strengths of the Lesson

Focus Areas for Growth

We have participated in a conversation on the above items.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

Mid-Year Teacher Evaluation Rubric Review Form

Teacher _____ School _____

Date _____ Area/Grade _____

I. Preparation and Planning:

II. Classroom Environment:

III. Instruction:

IV. Professional Responsibilities:

V. Review of progress on student growth data (MAP or other student achievement data)

❖ Mid-Year Review

_____ Requires mid-year adjustments to plan for continuous improvement

_____ No adjustment to plan for continuous improvement required at this time



112
 Must be submitted to HR by June 6th

Final Teacher Evaluation Summary

Teacher: _____ Academic Year: _____
Building: _____ Evaluator: _____

OVERALL RATING:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

TEACHER EVALUATION RUBRIC POINTS

	Subscale Score	Weighting Factor	=	Total
Planning & Preparation	_____	0.6945	=	_____
Classroom Environment	_____	2.778	=	_____
Instruction	_____	1.389	=	_____
Professional Responsibilities	_____	0.6945	=	_____
Subtotal Rubric Score				_____
Student Growth Score*	_____	1.0	=	_____
Grand Total				_____

STUDENT GROWTH SCORE SCALE FOR MAP FOR EACH CONTENT AREA (READING AND MATH)

80-100% students achieve fall-spring typical growth	→	7.5 points
75% students achieve fall-spring typical growth	→	6.0 points
70% students achieve fall-spring typical growth	→	4.5 points
65% students achieve fall-spring typical growth	→	3.0 points
60% students achieve fall-spring typical growth	→	1.5 points
<60% students achieve fall-spring typical growth	→	0 points

OVERALL RATING SCALE

85-100 points	Highly Effective
70-84 points	Effective
40-69 points	Minimally Effective
0-39 points	Ineffective

*Generated from various combinations of MAP, MEAP/MME, and SLOs, depending on teaching position

DOMAIN RATINGS GIVEN

Domain 1: Planning and Preparation		0	1	2	3
1A	Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B	Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C	Selecting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D	A system is in place to determine student strengths and weaknesses on concepts identified in the state assessments, grade-level or course content expectations, or other approved learning standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E	Designing Coherent Instruction & Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F	A baseline for learning has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1G	Desired results for student learning are clearly defined and in agreement with the state assessments, grade-level or course content expectations or other approved learning standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2: The Classroom Environment		0	1	2	3
2A	Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B	Establishing a Culture of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C	Managing Classroom Procedures and Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D	Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3: Instruction		0	1	2	3
3A	Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B	Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C	Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D	Using Formative Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E	Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3F	Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4: Professional Responsibilities		0	1	2	3
4A	Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B	Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C	Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D	Participating in a Professional Learning Community or Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E	Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4F	Analyzes, interprets and reflects on student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Ratings Given

Must be submitted to HR by June 6th

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Teacher Signature

Date

Administrator Signature

Date

** Signatures indicate only that the teacher has reviewed this document with the administrator.*



BCPS Guidelines for Student Growth Draft Proposal for Educator Evaluation

The BCPS Evaluation Design Committee understands that no single data point can paint a complete picture of a teacher’s performance. To that end, the BCPS evaluation system allows for the use of multiple measures to determine whether teachers have met performance expectations. The data collection guidelines approved by the committee include:

- Objective measures of student academic growth that connect students’ progress on standardized assessments to individual teachers,
- Other possible measures like performance on district-wide or teacher-generated assessments,
- Classroom observations centered on evidence of student learning,
- Teacher/supervisor co-created objectives.

In accordance with the guidelines set forth in **revised School Code Act 451 of 1976 Section 380.1249**, BCPS teaching staff in grades K-10 must use data from the NWEA MAP assessment as a part of the evaluation. Additionally, all staff must include building progress on the MEAP as a measure of performance in order to build a shared commitment to the overall success of the building and district. Also, staff may include evidence of their effect on student learning through the following “Student Learning Objective and Monitoring Process” by setting at least one (1) Student Learning Objective that is mutually agreed upon by the teacher and their supervising administrator (see below for additional details).

STUDENT LEARNING OBJECTIVE AND MONITORING PROCESS

Across grade-levels, subjects, and student types, a wide variety of learning measures may be appropriate for teacher goal setting. The following principles should help guide the selection of measures and targets, recognizing that very few if any assessment will fully meet all of these criteria.

- Goals *should be oriented on student growth*. That is, goals should take into account the learning level where students start, and seek ambitious but reasonable growth for the students.
- Goals *should be aligned to meaningful standards*. One implication is that for grades and subjects that use one or more of the following district approved assessments, goals should include data collected using one of the following:
 - MLPP
 - Unit Assessments
 - Fountas & Pinnell Benchmark Assessment
 - Growth Portfolios
 - Art Exhibitions/Band or Music Performances
 - District Approved Common Assessments
 - WIDA
 - IEP Goals
 - Student Performance/Project Based
 - Performance Based Assessments
 - MAP Skills Assessments
- *Targets should be ambitious and reasonable*. Depending on the learning measure, ambitious but reasonable goals could take many different forms. In general, goals should reflect at least a year’s worth of learning, and potentially more.

- *Scoring should be validated when possible.* Many measures of learning growth will, by necessity, be teacher generated and graded. Whenever possible, the student learning should be validated, whether through validated external assessments, teacher scoring groups, spot checking, rubrics or some other mechanism.

DISTRICT-WIDE STUDENT GROWTH CALCULATION

Educator Group – K - 1 teachers (25 points)

Weight	Reading Measures	Math Measures
30% (7.5 pts.)	MAP reading growth score (scaled)	MAP math growth score (scaled)
5% (1.25 pts.)	Building MEAP reading AMO (yes/no)	Building MEAP math AMO (yes/no)
15% (3.75 pts.)	Teacher selected student learning objective (yes/no)	Teacher selected student learning objective (yes/no)

Educator Group – 2nd - 5th Grade teachers (25 points)

Weight	Reading Measures	Math Measures
25% (6.25 pts.)	MAP reading growth score (scaled)	MAP math growth score (scaled)
7.5% (1.875 pts.)	Teacher-linked MEAP reading achievement (scaled)	Teacher-linked math MEAP achievement (scaled)
5% (1.25 pts.)	Building MEAP reading AMO (yes/no)	Building MEAP math AMO (yes/no)
12.5% (3.125 pts.)	Teacher selected student learning objective (y/n)	Teacher selected student learning objective (y/n)

Educator Group – Title I Reading teachers (25 points)

Weight	Measures
65% (16.25 pts.)	Caseload – MAP reading growth (scaled)
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 6th - 7th Grade ELA teachers (25 points)

Weight	Measures
50% (12.5 pts.)	MAP reading growth score (scaled)
15% (3.75 pts.)	Teacher-linked MEAP reading achievement (scaled)
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 8th Grade ELA teachers (25 points)

Weight	Measures
65% (16.25 pts.)	MAP reading growth (scaled)
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 6th - 7th Grade Math teachers (25 points)

Weight	Measures
50% (12.5 pts.)	MAP math growth score (scaled)
15% (3.75 pts.)	Teacher-linked MEAP math achievement (scaled)
10% (2.5 pts.)	Building MEAP math AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 8th Grade Math teachers (25 points)

Weight	Measures
65% (16.25 pts.)	MAP math growth (scaled)
10% (2.5 pts.)	Building MEAP math AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 6th - 8th Grade Science teachers (25 points)

Weight	Measures
65% (16.25 pts.)	MAP science growth (scaled)
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 6th - 8th Grade Social Studies; ECE, REACH, K-8 Art, Music, PE, Tech, Special Education, and other non-core (25 points)

Weight	Measures
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
10% (2.5 pts.)	Building MEAP math AMO (yes/no)
40% (10 pts.)	Teacher selected student learning objective 1 (yes/no)
40% (10pts.)	Teacher selected student learning objective 2 (yes/no)

Educator Group – 9th Grade Science teachers (50 points)

Weight	Measures
65% (16.25 pts.)	MAP science growth (scaled)
10% (2.5 pts.)	Building MEAP reading AMO (yes/no)
25% (6.25 pts.)	Teacher selected student learning objective (yes/no)

Educator Group – 9th - 10th Grade ELA teachers (50 points)

Weight	Measures
65% (32.5 pts.)	MAP reading growth (scaled)
10% (5 pts.)	Building MME reading AMO (yes/no)
25% (12.5 pts.)	Teacher selection of student learning objective (yes/no)

Educator Group – 11th - 12th Grade ELA teachers (50 points)

Weight	Measures
20% (10 pts.)	Building MME reading AMO (yes/no)
40% (20 pts.)	Teacher selection of student learning objective 1 (yes/no)
40% (20 pts.)	Teacher selection of student learning objective 2 (yes/no)

Educator Group – 9th - 10th Grade Math teachers (50 points)

Weight	Measures
65% (32.5 pts.)	MAP math growth (scaled)
10% (5 pts.)	Building MME math AMO (yes/no)
25% (12.5 pts.)	Teacher selection of student learning objective (yes/no)

Educator Group – 11th - 12th Grade Math teachers (50 points)

Weight	Measures
20% (10 pts.)	Building MME math AMO (yes/no)
40% (20 pts.)	<i>Teacher selection of student learning objective 1 (yes/no)</i>
40% (20 pts.)	Teacher selection of student learning objective 2 (yes/no)

Educator Group – 9th - 12th Grade Science, Social Studies, Art, Music, PE, Special Education, and other non-core (50 points)

Weight	Measures
10% (5 pts.)	Building MME reading AMO (yes/no)
10% (5 pts.)	Building MME math AMO (yes/no)
40% (20 pts.)	Teacher selected student learning objective 1 (yes/no)
40% (20 pts.)	Teacher selected student learning objective 2 (yes/no)

Educator Group – BCAMSC and other non-core staff not assigned to a building (25 points)

Weight	Measures
50% (15 pts.)	Teacher selected student learning objective 1 (yes/no)
50% (15 pts.)	Teacher selected student learning objective 2 (yes/no)



STUDENT LEARNING OBJECTIVE TEMPLATE

Teacher _____ School _____ Area/Grade _____

School Year: _____

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

What content will the SLO target? To what related standard is the SLO aligned?

Assessment

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above targets for student growth within the interval of instruction?

Teacher Signature

Date

Administrator Signature

Date

Research, Reports, Resources and References

The information contained within this document is based upon countless hours reviewing the current literature on value-added assessments, student growth measures, and effective teacher evaluation. Many ideas were borrowed from districts and states that have been engaged in a value-added evaluation model for several years. Below you will find supplementary resources, links to other models and additional information.

Research and Reports

Measuring Teachers' Contributions to Student Learning Growth for Non-Tested Grades and Subjects

Resource: <http://www.eric.ed.gov/PDFS/ED520722.pdf>

State Council for Educator Effectiveness Report and Recommendations (p. 70-86), for the Colorado State Board of Education

Resource: www.cde.state.co.us/educatoreffectiveness/downloads/report%20&%20appendices/scee_final_report.pdf

More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems by Craig D. Jerald and Kristan Van Hook

Report based on Research conducted by the National Institute for Excellence in Teaching (NIET), the Milken Family Foundation and other leading institutions

Resource: http://www.tapsystem.org/publications/eval_lessons.pdf

A Quality Teacher in Every Classroom: An Evaluation System that Works for California.

This report is one in a series to be released by ACT and examines teacher evaluation.

Resource: http://nsrc.stanford.edu/sites/default/files/ACT-a%20quality%20teacher%20in%20every%20classroom_0.pdf

Selecting Growth Measures: A Guide for Educational Leaders

A Report commissioned by the Gates Foundation and written by Battelle for Kids, this guide examines seven key considerations in choosing a growth measure.

Resource: <http://www.battelleforkids.org/how-we-help/strategic-measures/student-growth-measures>

References

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition by Charlotte Danielson

Sample Goals

Goals listed below are for idea promotion only. The evaluator, as noted on the "Student Learning Objective Template," will require additional detail.

- Students will grow, on average, at least 4 F & P Levels between fall and spring.
- 80% of students scoring Basic on Math pretest will reach proficient level on Math post-test.
- 80% of student "showcase portfolios" will meet a satisfactory rating on school-wide rubric.
- Median score of at least 80% on English II Quarterly Assessment #4 (summative exam).
- 90% of final portfolio presentations attain the level of "shows significant improvement" or "shows outstanding improvement" on rubric at year-end review.
- 80% of "Artist Spotlight" booklet submissions show growth AND achieve a rating of at least "Good" (>40/50) on rubric and are published in our end-of-year famous artist profiles magazine.
- Facilitator/Coach - Goal: 80% of the teachers will understand the process of using data in their classroom, as a department, and grade level. Assessment: The selected group of teachers will help implement data teams at the school. We will use a pre-survey about how they use data in their classroom, as a department, and as a grade level in order to shape their instruction.
- 80% of the students who attend 85% of classes or more will score a three or better on the district seventh grade world history post-test Assessment: End of Course Assessment.
- Students will meet two or more IEP goals in literacy and two or more IEP goals in math by Spring 2014.
- 80% of the students who attend 85% of the year will be proficient in 6 out of 7 Work Sampling Mathematical Thinking Performance Indicators. The remaining percentage of students will be "in process" in 6 out of 7 performance indicators.
- Each of the students will score at 10 or better on the Teacher/Student created rubric for writing clear, coherent reflections that show higher order thinking skills based on a given reading assignment. This would show an increase of the students score on the first reflection which scored at 6 points or lower
- **VOCAL MUSIC** - 80% of students with an 85% attendance rate will be able to move their bodies appropriately to describe tempo, mood, and dynamics while listening to various styles of music.
- 80% of students in second grade will be able to sing a song on sol/mi/la while using the appropriate Curwen hand signals or will be able to play a song on barred instruments using sol/mi/la.
- 80% of students with an 85% attendance rate will be able to read and play three 8-beat rhythm patterns using ta (quarter notes), ti-ti (two eighth notes), and sh (quarter rest).
- 80% of students in fifth grade will be able to identify and describe the differences between three pieces of music from the Middle Ages, the Classical period, and/or 20th Century.
- **VISUAL ARTS** - 80% of students in second grade will create an artistic example ("composition") using the element of line and other elements of design, shape, value, texture, color, form, space, and time, etc.
- 80% of students with 85% attendance rate will demonstrate proficiency in a minimum of three or more visual media (e.g., paints, chalk, pastels, pencil, and crayon).
- 80% of students with 85% attendance will identify visual images in works of art with multicultural themes (e.g., King Tut, Nefertiti, Mt. Fuji, Sumo wrestler, samurai, Aztec, Mayan and Incan symbols).

- 80% of students in fifth grade will be able to recognize predominant elements of design in a work of art.
- 85-90% of students will perform at proficient performance level on six of six units.

Appendix C FCS Admin and Teacher Evaluation Docs

EVALUATION FOR ADMINISTRATORS

School Year: _____

FORM AES 1

Employee Name: _____

Position: _____

Location/Department: _____

Evaluator: _____

Date Planning Completed: _____

Date Mid-Year Review Completed: _____

Date Summary Completed: _____

INSTRUCTIONS

Definition of Terms:

- Expectations: Five FCS Expectations for Instructional Leadership
- Rubrics: Rubrics developed for each of the five FCS Expectations for Instructional Leadership
- Indicators: Characteristics in each rubric
- Targets: School/department student achievement measures, measures of behavior including student attendance, and student/teacher/parent feedback as well as other measures linked to student success
- Goals: Professional growth goals identified during the target/goal setting meeting
- Rating: Summary based on compilation of the administrator's progress toward targets and goals

Part I: Rubrics

- Use the rubric indicators to guide planning and provide a summary rating of the administrator. Summary rating is to be completed for each of the five rubrics.

Part II: Planning Meeting: Setting Annual Targets, Goals and Professional Development Plans

- Evaluator completes the comments section for each of the rubrics.
- Record targets and three-to-five annual professional growth goals aligned with one or more of the FCS Expectations for Instructional Leadership.
- Goals are to be accompanied by corresponding professional development/support provided by the evaluator or his/her designee.

Part III: Mid-Year Review

- Discuss and provide evidence of progress toward annual targets and goals and on professional development plans.
- Record progress toward targets and goals and on professional development.
- Determine the next steps in meeting the goals/targets.

Part IV: Summary Evaluation

- Complete the summary evaluation, including rating and comments on each rubric, the administrator's major contributions, and areas of strength and concerns based on progress made during the evaluation period. The evaluator reviews the professional development plan and whether the plan was completed.
- Discuss and provide evidence of progress toward annual targets and goals and on professional development plans.



Flint Community Schools Expectations for Instructional Leadership

Expectation: Vision/High Expectations

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Involves staff, students, parents and the community in shared expectations for the development of student academic achievement.</p> <p>Builds positive and productive relationships that foster partnerships with parents and the community to assure access, engagement and student success based on student needs as identified by SIP/DIP achievement data.</p> <p>Ensures that all students have a variety of options and opportunities for enrichment and learning by consciously allocating available resources in alignment with the vision, mission and educational goals of the schools.</p> <p>Works to assure vertical articulation among feeding and receiving schools to promote access, engagement and student success.</p>	<p>Uses various websites, newsletters and regular meetings and participates in various community events throughout the year to communicate shared and clear expectations for student academic achievement to all staff, parents, students and the community.</p> <p>Ensures that partnerships with all stakeholders promote a culture of access, equity, student success, and engagement.</p> <p>Ensures equity for all students by prodding and encouraging students to access a variety of options and opportunities for enrichment and learning.</p> <p>Monitors expectations and holds staff accountable for student academic success. Provides continuous feedback to all staff.</p> <p>Builds a positive culture and climate by celebrating progress and achievements of students/staff.</p>	<p>Communicates expectations for student academic achievement with some stakeholders</p> <p>Builds relationships in the community that foster partnerships with parents and the community which communicates access, engagement and student success</p> <p>Ensures that students have a variety of option and opportunities for enrichment and learning.</p> <p>Aligns the School/District Improvement Plan with the school/district's vision of high expectations for student achievement.</p>	<p>Does not communicate expectations with stakeholders</p> <p>Parents and the community are welcome to the school and district.</p> <p>Does not ensure students access to options and opportunities for enrichment and learning.</p>



Expectation: Laser-Like Focus on Student Achievement

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Conducts visits daily to classrooms that have specific focus (aligned to SIP), monitor progress using criteria shared with teachers in advance, and shares feedback to assist teachers with meeting student performance goals.</p> <p>Meets with teachers weekly in grade level/department meetings to monitor and analyze progress by and across grade level in implementing district-developed curriculum and guides.</p> <p>Conducts professional development walkthroughs weekly with appropriate personnel - teachers, principals, coaches, and/or content specialists - to calibrate their understanding of rigorous instruction.</p> <p>Leads staff in monthly review, analysis and use of multiple sources of data (including attendance and discipline data) to improve student achievement and school climate and to determine effectiveness of interventions.</p> <p>Convenes groups of students and meets with students regularly to discuss learning and suggestions for improving instruction.</p> <p>Creates a climate for, and models, the integration of technologies to enhance teaching and learning in all aspects of his/her work.</p>	<p>Conducts visits daily to classrooms that have specific focus (aligned to SIP/DIP), monitor progress using criteria shared with teachers in advance, and shares timely feedback to teachers.</p> <p>Meets with teachers weekly in grade level/department meetings to monitor progress in implementing district-developed curriculum and guides.</p> <p>Conducts regular collegial professional development walkthroughs.</p> <p>Monitors use by teachers and staff of student data and district-provided tools in making effective and appropriate decisions about interventions for students.</p> <p>Visits classrooms regularly to talk with students about their progress and their learning.</p> <p>Leads opportunities in the effective use of instructional technologies to enhance teaching and learning.</p>	<p>Conducts visits periodically to classrooms that have specific focus (aligned to SIP), monitor progress, using criteria shared with teacher in advance, and results in feedback to teachers.</p> <p>Meets with teachers periodically in grade level/department meetings to monitor progress in implementing district-developed curriculum and guides.</p> <p>Meets regularly with academic coaches to assess progress in implementation of district curriculum, research-based instructional strategies, and interventions, and to plan professional learning opportunities.</p> <p>Can choose intervention strategies appropriate to identified students based upon analysis of assessment data.</p> <p>Talks regularly with students to discuss progress in learning.</p> <p>Seeks opportunities to apply technology to enhance teaching and learning.</p>	<p>Visits classrooms without providing feedback with staff.</p> <p>Does not meet with teachers in grade level/department meetings to monitor progress.</p> <p>Meets infrequently with academic coaches to discuss school's progress in implementation of the district curriculum and support for teachers.</p> <p>Identifies areas of need but is not familiar with intervention strategies to address student needs.</p> <p>Analyzes but does not provide data on student achievement to teachers, parents and/or staff.</p> <p>Uses technology minimally in daily work.</p>

Flint Community Schools Expectations for Instructional Leadership

Expectation chosen: Data-Based Decision Making

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Utilizes various data sources to evaluate the effectiveness of curriculum implementation, instruction, programs and interventions towards progress in meeting school/district improvement goals/targets.</p> <p>Achieves significant closure of the achievement gaps by 25%.</p> <p>Applies, monitors and evaluates needs assessment data to make decisions and plan school improvement for all students (Accelerated, At Risk, ESL).</p> <p>Creates a culture where all decisions are supported with the appropriate data systems and technology.</p>	<p>Collects, analyzes and uses multiple data sources regularly to lead professional development, professional conversations, and meetings with staff, students, parents, and community towards attaining school/district improvement goals/targets.</p> <p>Ensures that all administrators and teachers review data (ongoing) with all students to promote ownership and to set personal improvement goals and interventions.</p> <p>Collaboratively conducts needs assessments and uses data from district data systems to make decisions and plan for school/district improvement in order to meet established goals/targets.</p> <p>Facilitates and leads the use of technology and data systems to enhance student achievement.</p> <p>Articulates school’s progress in raising student achievement using data sets that are current, multiple, classroom based and linked to the school/district improvement plans.</p>	<p>Monitors data by charting individual, grade level, and whole school progress for all content areas towards attaining school/district improvement goals/targets.</p> <p>Conducts needs assessment and shares data with administrators, teachers and staff to complete the school/district improvement plans.</p> <p>All stakeholders are aware of school/district improvement goals and progress is posted for all to see. (i.e. Teachscape, Attendance, Data Walls)</p> <p>Uses technology and data systems to monitor student progress.</p>	<p>Multiple data sources are collected.</p> <p>Data is used to compare students, classes and schools.</p> <p>Conducts needs assessment to complete SIP/DIP.</p> <p>Aware of technology and data systems available for use.</p>

Flint Community Schools Expectations for Instructional Leadership

Expectation: Professional Learning

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Differentiates professional study groups and collegial conversations are differentiated based on student needs aligned with current school/district improvement.</p> <p>Conducts collegial walkthroughs are conducted regularly to gather evidence of best practices, feedback is shared with all staff and a written plan exists for identified staff.</p> <p>Analyzes and uses data conversation to assist individual teachers to design professional growth plans tied to best practices and school/district improvement.</p> <p>Functions as a collaborative learning community in which all staff members contribute to improvement.</p> <p>Builds capacity through regular P.D. and support so that all teachers have deep knowledge of content, instructional strategies and interventions tied to school/district improvement plan goals and current data sets.</p> <p>Leads professional development for colleagues and/or organizations about current educational initiatives.</p>	<p>Focuses professional study groups and collegial conversations on current school/district improvement goals and increasing student achievement and student needs.</p> <p>Uses collegial walkthroughs to gather evidence of best practices, encourage reflection and to offer targeted feedback in order to identify instructional supports needed.</p> <p>Ensures data conversations are conducted to focus on curriculum implementation, instructional best practices and school/district improvement initiatives.</p> <p>Has collaborative learning communities contributing to school/district wide improvement.</p> <p>Organizes P.D. and supports so that all teachers have deep knowledge of content, instructional strategies and interventions tied to school/district improvement goals.</p> <p>Demonstrates involvement in professional learning opportunities to strengthen personal knowledge of current educational initiatives.</p>	<p>Ensures professional study is evident but there is no direct connection to data and school/district improvement goals.</p> <p>Conducts regular collegial walkthroughs, identifies and provides support.</p> <p>Conducts data conversations and identifies areas of need.</p> <p>Organizes and aligns P.D. to school/district improvement goals.</p> <p>Researches and studies “best practices” information and considers possibilities.</p>	<p>Shows little evidence of collegial learning activities.</p> <p>Lacks instructional focus in administrator walkthroughs and does not provide consistent feedback or instructional supports.</p> <p>Reviews data periodically.</p> <p>Organizes and conducts P.D. as required.</p> <p>Attends professional development sessions.</p>

Expectation: Effective Organization to Support Learning

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Internal and external stakeholders are invited to participate in regular discussions and celebrations of progress toward goals and objectives, and in the annual revision of the school/district improvement plan.</p> <p>Is recognized for extending the positive climate into all interactions with the community.</p> <p>Limits interference from administrative tasks by being proactive in anticipating requests, and building a support team that shares responsibility for completing tasks.</p> <p>Provides opportunities regularly for parents and community to celebrate student progress and achievement.</p> <p>Guides professional learning communities in which all instructional staff are accountable to each other for student growth and success.</p> <p>Obtains and targets resources strategically to address all needs identified in the school/district improvement plan.</p> <p>Uses the employee evaluation system to assure high quality performance among all employees. Aligns school/district professional development to the individual growth areas identified during evaluations.</p>	<p>School/District improvement plan is collaboratively developed, monitored, evaluated, and adjusted annually by all stakeholders using a needs assessment. (i.e. SPR/DPR)</p> <p>Builds and sustains a positive climate that fosters professionalism, promotes quality customer service and respects cultural and ethnic diversity.</p> <p>Responds to administrative /operational tasks efficiently while maintaining an average of four hours each day in classrooms, instructional meetings, monitoring instruction.</p> <p>Celebrates individual and collective progress and/or achievements regularly.</p> <p>Establishes shared ownership for capacity building among all instructional staff and models clear and decisive action when expectations for improvement are not met.</p> <p>Identifies and manages resources to adequately support curriculum and instruction.</p> <p>Aligns employee evaluations to the school/district improvement plan, clarifies expectations for employee performance and growth, and provides continuous feedback on employee performance.</p>	<p>Improvement plan objectives and school-wide activities are known by teachers and staff, and are referenced regularly in meetings and communications.</p> <p>Promotes teacher/staff ownership for the successful operation and climate of the school.</p> <p>Responsive to and follows administrative directives, policies and regulations and meets appropriate deadlines for assignments.</p> <p>Provides positive feedback to teachers/staff and students about their progress and achievements based on data or evidence.</p> <p>Identifies the strengths and growth areas for all instructional staff, and provides feedback on progress collectively and individually regularly.</p> <p>Manages resources efficiently.</p> <p>Uses the evaluation system to clarify expectations and each employee's strengths and areas of growth.</p>	<p>Improvement plan is developed by the principal and/or a few teachers/staff based on previous year's plan.</p> <p>Fails to provide an orderly climate in which students and teachers are in classrooms and learning for the full instructional time.</p> <p>Fails to complete administrative or operational assignments on time.</p> <p>Is positive in interactions with colleagues, teachers, staff and students.</p> <p>Recognizes and articulates challenges and shortcomings.</p> <p>Identifies and articulates resource needs.</p> <p>Completes employee evaluations without much thought.</p>

PART II – PLANNING MEETING: ANNUAL GOALS/TARGETS AND PROFESSIONAL DEVELOPMENT PLAN

Vision/High Expectations

Comments: _____

Laser Like Focus on Student Achievement

Comments: _____

Data-Based Decision Making

Comments: _____

Professional Learning

Comments:

Effective Organization to Support Learning

Comments:

School Year Goals/Targets	Special Support or Assistance Needed and Evidence to be Provided ¹³²

Professional Development Needs	Recommended Training and/or Other Action Plans

My signature acknowledges the mutual review and concurrence with the above responsibilities, objectives, goals, and developmental plans.

Employee

Date

Evaluator

Date

PART III: MID-YEAR REVIEW

School Year Goals/Targets	Progressing	Not Progressing	Evidence/Comments

My signature acknowledges the mutual review and concurrence with the above responsibilities, objectives, goals, and developmental plans.

Employee

Date

Evaluator

Date

Vision/High Expectations – RATING _____

Comments: _____

Laser Like Focus on Student Achievement – RATING _____

Comments: _____

Data-Based Decision Making – RATING _____

Comments: _____

Professional Learning – RATING _____

Comments: _____

Effective Organization to Support Learning – RATING _____

Comments: _____

School Year Goals/Targets	Achieved	Not Achieved	Evidence/Comments

Professional Development Needs	Recommended Training and/or Other Action Plans	Completed		Comments
		YES	NO	

1. **Major contributions and/or Areas of Strength:**

2. **Performance Difficulties and/or Areas of Concern:**

3. **Overall Performance Description:** Highly Effective Effective Minimally Effective Ineffective

Does employee's performance necessitate the use of an Improvement Plan? Yes No

(If yes, consult with the Human Resources Department before conducting the performance review.)

4. Employee's Comments:

137

5. Evaluator's Comments:

My signature acknowledges the mutual review and concurrence with the above responsibilities, objectives, goals, and developmental plans.

Employee

Date

Evaluator

Date

Human Resources Department's Signature: _____

Date: _____



STUDENT GROWTH TEACHER EVALUATION

The measurement of student growth constitutes a significant portion of the evaluation. Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System. Student growth constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP) and local (DRA, STAR, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

The evaluator shall consider **each** of the following when evaluating the Student Growth Measurement:

Indicator Met:			<u>EVALUATION INDICATORS</u>
YES	NO	N/A	1. Teacher supports and implements district and building school improvement initiatives in the classroom.
YES	NO	N/A	2. Teacher actively participates in the school improvement planning process.
YES	NO	N/A	3. Teacher implements strategies and activities developed by school improvement teams.
YES	NO	N/A	4. School shows adequate progress toward meeting school improvement goals as defined by the school improvement plan.
YES	NO	N/A	5. Teacher actively participates as a member of a professional learning community as established by each building.
YES	NO	N/A	6. Teacher actively participates in the district’s curriculum implementation process. i.e. lesson design, conditions for learning, pacing guides
YES	NO	N/A	7. Teacher effectively uses formative, interim and summative assessments to drive instruction and to assess student knowledge and understanding of content.
YES	NO	N/A	8. School meets AMO targets on state assessments [MEAP/MME]
YES	NO	N/A	9. Student(s) demonstrates minimally a year’s growth for a year’s instruction on local assessments. i.e. STAR, DRA, TABE, GED, Common Grade Level/Course Assessments, IEP Goals

INDICATOR SUMMARY:

*Evaluation Indicators **NOT** met **MUST** be addressed in this comment section.*

*In order to be rated “Effective” or “Highly Effective”, a teacher **MUST** meet growth indicator 9 AND at least 5 of the remaining indicators. This does not apply to non-instructional certified staff.*



Self-Assessment Worksheet

Date of self assessment: ___/___/___

Teacher: _____

School year: _____

Review the rubrics for each of the four domains. After reflection, complete this self-assessment worksheet, assessing your levels of performance in each of the domains. Be prepared to discuss your performance with your principal or other administrator assigned to assess your teaching performance.

Key: I = Ineffective M = Minimally Effective E = Effective H = Highly Effective

Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Assessing Student Learning				
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
Domain 3: Instruction				
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Engaging Students in Learning				
3d. Providing Feedback to Students				
3e. Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities				
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Contributing to the School and District				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				

Teacher Evaluation

Date: _____

Teacher _____

Subject: _____

School: _____

Time: From: _____

To: _____

Examples of Strengths in Anecdotal Form:

Areas Needing Improvement in Anecdotal Form:

Professional Assistance Given:

Plan of Action:

- a. Recommendations for Improving Performance and Length of Time for Achieving Results:

- b. Consequences if No Improvement:

Year-End Evaluation Rating

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Recommendation

- Tenure Teacher
- Continue Tenure Contract
 - Terminate Tenure Contract
 - Retain At Present Salary
- Non-Tenure Teacher
- Renew Contract
 - Give Tenure Contract
 - Do Not Renew Contract

I have read the above evaluation.

I understand that my signature does not constitute a concurrence or approval and that I may grieve the evaluation if I believe it to be untrue or to have been accomplished by a method or procedure not in accordance with the Master Teacher Contract. I understand, also, that I may have a representative of my professional organization present at this evaluation conference session with my supervisor or principal.

Remarks by Teacher:

Teacher _____

Evaluator _____

Date _____

Date _____

HR/LA/03/2012

This is a professional report and must be kept in approved confidence.

(This form is to be processed and a copy given to the teacher at the conference session.)

One copy each to Human Resources/Legal Affairs, Evaluator, and Employee

Teacher Performance Report

Date: _____

Teacher: _____

Subject: _____

School: _____

Time: From: _____

To: _____

Examples of Strength in Anecdotal Form:

Areas Needing Improvement in Anecdotal Form:

Professional Assistance Given, Recommended or Requested:

Recommendations for Improving Services (Including a Reasonable Length of Time to Achieve the Improvements):

If Improvement Is Not Shown, the Following Disciplinary Action May Occur:

General Comments:

Evaluator _____

Date _____

One copy each to Human Resources/Legal Affairs, Evaluator, and Employee

STUDENT GROWTH TEACHER EVALUATION

The measurement of student growth constitutes a significant portion of the evaluation. Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System. Student growth constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP) and local (DRA, STAR, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

The evaluator shall consider each of the following when evaluating the Student Growth Measurement:

- (1) Teacher supports and implements district and building initiatives in the classroom.
- (2) Teacher actively participates in the school improvement planning process.
- (3) Teacher implements strategies developed by school improvement teams.
- (4) School shows adequate progress toward meeting school improvement goals as defined by the school improvement plan.
- (5) Teacher actively participates as a member of professional learning communities as established by each building.
- (6) Teacher actively participates in the district’s curriculum implementation process.
- (7) Teacher effectively uses formative and summative assessments to drive instruction and to assess student knowledge and understanding of content.
- (8) Student(s) demonstrates adequate (year for a year) growth on standardized assessments [MEAP/MME, (Explore, PLAN, ACT)].
- (9) Student(s) demonstrates adequate growth on local assessments (DRA, STAR, Common Grade Level/Course Assessments).

Evaluator Comments

Remarks by Teacher:

Dated: _____

Teacher

Dated: _____

Evaluator

HR/LA/03/2012

This is a professional report and must be kept in approved confidence.

One copy each to Human Resources/Legal Affairs, Evaluator, and Employee

Appendix D Memorandum of Understanding



Pride. Performance. Potential.

3 West Van Buren Street, Battle Creek, Michigan 49017-3079

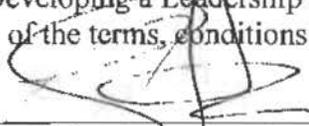
LINDA HICKS, Ed.D.
 SUPERINTENDENT OF SCHOOLS
 Phone: 269-965-9465
 Fax: 269-965-9474
 E-mail: lhicks@battle-creek.k12.mi.us

May 20, 2014

Battle Creek Public Schools affirms its participation in the proposed project "Developing a Leadership Pipeline and Renewing Schools" submitted by Western Michigan University to the U.S. Department of Education on May 23, 2014. As a collaborating partner, Battle Creek Public Schools shall provide a lead person to serve as the district level co-project director for the duration of the project and beyond. BCPS will support the project team in selecting 20 teachers and 5 principals for participation on the grant. BCPS is committed to utilizing grant funding for teacher and leader incentives. Additionally, BCPS agrees to sustain the leadership pipeline after grant completion.

We believe it is through progressive and engaging instruction and leadership that BCPS will reach all students in order to ensure they are prepared for the next stage of their lives. Our mission, vision, and goals can be summarized simply as successful completion of high school, high student achievement, development and well-being of the "whole child", communication with parents and stakeholders, and maintenance of district facilities. We feel this project aligns with and advances our mission.

In accordance with the grant parameters, Battle Creek Public Schools will receive approximately \$150,000 each year for three years (total \$450,000.00) to provide participant incentives and other related expenses for fulfilling grant requirements. By signing below, I affirm Battle Creek Public Schools' commitment to the proposal, "Developing a Leadership Pipeline and Renewing Schools Simultaneously," and agree to all of the terms, conditions and assurances as required by the grant proposal and program.


 Dr. Linda Hicks, Superintendent, Battle Creek Public Schools


 Mr. William Burton, President of the School Board

(b)(6)

Ms. Barbara Giallombardo, Representative of the Teacher Union

Office of the Superintendent

923 E. Kearsley Street • Flint, MI 48503 • Phone (810) 760-1249 • Fax (810) 760-7450

Larry E. Watkins, Jr.
Interim Superintendent
Phone: (810) 760-1249
Fax: (810) 760-7450
lwatkins@flintschools.org

Monaca Wood
Administrative Assistant
mwood@flintschools.org

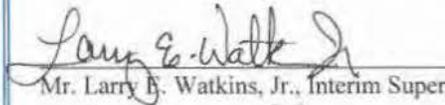
May 20, 2014

To Whom It May Concern,

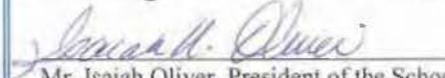
Flint Community Schools affirms its participation in the proposed project "Developing a Leadership Pipeline and Renewing Schools" submitted by Western Michigan University to the U.S. Department of Education on May 23, 2014. As a collaborating partner, Flint Community Schools shall provide a lead person to serve as the district level co-project director for the duration of the project and beyond. FCS will support the project team in selecting 20 teachers and 5 principals for participation on the grant. Flint Community Schools is committed to utilizing grant funding for teacher and leader incentives. Additionally, agrees to sustain the leadership pipeline after grant completion.

We believe it is through progressive and engaging instruction and leadership that Flint Community Schools will reach all students in order to ensure they are prepared for the next stage of their lives. Our mission, vision, and goals can be summarized simply as successful completion of high school, high student achievement, development and well-being of the "whole child", communication with parents and stakeholders, and maintenance of district facilities. We feel this project aligns with and advances our mission.

In accordance with the grant parameters, Flint Community Schools will receive approximately \$150,000 each year for three years (total \$450,000.00) to provide participant incentives and other related expenses for fulfilling grant requirements. By signing below, I affirm Flint Community Schools' commitment to the proposal, "Developing a Leadership Pipeline and Renewing Schools Simultaneously," and agree to all of the terms, conditions and assurances as required by the grant proposal and program.



Mr. Larry E. Watkins, Jr., Interim Superintendent, Flint Community Schools



Mr. Isaiah Oliver, President of the School Board, Flint Community Schools

(b)(6)

Ms. Jorgina Rubin, Acting President, Congress of Flint School Administrators

(b)(6)

Ms. Ethel Johnson, President, United Teachers of Flint

MEMORANDUM OF UNDERSTANDING: Leadership Pipeline Grant (MOU) between the Board of Trustees of Western Michigan University and Collaborating Partners (CPs)

THIS MEMORANDUM OF UNDERSTANDING describes the shared commitments, goals, and strategies that will be implemented to ensure the success of the “Developing a Leadership Pipeline and Renewing Schools Simultaneously” (if the project is funded in accordance with the incorporated 5/23/14 grant proposal submitted to the US Department of Education).

Western Michigan University, in collaborative partnership with Flint Community Schools and Battle Creek Public Schools, will develop and implement a leadership pipeline that will recruit and select 20 teacher leaders and five principals from priority schools as well as other schools within the collaborators districts. The selected cohorts will receive differentiated leadership training and professional development on school renewal based on individual needs consistent with the District’s plan for turning around its priority schools from WMU. The leadership training and professional development provided by WMU will have a particular focus on the uniqueness of urban school districts. The participating principals and teacher leaders will then engage in a school renewal process to improve their schools with an emphasis on priority schools within the District. Principals and teachers will be evaluated via locally mandated teacher and principal evaluation systems and incentives will be provided to support, place, and retain in the districts those leaders in the pipeline. Throughout the three-year project, principals and teacher leaders will be given autonomy and flexibility to improve their schools and develop resources to sustain the system after the grant award period ends.

In accordance with the grant parameters, WMU will provide professional development throughout the school year for each year of the grant. WMU will run focus groups, conduct interviews, and administer surveys to determine the professional development needs of the grant participants. Once the participant needs are determined, WMU will provide differentiated professional development and ongoing support to both Districts and schools involved in the grant. Collaborating partners have outlined and endorsed their programmatic and financial commitments to this project on the subsequent pages.

By signing below, I affirm the lead applicant’s (Western Michigan University) commitment to the proposed “Leadership Pipeline and Renewing Schools” project.

(b)(6)

Patti Van Walbeck, Assistant Treasurer for the Board of Trustees, Western Michigan University

Appendix E Budget

WESTERN MICHIGAN UNIVERSITY
U.S. Department of Education, Turnaround School Leaders Program
Budget Period 1, 2, 3 10/1/2014 - 9/30/17

Category	Year 1	Year 2	Year 3	Total
A. PERSONNEL	2014-15	2015-16	2016-17	
Salaries				
1. Project Director - Dr. Elizabeth Whitten, .75 FTE Summer time, 37.5% of AY salary	44,671	45,564	46,475	136,710
Project Director - Dr. Elizabeth Whitten, one AY course buyout, 12.5% of AY salary	14,890	15,188	15,492	45,570
2. Project co-Director - Dr. Luchara Wallace, 1.0 FTE summer time, 50% of AY salary	28,865	29,442	30,031	88,338
3. Co-Project Director - Dr. Jianping Shen, 1 AY course buyout, 12.5% of AY salary	15,238	15,543	15,853	46,634
4. 4 faculty members each year to help deliver modules (each equivalent to 1 summer course)	40,000	40,800	41,616	122,416
5. Project Manager, .25 FTE, 25% FY salary	8,000	8,160	8,323	24,483
6. Graduate Student assistant (hourly, \$20/hr for 115 hours each year)	2,300	2,300	2,300	6,900
TOTAL SALARIES	\$153,964	\$156,997	\$ 160,091	\$ 471,051
B. Fringe				
1. Project Director - Dr. Elizabeth Whitten, faculty summer rate, .2415, .2455, .2495	10,788	11,186	11,596	33,570
Project Director - Dr. Elizabeth Whitten, faculty AY rate, .5215, .5305, .5395	7,765	8,057	8,358	24,180
2. Project co-Director - Dr. Luchara Wallace, faculty summer rate, .2415, .2455, .2495	6,971	7,228	7,493	21,692
3. Co-Project Director - Dr. Jianping Shen, faculty summer rate, .2415, .2455, .2495	3,680	3,816	3,955	11,451
4. Four faculty members to help deliver 4 modules, faculty summer rate, .2415, .2455, .2495	9,660	10,016	10,383	30,060
5. Project Manager, faculty/staff FY rate, .5215, .5305, .5395	4,172	4,329	4,490	12,991
6. Graduate Student assistant, no fringe as enrolled student	0	0	0	0
TOTAL Fringe	\$ 43,036	\$ 44,632	\$ 46,275	\$ 133,943
C. EQUIPMENT				
NA				
TOTAL EQUIPMENT				
D. TRAVEL				
1. Travel to Directors meeting in DC (2 persons)	4,000	4,000	4,000	12,000
2. Team mileage and overnight stays due to inclement weather	4,000	4,000	4,000	12,000
3. Subsistence for training events and meeting with partner organizations	500	500	500	1,500
TOTAL TRAVEL	\$ 8,500	\$ 8,500	\$ 8,500	\$ 25,500
E. PARTICIPANT/TRAINEE SUPPORT COSTS & NUMBER OF PARTICIPANTS				
1. Travel				
Mileage (50 participants*140 miles*0.56*twice)	7,840	7,840	7,840	23,520
2. Subsistence				
Participant subsistence (50 participants*\$25/per*twice)	2,500	2,500	2,500	7,500
TOTAL PARTICIPANT COSTS	\$ 10,340	\$ 10,340	\$ 10,340	\$ 31,020
F. Supplies				
1. Materials and Supplies (printing and materials)	5,000	5,000	5,000	15,000
2. A computer and printer	4,000			
TOTAL Supplies	\$ 9,000	\$ 5,000	\$ 5,000	\$ 19,000
G. Other				0
1. Facility rental (\$4,000* twice)	8,000	8,000	8,000	24,000
2. Substitutes for teacher leaders (40 teachers*\$80/day*twice)	6,400	6,400	6,400	19,200
3. Subaward to Battle Creek Public Schools	150,000	150,000	150,000	450,000
4. Subaward to Flint Community Schools	150,000	150,000	150,000	450,000
TOTAL OTHER COSTS	\$314,400	\$314,400	\$314,400	\$ 943,200
H. TOTAL DIRECT COSTS	539,240	539,869	544,606	1,623,715
MTDC (total direct costs less participant support + subaward amount above \$25,000)	278,900	229,529	234,266	742,695
I. F&A COSTS				
50% MTDC in 1st yr, 51% of MTDC in yrs 2 and 3	139,450	117,060	119,476	375,985
TOTAL PROJECT COST	\$678,689	\$656,929	\$664,082	\$1,999,700

Appendix F Budget Narrative

Western Michigan University – Dr. Elizabeth Whitten**U.S. Department of Education – Turnaround School Leaders Program****Budget Narrative****Personnel (\$153,964 in yr 1, \$156,997 yr 2, \$160,091 yr 3, - \$471,051 total)**

Dr. Elizabeth Whitten, professor of special education, will serve as the project director. She will be responsible for supervising the function of the project; planning and coordinating the activities of the program; working directly with Battle Creek Public Schools in coordination of activities; reporting to the federal grant officer; and being in charge of financial matters. Dr. Whitten will spend 12.5% of her academic year time (one course release for one semester each year) and 75% of her summer time (three months, or 37.5% of her academic year salary with 2 percent annual increases in years 2 and 3) on this project.

Dr. Luchara Wallace, assistant professor of special education, will serve as project co-director. She will plan and coordinate the activities of the program and work directly with Flint Community Schools in coordination of their activities. Dr. Wallace will spend 100% of her summer time (4 months each year, 50% of her academic year salary with 2 percent annual increases in years 2 and 3).

Dr. Jianping Shen, professor of educational leadership, will serve as project co-director. Dr. Shen will be responsible for planning, coordinating, and carrying out the evaluation, research, and dissemination of the project, and assisting with reporting to the federal grant officer. He will spend 12.5% of his academic year time (one course release each academic year with 2 percent annual increases in years 2 and 3) on the project.

Four faculty members will help deliver 4 modules each summer. Each of these faculty members will spend approximately two months of summer work each on the project each year (22% of AY salary each with 2 percent annual increases in years 2 and 3).

A project manager will work 25% of her time (25% of fiscal year salary with 2 percent annual increases in years 2 and 3) on the project each year. The project manager will conduct the daily operations of the project.

A graduate student assistant will work 115 hours each year on the project (at rate of \$20/hour). This graduate student assistant will work on literature review, preparing training materials, and data entry and analysis, etc.

Fringe Benefits (\$43,036 in yr 1, \$44,632 yr 2, \$46,275 yr 3, - \$133,943 total)

Fringe benefits reflect established WMU assigned fiscal year and academic year (52.15%, 53.05%, 53.95%) and summer (24.15%, 24.55%, 24.95%) rates at the federal level for grant staff and faculty. The hourly graduate student assistant, as an enrolled student, is exempt from fringe.

Travel (\$8,500 in yr 1, \$8,500 yr 2, \$8,500 yr 3, - \$25,500 total)

Travel is budgeted for 2 team members to attend director's meetings with the USDE in Washington, DC (airfare at \$600/person/trip; lodging for 2 nights/trip at \$180/night; 3 days per diem at \$45/day, baggage, parking, and ground transportation).

\$4,000 is budgeted for team mileage and for overnight stays in case of inclement weather each year (@ .555/mile).

\$500 is budgeted each year for subsistence if budgeted for team members at training events and meetings with partner organizations.

Participant and Trainee Support (\$10,340 in yr 1, \$10,340 yr 2, \$10,340 yr 3, - \$31,020 total)

Mileage for participants is calculated at 140 miles per year X 50 participants X \$0.56/mile.

Participant subsistence is budgeted for two meetings (2 x 50 participants x \$25 per participant).

Materials and Supplies (\$9,000 in yr 1, \$5,000 yr 2, \$5,000 yr 3, - \$19,000 total)

\$5,000 is budgeted each year for consumables, including books for training, supplies and materials for modules. \$4,000 is budgeted in year one for a computer and a printer.

Other Costs (\$314,400 in yr 1, \$314,400 yr 2, \$314,400 yr 3, - \$943,200 total)

Facility rental fees for meetings are budgeted at \$4,000/meeting for two meetings each year.

\$6,400 each year is budgeted for substitutes for teacher leaders (\$40 X 40 X twice per year).

\$150,000 is budgeted each year for a sub-award to Battle Creek Public Schools. BCPS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

\$150,000 is budgeted each year for a sub-award to Flint Community Schools. FCS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers

and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

Total Direct Costs (\$539,240 in yr 1, \$539,869 yr 2, \$544,606 yr 3, - \$1,623,715 total)

Indirect costs (\$139,450 in yr 1, \$117,060 yr 2, \$119,476 yr 3, - \$375,985 total)

Indirect costs are calculated at WMU's federally negotiated rate of 50% year 1 and 51% years 2-3 of MDTC (total direct costs minus participant support and the amount of any sub-award above \$25,000).

Total Direct and Indirect Costs (\$678,689 in yr 1, \$656,929 yr 2, \$664,082 yr 3, - \$1,999,700 total)

Appendix G Summary of Survey Results

Summary of Survey Results and Qualitative Comments

Q1. Do you feel there is a need for the proposed collaborative project?			
BCPS		FCS	
Yes 97.5%		Yes 88.55%	
<i>What is your level of agreement with the emphasis of the project?</i>			
Q2. The project will enhance both school leaders' knowledge and skills while improving the conditions in which they function.			
BCPS		FCS	
Strongly Agree 72.5%	Agree 20.0%	Strongly Agree 57.60%	Agree 36.0%
Q3. The school is the unit for change with support from the central office.			
BCPS		FCS	
Strongly Agree 52.5%	Agree 40%	Strongly Agree 48.8%	Agree 40.0%
Q4. The unique conditions of each school must be considered within the turnaround process.			
BCPS		FCS	
Strongly Agree 77.50%	Agree 17.5%	Strongly Agree 63.2%	Agree 33.0%
Q5. The project will be job---embedded, action---oriented, and results---driven.			
BCPS		FCS	
Strongly Agree 80%	Agree 17.5%	Strongly Agree 60.16%	Agree 34.96%

Q6 How do you envision the sustainability of the project beyond the 3-year grant period?

Answered: 38 Skipped: 9

#	Responses	Date
1	Potential for local funding as well as general funds from the school district	5/19/2014 11:00 AM
2	The sustainability could come from the individuals being trained to pay it forward and train others.	5/19/2014 9:27 AM
3	After the three year grant if the results are what we all would hope I believe the community would support this endeavor financially.	5/19/2014 9:00 AM
4	If we put the strong leaders in place before the three year mark they should be able to carry on with the skills they have obtained	5/18/2014 10:13 AM
5	Through mentoring and coaching.	5/18/2014 8:55 AM
6	1.) Ideally, if implementation is done well, teacher-leaders and principals will a.) receive adequate support to truly transform their practices (as opposed to implement a few minor changes) and b.) stay within the district well after the project is ended to continue to maintain the changes that occurred during the project. 2.) Because the project has strong support from the central office, the teacher-leaders and principals may develop cohorts or "pods" that meet after the project to continue to share best practice, improve current practice, and sustain the changes that have been implemented.	5/17/2014 3:10 PM
7	Looking at the school data and using to support student and teacher learning.	5/16/2014 6:30 PM
8	Probably another grant.	5/16/2014 10:37 AM
9	I would like to see our district trust it's teachers again, provide a quality curriculum that will drive the results we want. We have Cafe' and Daily Five, but we need something to go with it so, our teaching is more deliberate with out more paper work to take up our time. We need to be working with the students more, and paper work less. Kids are being pushed so hard they are losing interest in education. I see power in project learning and hands on experiences. The pacing guide helps, but it is NOT ENOUGH. If we start this grant and it works, we need to stay with it, NOT QUIT and jump the next grant band wagon. This district has never been consistent in staying with something if it works. We just change and move on, consistency is key when children are involved. Scores won't change unless we have the same vision and stay with consistent leadership. A leadership who supports the teachers, so they can feel worthy and successful not beat down.	5/16/2014 6:45 AM
10	The project can only be sustained by supporting the teachers in the leadership roles with in-depth training from beginning to end of 3 year project.	5/15/2014 10:56 PM
11	Honestly , I don't see sustainability without district support. Currently, the district does not support our vision for transformation.	5/15/2014 9:47 PM
12	No vision	5/15/2014 9:40 PM
13	We know this is a challenge as various elements of the educational system continually change. However, consistency, which provides results, will ensure that elements of the project allow it to be sustained beyond the grant period. Leadership roles and support staff that are consistent in the project and beyond will be a key factor in success.	5/15/2014 8:25 PM
14	Parents need to be included in this process along with the teachers and students. To make this process successful our community needs to be involved and believe in the changes.	5/15/2014 2:22 PM
15	For this project to be sustainable beyond the 3 year grant period, the goals and attitudes of the project have to become part of the school culture. There needs to be staff 'buy in' to the project, which will only happen if they are convinced this is not a 'here today, and lost in the shuffle tomorrow' sort of project, and that there are resources available to implement suggested changes. Furthermore, the changes created by this project need to make teaching more effective, improve relationships with students and families, and increase hope of a better future for staff and students.	5/15/2014 12:30 PM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

16	I would hope that if we get this grant and it is successful we would be able to maintain the work with enthusiasm.	5/15/2014 11:58 AM
17	Not really sure. I guess it depends on how well the leaders perform as well as students during the project time period.	5/15/2014 11:09 AM
18	There has to be consistency in what is done and people involved need to be supported as well as a common goal for all to believe in and buy into the idea.	5/15/2014 11:06 AM
19	With a positive turnaround leading to increased enrollment, I see the sustainability being very possible.	5/15/2014 11:00 AM
20	I believe this process will enable us to change the culture at the schools. The success academy is a great foundation for the launch of this project. I believe our success will be easy to duplicate going forward.	5/15/2014 9:24 AM
21	If it is done correctly and with full support by all involved, I see that it could be very sustainable beyond 3 years.	5/15/2014 8:56 AM
22	With proper support I would assume that the project would continue led by the those that have received the training.	5/15/2014 8:51 AM
23	Checks from Western to see the program is continuing and still be effective.	5/15/2014 8:15 AM
24	Unsure	5/15/2014 8:01 AM
25	Keeping the program active through grants.	5/14/2014 11:27 PM
26	I don't know enough about the project to answer this question.	5/14/2014 10:04 PM
27	Sustainability will depend on the quality of the training and dedication to keeping those who are trained in Battle Creek.	5/14/2014 9:46 PM
28	Buy in from all stakeholders. Building and maintaining a good foundation in which to grow the transformation.	5/14/2014 9:20 PM
29	I don't know yet, since I don't really understand the nature and cost of the project itself.	5/14/2014 8:57 PM
30	I believe the grant project will only be sustainable if there is buy in from the Instructional Leadership Team. It needs to be approached slowly and assessed by the data that the building collects to proceed and alter the path of success.	5/14/2014 8:12 PM
31	During the grant period, systems of ongoing support should be embedded and planned for during the process.	5/14/2014 7:57 PM
32	If done correctly and with the needed support from all entities it will work. A huge problem is the high turnover in leadership that makes change very difficult when the process needs to start over each time there is a change in leadership.	5/14/2014 7:55 PM
33	Continued support and professional development.	5/14/2014 7:52 PM
34	BCPS will need to commit to a focus in order to sustain this opportunity.	5/14/2014 7:42 PM
35	The leaders that are involved must be committed to the project.	5/14/2014 6:22 PM
36	I see the district using the project as a springboard of gradual release throughout the district. First year as training then train the trainer follows until all schools are fully engaged in the project bb	5/14/2014 6:21 PM
37	District should fund the project through other grants or partnerships.	5/14/2014 5:09 PM
38	It will have to be a focus of the district with resources to support it. If it is successful initially, it should be easy to keep it going.	5/14/2014 4:07 PM

Q6 What do you see as key areas for professional development that will result in strong effective leaders for this district?

Answered: 99 Skipped: 53

#	Responses	Date
1	A system needs to be developed that will allow for disruptive students to be removed from the classroom and put in a different setting so that teachers can provide instruction for those students who interested in being successful both academically and socially. To that end, establishing and maintaining the appropriate culture within the building should be a top priority for both teachers and administrators.	5/22/2014 10:18 AM
2	Cultural sensitivity, organizational knowledge and skills, community awareness and flexibility.	5/22/2014 9:57 AM
3	More team building and some time in a classroom setting including self-contained rooms.	5/22/2014 9:50 AM
4	Building relationships common understanding of outcomes	5/21/2014 11:38 PM
5	Curriculum changes, technology and educational software mastery, engagement and discipline, locality awareness	5/21/2014 10:12 PM
6	clear vision, strong role models who have had success and will provide a process that all stakeholders will benefit from	5/21/2014 4:16 PM
7	A clear concise plan that is carried out, followed through on, and evaluated for weaknesses & strengths.	5/21/2014 3:22 PM
8	discipline, scheduling classes, learning how to have leadership skills and work with people, learning that teachers need to be supported	5/21/2014 1:54 PM
9	How to be an effective leader in a failing school.	5/21/2014 1:46 PM
10	Understanding the effects of the various conditions in our community: poverty-transient, trauma, violence. The physical health of our students-nutrition and exercise.	5/21/2014 1:28 PM
11	Relationship building rules and procedure District protocol Leadership skills for Women Leadership skills for men dealing with women Leading with the heart of a servant	5/21/2014 12:52 PM
12	Reading Apprenticeship--all district teachers need to be trained in this program and it needs to be implemented in all schools.	5/21/2014 12:21 PM
13	Gaining better techniques in engaging teachers to grow and not just stand the course that they have been using. Also, creating leaders that can allow their constituents to try new things/techniques and if they do not work out that's OK, move on to something else.	5/21/2014 11:34 AM
14	Clear definitions of expectations as defined by all state holders and supported by the administration.	5/21/2014 11:08 AM
15	Getting parents involved!!!	5/21/2014 11:00 AM
16	I see more encouragement from the central office. I feel if the programs are put in place for the teachers and others the central office should visit the schools and make sure things are going the way they should.	5/21/2014 10:54 AM
17	Teacher Evaluations Understanding Budgeting Common Core State Standards	5/21/2014 9:58 AM
18	Team building	5/21/2014 9:32 AM
19	Classroom management, accountability for student learning on both teacher and student,	5/21/2014 9:29 AM
20	.	5/21/2014 9:23 AM
21	Overall professionalism How other districts in America have survived	5/21/2014 9:22 AM
22	Development of District goals and full team collaboration for all employees, accountability, commitment to having our district existing for our present and future students	5/21/2014 8:42 AM

PR/Award # S377B140051

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

23	A consistent plan of action, actually follow through! Don't give up at the first bit of resistance.	5/21/2014 8:39 AM
24	Teachers who are open to new ways and ideas. Ideas to help teach students in a variety open-minded way. To give them the tools needed to achieve their high goals.	5/21/2014 8:24 AM
25	Team building for staff, students and parents.	5/21/2014 8:13 AM
26	Strong leaders must have good listening skills and the ability to change course when it is obvious that the direction being taken is not working.	5/21/2014 8:09 AM
27	Organizational behavior, school climate, classroom management, and instructional design for low achieving students.	5/20/2014 10:33 PM
28	Student achievement, student behavior and consequences for both student and parent. Attendance issues, parent moral and accountability. Education is important and valued.	5/20/2014 10:24 PM
29	strong knowledge of the district's mission human relations/communication management skills	5/20/2014 10:04 PM
30	Professional learning Communities understanding.	5/20/2014 7:42 PM
31	project based learning for struggling students reading	5/20/2014 6:27 PM
32	Poverty education, building relationships with parents and families, maintaining school safety and building effective, value-added community partnerships.	5/20/2014 6:24 PM
33	Monitoring the implementation of research based strategies and programs Providing productive feedback Providing support	5/20/2014 6:11 PM
34	Leadreship without bullying Finding & using the strengths of your staff members Family & community issues Spending time & money wisely	5/20/2014 4:44 PM
35	Class management and control. We need to stop trying to be our students friends and be their teachers.	5/20/2014 3:36 PM
36	To involve parent input/accountability for student grow and behavior!	5/20/2014 3:33 PM
37	Classroom Management Relationships	5/20/2014 3:28 PM
38	Better working relationship with staff!	5/20/2014 3:13 PM
39	communication to all members behavior management positive interactions	5/20/2014 3:01 PM
40	Key PD involves a deep understanding of what it means to be an instructional leader, an effective manager, and a relationship builder.	5/20/2014 3:01 PM
41	How to effectively teach students from poor urban areas and showing results of the this learning, as well as retention. How to better reach students who are falling in the gray areas or through the cracks as the result of absences, transience, and/or lack of parental support.	5/20/2014 2:52 PM
42	New and improved ways to reach parents as to the importance of their partnership in this process, working with peers to affect change, and fostering and motivating student buy in to the learning process.	5/20/2014 2:22 PM
43	Writing, Technology	5/20/2014 2:19 PM
44	Greater use of current technogoy in each classroom. Greater collaboration between teachers.	5/20/2014 2:18 PM
45	Leadership cannot be taught from a book, but rather it is a skill one already has and can be sharpened with proper training.	5/20/2014 2:00 PM
46	How to manage a building by TRULY using a SIP model where EVERYONE is expected to partake in the SIP team, work together to make building/curriculum decisions and follow through with the plan.	5/20/2014 1:50 PM
47	Ability to treat professionals with respect and not talk down to them because you believe you have all the answers or you think you have a level of superiority.	5/20/2014 1:41 PM
48	Participation in all.	5/20/2014 1:38 PM
49	Administrators should be taught to work better with staff, students, and parents.	5/20/2014 1:32 PM
50	PD covering how to do more with less.	5/20/2014 1:32 PM
51	The District Administrative Leadership needs to be trained in communicating better with all staff in the District about proposed changes and outcomes PR Award # S377B140051	5/20/2014 1:27 PM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

52	Talking to the folks from Cincinnati and letting the individual adopt the parts of their school turnaround into the individual schools as those within those schools feel in appropriate and do-able. Teaching leadership that being visible and available is of the utmost importance in a school.	5/20/2014 1:22 PM
53	Knowledge of content and curriculum, CCSS, discipline, and parent/community involvement.	5/20/2014 1:12 PM
54	Teamwork, curriculum knowledge, how to implement change and best practice instruction.	5/20/2014 1:10 PM
55	STEM, Common Core, Activity Based Learning, Business Partnerships within the classroom (Local Businesses that hire Flint Community High School Graduates), Teaching through movement, not constant lecture, Project Based Learning, 21st Century Job Skills Based Learning	5/20/2014 12:57 PM
56	Central Administration receiving PD in the area of what is happening in the individual schools and their need to support those schools v. fighting them on what needs to happen	5/20/2014 12:53 PM
57	time management, delegation and authority for staff members, mentorship, engaging community support, minimizing mindless paperwork	5/20/2014 12:31 PM
58	CCSS implementation	5/20/2014 12:29 PM
59	Professionalism. The principals need to behave in a professional manner and not try to intimidate their staff. Principals should be aware of what the goals for the district and buildings are, work to establish a good working relationship with the union and take teacher concerns about curriculum back to their staff meetings.	5/20/2014 12:27 PM
60	Psychology refresher to engage teachers and students. Current Adm can't get students to class on time. and make threats that they have no intention on enforcing. Say what you mean, and mean what you say.	5/20/2014 12:24 PM
61	Creating an educational environment that creates eager learners	5/20/2014 11:58 AM
62	classroom management	5/20/2014 11:58 AM
63	better understanding of students by actually sitting in classes and listening to staff. better housekeeping and more consistent discipline	5/20/2014 11:58 AM
64	Best Practices Instructional Learning Cycles Curriculum PD Team Building	5/20/2014 11:49 AM
65	knowledge of how to work with children of poverty management in the classroom	5/20/2014 11:47 AM
66	Budgets, Code of Conduct and procedures	5/20/2014 11:43 AM
67	Raising achievement for all students, in spite of community conditions	5/20/2014 11:42 AM
68	Strategies for increasing rigor in classroom practices	5/20/2014 11:41 AM
69	The leaders in this district need to BE KNOWLEGDEABLE, period. We have some of the worst principals and leaders being moved up in the ranks who have a PROVEN TRACK record of being ineffective!!! COLOR plays a KEY ROLE in who is chosen!! The leadership in the district is the reason we are in the situation we are in, not the teachers. Teachers are being asked to create curriculum, guidelines, plans, etc. then they are TURNED in by Coaches who are taking the credit!!! People are tuning a blind eye!!!	5/20/2014 11:37 AM
70	Interpersonal skills, encouraging attitude, diversity training, Pedagogy of all content, best practices, including parents/families in education, poverty training, service learning, avoiding racial biases, etc.	5/20/2014 11:28 AM
71	School Improvement Differentiated Instruction Common Core/Common Assessments Common Grading	5/20/2014 11:22 AM
72	1. Classroom management skills for K-12 teacher staff 2. Parent and Student sensitivity training for all staff to enhance Teacher/Student/Parent relationships in the school and Community perceptions of our teaching staff 3. Research based Behavior strategies for the classroom 4. Communication skills for the classroom teacher to promote improved communication with parents, students and the community as we move forward to service in our communities 5. Online Data collection and Record keeping to document and better support classroom outcomes 4. Behavior	5/20/2014 11:20 AM
73	Initial orientation for new employees, mentorship by other seasoned leaders. Training on how to work with difficult parents, cultural competencies.	5/20/2014 11:18 AM
74	Looking at the data across the grade levels and over time as it relates to student growth. All teachers need to be trained so that the school can award the \$377,000 not piece meal the process.	5/20/2014 11:15 AM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

75	What is a leader? Consistency rather than consistently inconsistent	5/20/2014 11:11 AM
76	Knowledge of their students, the State's goals and the tests that they are required to give	5/20/2014 11:02 AM
77	Training in working collaboratively with others within the schools system as well as the community.	5/20/2014 10:59 AM
78	Teachers must be respected members of the staff and viewed as leaders with the ability to affect change.	5/20/2014 10:59 AM
79	Types of disciplines for students in and out of classrooms.	5/20/2014 10:58 AM
80	Classroom Management,	5/20/2014 10:58 AM
81	Working with students. Every student is a unique individual with different needs and a different way he or she needs to be communicated with.	5/20/2014 10:46 AM
82	positive behavior support curriculum and instruction school-community relations/partnerships unique needs of urban students	5/20/2014 10:41 AM
83	More writing and reading workshops centered around ideas for teaching .	5/20/2014 10:40 AM
84	Motivating staff and students to emphasize the value of and how to overcome challenging and high expectations driven curriculum. 21st century teaching and learning.	5/20/2014 10:39 AM
85	student discipline working with poverty community connections student engagement staff morale, support, follow through	5/20/2014 10:35 AM
86	Setting attainable goals within a building; for teachers, support staff, students and parents. How to set expectations and standards from Day 1 and be consistent.	5/20/2014 10:33 AM
87	Skills for personal management. Being a people person and having common sense	5/20/2014 10:28 AM
88	none	5/20/2014 10:25 AM
89	Education, communication, and customer service.	5/20/2014 10:22 AM
90	Autonomy	5/20/2014 10:21 AM
91	We need to find ways to help ourselves and our students to be successful in our changing district. We need to start addressing the needs of our community family as well as our school needs.	5/20/2014 10:18 AM
92	Technology Strategies for overcoming inner-city issues Strategies for teaching science and math that engage students	5/20/2014 10:14 AM
93	Ability to make GOOD decisions; be a good listener	5/20/2014 10:14 AM
94	1, Classroom Management 2. Violence in schools 3. Understanding the environment in which our students live 4. Learning to love your career again	5/20/2014 10:12 AM
95	Developng Teacher's leadership skills	5/20/2014 10:09 AM
96	Increasing student engagement Leadership training in general/working with people	5/20/2014 10:09 AM
97	Understanding the socio-economic culture that the school works with.	5/20/2014 10:08 AM
98	Consistency through out the district in ALL areas	5/20/2014 10:06 AM
99	Use of data How to lead for change	5/20/2014 10:03 AM

Q7 What do you see as key areas for professional development that will result in strong effective leaders for this district?

Answered: 38 Skipped: 9

#	Responses	Date
1	Commitment to the community and an investment in the personal/professional development of the individuals as well as a network from another district that faces similar challenges.	5/19/2014 11:00 AM
2	Cultural competency and sensitivity	5/19/2014 9:27 AM
3	communication skills , community engagement , opportunities for service and freedom to lead initiatives with the support of central office .	5/19/2014 9:00 AM
4	A positive approach to accountability for all.. Positive community interaction.. Strong vision on academic success as well as behavior support	5/18/2014 10:13 AM
5	Relationship building	5/18/2014 8:55 AM
6	1.) Best practice pedagogy, especially around reading and math; 2.) Creating a welcoming and supportive building culture that focuses on developing strong relationships between staff, students, and families - seeing families as allies, not the opposition; 3.) developing the following mindsets among all staff: awareness of the impact of poverty and trauma on learning and behaviors; increased cultural competence and anti-racism training, especially but not exclusively as it relates to boys and young men of color; perceiving the community as an important partner to support educational outcomes - effectively mobilizing and utilizing community supports outside of the school (churches, non profits, health organizations, etc) to support children and families.	5/17/2014 3:10 PM
7	After looking and analyzing the school data. Using that data to support the need of teacher. Using their strengths and needs to drive the building professional development.	5/16/2014 6:30 PM
8	Building relationships, raising rigor, supporting diverse populations, increasing engagement	5/16/2014 10:37 AM
9	The keys needed to make strong effective leaders work in our district is to have TRUST in it's educators, Leaders who are helpful not a tattle tale to run back and say what's wrong with a building, We need a positive change, not more negative ones.	5/16/2014 6:45 AM
10	How to hold each other accountable in professional way, best teacher practices for classrooms and how to implement efficiently and effectively, how to monitor student growth	5/15/2014 10:56 PM
11	Teacher buy in and team building are necessary for our building to move forward. Also, the district needs to be willing to accept leaders from within our district. Currently, our building is all for building leadership from within, but the district tends to search outside for leadership.	5/15/2014 9:47 PM
12	Teachers and administrators who move from doing a job to doing what it takes over and above to insure kids are challenged to learn build study habits an meet high expectations of quality and timely work	5/15/2014 9:40 PM
13	The key areas for professional development will naturally need to be varied on each school's needs and cultura/climate. Every school will be different, however, a strong understanding of the CCSS is the most important. Developing a solid curriculum that has the CCSS embedded would be important for professional development. Researched based strategies (instructional or culture) that meet the individual school's needs for professional development will be important (ELL, socio-economic, neighborhood transformation, etc).	5/15/2014 8:25 PM
14	Building a community that embraces education. Leaders that can help teachers better understand learning differences that will help each child grow socially and academically.	5/15/2014 2:22 PM
15	(1) confidently helping to build a vision of what a particular school community looks like, focusing efforts towards building that vision, keeping the focus on the big vision while making necessary changes to accommodate reality. 2) Building effective teams 3) Providing ways for any staff, students, parents or other stakeholders with ideas for change/improvement, to share their ideas and possibly implement them within the shared vision of the school.	5/15/2014 12:30 PM
16	Team building Data driving instruction Behavior intervention strategies	5/15/2014 11:44 AM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

17	Each leader needs to learn how to work with diverse students because all students are not the same. How well the leaders interact with students is very important.	5/15/2014 11:05 AM
18	Have them teach for awhile to see how things have changed; they need to be supportive of their staffs and staff/building needs; they need support from the "downtown" offices; they need to know how to relate to all people and communicate effectively, not dictate	5/15/2014 11:06 AM
19	Making the most of limited resources. Creating systems for RtI (academic and behavior)	5/15/2014 11:00 AM
20	The way that we discipline, and treat youth in crisis. The problems with have in our schools is not the problem. They are not unique. We need leadership to be very unique in how we face the challenges that families, difficult students present to our schools. As a Crisis interventionist, I am excited and look forward to the mileage we can gain in this area.	5/15/2014 9:24 AM
21	Collaboration between teachers and administration, taking advantage of the skill sets that already exist within the district, ability to listen to stake holders and then take quick action	5/15/2014 8:56 AM
22	Continued development in the areas of how to best teach reading and writing to our students (i.e. through the use of CAFE, Daily 5), as well as continued development on the working documents to support grade level instruction in Literacy. Additionally, a district wide PBIS system will help to create a positive, proactive system with clear expectations for behavior in ALL buildings.	5/15/2014 8:51 AM
23	Support from central office and consistency.	5/15/2014 8:15 AM
24	Conflict Resolution How to deal with behaviors, holding students accountable Motivating: Creating a structure/positive environment	5/15/2014 8:01 AM
25	Focusing on the schools on an individual basis. Each school is different and requires a different professional development. Students are different in each school and each student may require a different type of instruction.	5/14/2014 11:27 PM
26	A unique understanding of our demographics and the challenges that come with that.	5/14/2014 10:04 PM
27	K-12 curriculum design and alignment and teaching with poverty in mind	5/14/2014 9:46 PM
28	Building relationships with our student population, learning to use data in a meaningful way, good instructional strategies	5/14/2014 9:20 PM
29	1. Clear improvement in the classroom atmosphere of the teacher-leader. 2. Training in relating to other teachers in a positive way.	5/14/2014 8:57 PM
30	Strong effective leaders need to be supported and given time to develop the skills to be successful. I have found our teacher driven walkthrough team to be a success at our building. The look fors are those pieces that we decide upon by a team based on our Theory of Action and School Improvement Plan as well as utilizing our building and district wide professional development. This would be a great professional development for buildings to create a safe, peer driven (lead not managed), and ultimately data driven with accountability by peers for use of professional developments.	5/14/2014 8:12 PM
31	Systems, processes, and implementation of best practices. Implementation and mentoring/coaching needs to be a priority.	5/14/2014 7:57 PM
32	Evaluation training Plc training RtI training Clear and present goals co constructed with building leaders and then give the leaders the chance to make the necessary changes for transformation.	5/14/2014 7:55 PM
33	climate and culture instructional leadership	5/14/2014 7:42 PM
34	Consistency in regards to discipline throughout the district, leaders ara that strong in instruction and assessment, and leaders that know how to develop more leaders	5/14/2014 6:22 PM
35	Train the trainers	5/14/2014 6:21 PM
36	Curriculum, Instruction, Reading Instruction Math Instruction, Structured Walk-through Training, Teacher evaluation, Using Data to inform Instruction	5/14/2014 5:09 PM
37	1) Evaluation 2) Critical conversations 3) Team building	5/14/2014 4:30 PM
38	Instruction, Intervention, Evaluation, Data Analysis and management, Communication, Systems training, Customer Service	5/14/2014 4:07 PM

Q7 How do you envision the sustainability of the project beyond the 3-year grant period?

Answered: 91 Skipped: 61

#	Responses	Date
1	In house training and professional development in order to make the program self-sustaining, to include partnerships with local businesses, foundations and educational entities.	5/22/2014 10:18 AM
2	If all components were put in place, the sustainability would exist; but it's extremely important that support from the funding source is continued.	5/22/2014 9:57 AM
3	As long as the data shows effectiveness and growth it will be a great success.	5/22/2014 9:50 AM
4	After three year partnership our district should be able to sustain from the training provided within the three year cycle. An ability to communicate with the facilitators thereafter would be a sustainability check point.	5/21/2014 11:38 PM
5	Mentoring to perpetuate the project, administrative commitment, embedded community connections	5/21/2014 10:12 PM
6	In order for change to be effective it is necessary to continue with the work beyond the grant period and that may be accomplished by keeping the lines of communication open / continuing to collaborate.	5/21/2014 4:16 PM
7	I don't know.	5/21/2014 3:22 PM
8	It will die out in 1 1/2 we'll wonder what ever happened to it, but there will be some ineffective rule left that we have to blindly follow	5/21/2014 1:54 PM
9	If the outcome is good and workable the district should be willing to go for it.	5/21/2014 1:46 PM
10	I envision that there should be a commitment between member and the district as well as the program. I think the local union should be a part of the process.	5/21/2014 12:52 PM
11	It is sustainable.	5/21/2014 12:21 PM
12	Sustainability is dependent on the success of the project. A successful project would equate to it becoming embedded in one's day to day actions.	5/21/2014 11:34 AM
13	Without additional monies, I do not see it being sustained.	5/21/2014 11:08 AM
14	I have no idea at this time.	5/21/2014 11:00 AM
15	I think that if we have a great turn around during the three yrs. we should continue after the three years are up.	5/21/2014 10:54 AM
16	Establish permanent committees	5/21/2014 9:32 AM
17	Seek outside sources, embed natural progression to the next step through previously learned effective leadership strategies.	5/21/2014 9:29 AM
18	.	5/21/2014 9:23 AM
19	entrusting the work to those who truly care and plan to see the work through	5/21/2014 9:22 AM
20	On -Going with cimmittment from State, Universities, Business, hopefully Mott Foundation and the GISD	5/21/2014 8:42 AM
21	Not sure.	5/21/2014 8:39 AM
22	The project will have a strong foundation to build upon. The sustainability will rely on the leaders chosen and the staff as they work as a team to continue on.	5/21/2014 8:24 AM
23	If there is buy in from the district, community and students we can sustain this project. Participants should all be prepared to work collaboratively to insure success.	5/21/2014 8:13 AM
24	I'm not sure how to answer this question.	5/21/2014 8:09 AM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

25	Through careful planning, data collection, review and continuous school improvement process.	5/20/2014 10:33 PM
26	Once parents and student realize School is important and a valued role in their lives. It should get easier to perform at as higher level.	5/20/2014 10:24 PM
27	collaboration with area partners	5/20/2014 10:04 PM
28	If the leadership skills provided through the project are utilized the sustainability of the project will increase. True leaders are trained to stay on the project throughout the cycle. Too many times the ability to follow through to the conclusion of an initiative is lost in this district.	5/20/2014 7:42 PM
29	If given the proper resources to see it through it would be a success.	5/20/2014 6:27 PM
30	Genuine buy-in from involved stakeholders, time for education/learning, planning for implementation process, planning for monitoring and reviewing implementation	5/20/2014 6:24 PM
31	Building leadership capacity will provide sustainability.	5/20/2014 6:11 PM
32	Always be on the lookout for another grant Partnerships with strong leaders in business, healthcare, and other areas of education	5/20/2014 4:44 PM
33	I see teachers regaining control of their classrooms,because without it no learning can take place!	5/20/2014 3:36 PM
34	To carry out communication and team support for individual school/coummunity	5/20/2014 3:33 PM
35	Continual District Support, Continual opportunities to meet, improvement monitoring.	5/20/2014 3:28 PM
36	What sure the money is spent in the way of best use for the school district.	5/20/2014 3:13 PM
37	The project can be sustained beyond the three-year grant by building capacity two-fold from the outset. In other words, there is a cadre within a cadre.	5/20/2014 3:01 PM
38	The project has to have the buy-in of the community, families, staff, school board, and administration as well as the commitment of everyone. These stakeholders will need to see results from the work, as well as a clear path forward to make continuous improvements within the walls of the school, in the homes of the children, and in the community.	5/20/2014 2:52 PM
39	It will take all 3 years to implement strong teacher leaders who are respected and seen as leading tgtheir peers and not just doing as their administrator bids. If there is teacher buy in to the leadership process by seeing teachers truly have a voice in the direction of the school, then perhaps there can be success.	5/20/2014 2:22 PM
40	Would need more information to answer that question	5/20/2014 2:19 PM
41	Would have to think more about the project and see how it unfolds before being able to answer this question.	5/20/2014 2:18 PM
42	I believe learning and implementing are the hard parts. If you get teacher buy-in and they see improvement, sustaining the project will not be hard. However, saying that, the continual movement of teachers from year-to-year, building-to-building will decimate the project. It is hard to get buy-in when so many people were not part of the plan and they know they probably won't be at that building again next year.	5/20/2014 1:50 PM
43	If it starts strong and remains strong then I think it will go beyond the three year. It is imperative that the "ball not be dropped".	5/20/2014 1:41 PM
44	Unknown	5/20/2014 1:38 PM
45	Will not succeed in attitudes of administrators towards parents, staff and students does not change.	5/20/2014 1:32 PM
46	There will need to be a review period and possibly another two years of grant money.	5/20/2014 1:32 PM
47	As shown by past experience once a grant project has been completed the District dies not put into place methods or money for them to be continued.	5/20/2014 1:27 PM
48	Letting the leaders within the school make decisions for the individual school and to be supported in those decisions by the powers that be within the school district but whose office is outside of the individual school.	5/20/2014 1:22 PM
49	Not sure.	5/20/2014 1:12 PM
50	Accountability and Fair Assessments with parental partnership (the project should not be implemented unless the parents are the focus of the project, not just the student) as a mandate of success or failure, not just test scores. PR/Award # S377B140051	5/20/2014 12:57 PM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

51	yes, if handled as proposed under the SIG process	5/20/2014 12:33 PM
52	If truly effective, school population will sustain schools	5/20/2014 12:31 PM
53	Unlikely to retain teachers and administrators through the three year process	5/20/2014 12:29 PM
54	I don't. If it doesn't work in the first year, only token support will be provided after that.	5/20/2014 12:24 PM
55	I think teachers and principals need to stay in same buildings and in same grade levels to be most effective.	5/20/2014 12:12 PM
56	College ready and prepared students	5/20/2014 11:58 AM
57	It won't happen	5/20/2014 11:58 AM
58	once each element is in place, it should be easy to continue enforcement and communication if everyone involved acts professionally and invests in their job	5/20/2014 11:58 AM
59	Mott Foundation Donors Choose Meemic Grants Business Partners-Meijer, Target, Staples provide educational grants or ways to earn money for schools	5/20/2014 11:49 AM
60	State support	5/20/2014 11:47 AM
61	A new group should begin	5/20/2014 11:43 AM
62	Localized support, embedded system of support for all schools (equity)	5/20/2014 11:42 AM
63	The job embedded nature of the project will help to build capacity as it is implemented and will promote sustainability.	5/20/2014 11:41 AM
64	Not in this district!!!	5/20/2014 11:37 AM
65	Those trained would need to continue implementation of the program.	5/20/2014 11:28 AM
66	I think sustainability depends on total buy-in from the district level leaders as well as the participants. If this turns out to be one of those "Try it for 3 years and abandon it when the grant is up" projects, I don't see it making a long-term difference.	5/20/2014 11:22 AM
67	I envision a project of this magnitude lasting for 10-12 year period. In this district, we get new programs for various subjects or implemented strategies BUT they never last long enough to determine the success/failure of programs. We change programs with each new administrator, which ultimately costs the district more money. Training strong and effective leaders for the district should be the catalyst to stronger and more effective teachers and other staff. Leaders need to lead by design and pass it on to others, all of which takes time.	5/20/2014 11:20 AM
68	The practices will have to be embedded into the business practices of the district.	5/20/2014 11:18 AM
69	An accountability process needs to be put in place by the district. This may need to be a part of the report to the State also in yearly reporting.	5/20/2014 11:15 AM
70	FCS won't	5/20/2014 11:11 AM
71	It will need to become embedded within the teacher and principal/leadership roles.	5/20/2014 10:59 AM
72	If all staff is viewed and respected as leaders, I see that it could continue. We must, however, change the mindset of boss/employee to that of all staff can and should lead with varying degrees of responsibility.	5/20/2014 10:59 AM
73	With good levels of success, it is greatly needed, so it could continue to benefit students and teachers.	5/20/2014 10:58 AM
74	That largely depends on the changes the program brings about.	5/20/2014 10:46 AM
75	I have reservations, based on prior grant funded initiatives in the district.	5/20/2014 10:41 AM
76	A 3 year grant would allow time to work with others and become practiced before going out on your own.	5/20/2014 10:40 AM
77	Administrative leadership with positive results based on outcomes of the project needs to be able to influence / drive cross-district decisions.	5/20/2014 10:39 AM
78	Each teacher leader and/or principal can become a mentor for a member in the next cohort. Cross site visitation among the initial group to hold each other accountable. Stability of the principal in their building.	5/20/2014 10:35 AM

Developing a Leadership Pipeline and Renewing Schools Stakeholder Survey

79	If a successful foundation is laid within the three years, the project should be infinitely sustainable beyond the three years. Also, as long as the people who participate are willing to work hard, sacrifice, and be open to constructive criticism, districts should be able to turn around and make limitless positive changes!	5/20/2014 10:33 AM
80	Hopefully administration would keep the system in place to train staff as needed to fill vacancies	5/20/2014 10:28 AM
81	don't see it	5/20/2014 10:25 AM
82	If done appropriately, it may not be necessary.	5/20/2014 10:22 AM
83	Leaders with recent classroom experience	5/20/2014 10:21 AM
84	We need to get our students interested in their education and give our staff the tools to help the students get there. Once we get them to care about the present we then need them to see their future	5/20/2014 10:18 AM
85	Sustainable with strong, well-trained leadership at school level and Central Office. Union buy-in is also essential.	5/20/2014 10:14 AM
86	Good, strong leaders	5/20/2014 10:14 AM
87	In order to sustain the vision of the project, all staff within the district must buy into it. Not knowing if you will have a job in 1, 2, or 3 years causes people not to be able to relate to a project. In order to have a vision for this project, you have to be able to envision yourself still employed with the district.	5/20/2014 10:12 AM
88	I think if you get teachers vested and behind the project and TRUE support from board and admin, it can be a great thing. The main issue I see is the board constantly laying off and moving teachers from school to school. It is almost impossible to get teachers all on same page and working towards common ideas and toward positive goals if the board does not stop this forced situation of teachers being so transient due to board decision. I have been in 6 buildings in 13 years which leaves me in hard position cause I never truly get the chance to get into what the new school is working towards achieving.	5/20/2014 10:09 AM
89	Historically, Flint is minimally effective at sustaining any program (with or without funding). Perhaps training for the long-term would be a key area of pd.	5/20/2014 10:09 AM
90	I don't know.	5/20/2014 10:08 AM
91	District continues to provide professional development and coaching to school leaders.	5/20/2014 10:03 AM

Appendix H Curriculum Vitae

VITA

Elizabeth Whitten
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(b)(6)

EDUCATION

<i>Degree</i>	<i>Institution/Year</i>	<i>Major</i>
Ph.D.	University of Illinois, March, 1989	Special Education/ Administration
M.S.	Eastern Illinois University, 1977	Elementary Ed./ Special Education
B.S.	Eastern Illinois University, 1975	Special Education/ Elementary Ed.

PROFESSIONAL EXPERIENCE

Professor, Western Michigan University, August, 2004 to present. Major responsibilities: teach graduate and undergraduate level courses, advise graduate and undergraduate students, grant writing, conduct research and community service. Seek internal and external funding for research and development projects; foster relationships with local schools and departments and colleges within the University; provide leadership to the Department, College, University, and to state, national, and international organizations; and maintain a record of effective teaching, scholarship, and professional service.

Co-Project Director, Federally Funded Personnel Preparation Grant, Intensive Recruitment, Preparation and Retention (IRPR2), Western Michigan University, 2006 to 2010. Major responsibilities: collaborate with Co-Director Sarah Summy to annually prepare graduate level students in the areas of LD and EI.

Professor, Chair, Western Michigan University, August, 2003 to 2004. Major responsibilities: facilitate the work of twenty full-time faculty, several part-time instructors, intern teaching coordinators, and clerical staff; manage departmental budgets; seek internal and external funding for research and development projects; foster relationships with local schools and departments and colleges within the University; provide leadership to the Department, College, University, and to state, national, and

international organizations; and maintain a record of effective teaching, scholarship, and professional service.

Associate Professor, Chair, Western Michigan University, August, 1996 to August, 2003. Major responsibilities: facilitate the work of twenty full-time faculty, several part-time instructors, intern teaching coordinators, and clerical staff; manage departmental budgets; seek internal and external funding for research and development projects; foster relationships with local schools and departments and colleges within the University; provide leadership to the Department, College, University, and to state, national, and international organizations; and maintain a record of effective teaching, scholarship, and professional service.

Co-Project Director, Federally Funded Personnel Preparation Grant, Intensive Recruitment, Preparation and Retention (IRPR), Western Michigan University, October 2002 to 2006. Major responsibilities: collaborate with Co-Director Sarah Summy to annually prepare graduate level students in the areas of LD, EI and CI.

Co-Editor, The Journal of International Special Needs Education, Council for Exceptional Children, Division of International Special Education, 2002-2007. Publish a peer referred journal on international special education on a bi-annual basis.

President, Division of International Special Education, 1999-2000, Council for Exceptional Children.

Co-Director, Federally Funded Personnel Preparation Grant, Dual Program in Special Education Services for Teaching Children who are Visually Impaired and need Orientation and Mobility Training, Western Michigan University, July, 1997 to 2000. Major responsibilities: collaborate with Co-Director William Wiener to annually prepare graduate level students in the areas of VI and O&M.

Project Director, Federally Funded Personnel Preparation Grant, Transdisciplinary Collaboration Preparation Program, Western Michigan University, June, 1995 to May, 1998. Major responsibilities: collaborate with Co-Director Janet Dynak from Educational and Professional Development to annually prepare 14 graduate level students in the areas of collaboration, consultation, and teamwork; develop and revise 10 semester hours of coursework that focuses on the three areas previously identified.

Assistant Professor, Western Michigan University, Kalamazoo, January 1994 to August, 1996. Major responsibilities: teach graduate and undergraduate level courses, advise graduate and undergraduate students, grant writing, conduct research and community service. In addition, I teach general education majors how to work with students with special needs in the general classroom. Teach general education majors skills such as data-based instruction, curriculum-based assessment, how to be a contributing member of a teacher assistance team or a multidisciplinary staff conference team, how to work with each individual in his/her classroom by identifying individual needs.

Private Consultant, August 1990 to present. Major responsibilities provide consultation and inservice upon school district request. The inservice generally falls in one of the following areas: response to intervention, collaborative consultation, co-teaching, co-planning, curriculum-based assessment and instruction, data-based instruction, teacher assistance team process, transition, teaching strategies for working with students with special needs in the general classroom,

Visiting Assistant Professor, University of Illinois, Champaign-Urbana, August 1990 to December, 1994. Major responsibilities: teach graduate and undergraduate level courses, practicum coordinator for master level collaborative/resource teacher (C/RT) training program and supervise doctoral students functioning as trainee supervisors, grant writing, supervise doctoral students teaching Special Education 117, conduct research. In conjunction with the C/RT program I taught graduate level courses in models of collaboration, development theory of special education, and teaching strategies. In addition, I co-taught a graduate level seminar for special and general education teachers. In Special Education 308, I taught general education majors how to work with students with special needs in the general classroom which included teaching general education majors skills such as data-based instruction, curriculum-based assessment, how to be a contributing member of a teacher assistance team or a multidisciplinary staff conference team, how to work with each individual in his/her classroom by identifying individual needs.

Adjunct Assistant Professor, Illinois State University, Normal, Illinois, January 1992 to August, 1992. Major responsibilities: teach two graduate courses in Champaign: theory of learning disabilities and strategies to teach students with learning disabilities. This program was organized by local school districts for practicing teachers to upgrade skills and receive academic credit.

Assistant Director of Special Education Collaborative, Rural Champaign County, July 1987 to June, 1990, Major responsibilities: provide technical assistance in the evaluation of special education personnel, curriculum development and coordination of staff for improved instructional/management techniques; provide inservice to general and special educators regarding techniques for working with students at-risk and disabled; provide special education teachers with consultative techniques for working with general education teachers; define, communicate, and report needs/progress of students' services to executive board; communicate, coordinate, and implement inservice ideas and/or program needs for assigned service delivery areas; assist in placing eligible students into appropriate programs including attendance of necessary multidisciplinary conference staffings; ensure appropriate due process and parental notification procedures are in place; arrange appropriate programming of homebound and low-prevalence students including financial arrangements; assist regular and special ed. teachers with the implementation of curriculum and appropriate modification of curriculum; assist in development of budget and student expenditures; write grants for school-based programs; and act as a representative of the Director of Special Education when necessary.

Program Evaluator, Direction Service of Illinois, 730 East Vine, Room 107, Springfield, Illinois, Fall 1988 to February 1990. Major responsibility: develop an evaluation plan for Direction Service, implement the plan, and provide feedback through formative and summative techniques.

Lecturer, Department of Special Education, University of Illinois, Spring 1987. Major responsibility: teach a course designed to prepare general elementary education teachers to instruct students with mild learning and behavior problems in regular classroom. The course emphasizes: (a) curriculum-based assessment and data-based instruction; practical methods to assess and remediate common social and academic behavior problems, and (b) working with special educators, parents, administrators, and related service personnel to plan and implement appropriate programs for students with mild learning and behavior problems.

Research Assistant, Center for Instructional Research and Curriculum Evaluation, Fall 1986 and Spring 1987. Major responsibility: conduct a case study on a replication transition site for students with moderate to severe disabilities of a nearby school district. On-site visits including observation, interviews, and artifact collection were conducted. Final written report required.

Lecturer, Department of Special Education, University of Illinois, Spring 1986. Major responsibility: teach survey course in special education to undergraduate students of various majors; acquaint the students with the various disabling conditions and effective strategies for teaching students with such conditions in the general education classroom.

Teaching Assistant and Supervisor, Department of Special Education, University of Illinois, Fall 1985. Major responsibilities: assist in teaching a course on remediation of academic and social behavior problems of students with mild disabilities in general education classes and supervise practicum experience for Specialized Instruction interns. Practicum experience consisted of developing and administering curriculum-based assessment and implementing data-based instruction. The Specialized Instruction Program is for general education majors pursuing elementary education certification with an emphasis in special education.

Research Assistant and Grant Writer, Department of Special Education, University of Illinois, Spring 1985. Major responsibilities: organize and conduct an evaluation on the problems associated with the pullout program for general education of a northern Illinois school district; collect data in local high schools on students with mild reading problems; and assist in writing a federal grant proposal for a reading clinic for children with reading problems.

Teaching Assistant and Supervisor, Department of Special Education, University of Illinois, Fall 1984. Major responsibilities: assist in teaching a course on remediation of academic and social behavior problems of students with mild disabilities in general education classrooms and supervise practicum experience for Specialized Instruction interns. Practicum experience consisted of developing and administering

curriculum-based assessment and implementing data-based instruction. The Specialized Instruction Program is for general education majors pursuing elementary certification with an emphasis in special education.

Special Education Coordinator, Department of Defense Schools (DoDDS), DoDDS-Germany Regional Office, Wiesbaden, Germany, 8/81 to 6/84. Major responsibilities: coordinate the special education programs of 141 schools, elementary and secondary; adequately staff all 141 schools with special education and related service personnel to meet the needs of students with disabilities; develop and implement policy and procedures for compliance to Department of Defense Instruction 1342.12 and PL 94-142, The Education of All Handicapped Children Act of 1975; provide guidance and inservice training to administrators, special education personnel, related service personnel, general education classroom teachers, and parents in the area of special education; assist principals with the evaluation of special education personnel; coordinate with military hospitals to provide related services to identified students with disabilities; develop budget recommendations for expenditure control on special education programs and students; keep school personnel informed of all legal requirements pertaining to PL 94-142 and new innovative programs based on research and practice; on a rotating basis monitor all schools to ensure compliance with Department of Defense Instruction 1342.12 and PL 94-142.

Assistant Principal/Principal, Department of Defense Schools, Rhein Main Elementary, Frankfurt, Germany, 8/79 to 8/81. Major responsibilities: assist principal of an elementary school which houses 1322 students, grades kindergarten-6 and 46 teachers; supervise and evaluate 14 elementary teachers, of various grade levels; assist in setting and implementing school policy; maintain control of student discipline for all students; principal of a program for 67 students with moderate to profound mental disabilities, and supervise and evaluate 8 special education teachers, para-professionals, 1 physical therapist, 1 occupational therapist, and 1 secretary.

Non Categorical Special Education Teacher, Department of Defense Schools, Atterberry Elementary School, Frankfurt, Germany, 8/77 to 6/79. Major responsibilities: use data-based instruction; team teach 47 students, ages 3-7, with multiple disabilities ranging from one area of delay to profound mental retardation, including visually impaired, physically disabled, and emotionally disabled.

Non Categorical Special Education Teacher, Shelbyville Community School District, Shelbyville, IL, 8/75 to 6/77. Major responsibilities: teach 13 students, ages 6-10, with disabilities ranging from mild to moderate mental disabilities, also including physical disabilities and hearing impaired; mainstream each student when appropriate.

General Education Teacher, Shelbyville Community School District, Shelbyville, IL, 12/74 to 6/75. Major responsibilities: develop and coordinate a support program to assist students at risk of academic failure (grades 7-9) in the general education classroom; and provide consultation to general classroom teachers.

Supervisor, Macon County Community Center, Decatur, IL, 5/72 to 9/72. Major responsibilities: develop and implement vocational and functional skills' goals and objectives for adults with mental disabilities residing at the shelter care home; develop and coordinate an agriculture program for residents.

PROFESSIONAL AFFILIATIONS

Michigan Council for Exception Children
 Council for Exceptional Children
 Teacher Education Division
 Division for Learning Disabilities
 Division of International Special Education and Services (President 1998-99)
 Association for Teacher Educators

TEACHING CREDENTIALS (ILLINOIS)

Elementary Education K-9
 Learning Disabilities K-12
 Educable Mentally Handicapped K-12
 Emotionally Handicapped K-12
 Type 75 - General Administrative
 Special Education Endorsement for Type 75 Certification

SCHOLARLY ACTIVITY

Books
In press:

Whitten, E. & Woodrow, A. *The Co-Teaching Survival Guide [working title]*. Proposal to be submitted to Free Spirit Publishing Inc.

Books:

Esteves, K. J. & Whitten, E. [September, 2014]. *RTI: In the Middle School* FreeSpirit Publishing Inc.

Whitten, E., Esteves, K. J., & Woodrow, A. (2009). *RTI Success: Proven Tools and Strategies for Schools and Classrooms*. Minneapolis, MN: Free Spirit Publishing Inc. translated to French.

Whitten, E., Esteves, K. J., & Woodrow, A. (2009). *RTI Success: Proven Tools and Strategies for Schools and Classrooms*. Minneapolis, MN: Free Spirit Publishing Inc.

Peer Refereed Book Chapters:

Whitten, E., Dieker, L. O'Brien, C., & Summy, S. (2007). Preparing Special Education Teachers for Tomorrow. In C. Lassonde, R. Michael & J. Riveria-Wilson (Eds.), *Current Issues in Teacher Education: History, Perspectives, and Education*. Springfield, IL: Thomas Publishing.

Whitten, E. & Dieker, L. (2004). Blurring the boundaries through collaborative teaching. In M. Leng Han Hui & D. R. Christopher (Eds.), *Inclusive Education in the New Millennium*.

Dieker, L. & Whitten, E. (2004). Reality, reaction and direction for secondary inclusive education in the United States. In M. Leng Han Hui, & D. R. Christopher (Eds.), *Inclusive Education in the New Millennium*.

以合作教学弥合常规教育与特殊教育的界线>>, 收入<<新千年全纳教育(M. Leng Han Hui & D. R. Christopher (Eds.) 编著)

现实, 反应与方向 -- 论美国中学全纳教育>>, 收入<<新千年全纳教育(M. Leng Han Hui & D. R. Christopher (Eds.) 编著)

Invited Journal Articles

Whitten, E, Enicks, A. Wallace, L. & Morgan, D. (2013). Study of a mixed reality virtual environment used to increase teacher effectiveness in a pre-service preparation program. Proceedings of the *First National TLE TeachLivE Confernect*.

Whitten, E., & Esteves, K. J. (2010). Response to Intervention: High quality classroom instruction. American International College – Online Education Journal.

Whitten, E., & Sheahan, M. W. (2010). Co-Teaching: What Makes It Work. American International College – Online Education Journal.

Invited On-Line Journal Articles

Whitten, E. (October, 2009). An Interview with Dr. Elizabeth Whitten on RTI: Success by Michael Shaughnessy. www.ednews.org.

Peer Refereed Journal Articles:

Esteves, K. & Whitten, E. (2011). Assisted Reading with Digital Audiobooks for Students Reading Disabilities. *Reading Horizons*, (51)1, pp. 21-40.

- Whitten, E., & Rodriguez-Campos, L. (2003). Trends in the special education teaching force: Do they reflect legislative mandates and legal requirements? *Educational Horizons*.
- Zebehazy, K., & Whitten, E. (2003). Collaboration between schools for the blind and LEAs: A progress report. *Journal of Visual Impairment & Blindness*.
- Bahr, M., Whitten, E., Dieker, L., Kocarek, C., & Manson, D. (1999). A comparison of school-based intervention teams: Implications for educational and legal reform. *Exceptional Children*, 66, 67-84.
- Zebehazy, K., & Whitten, E. (1998). Collaboration between schools for the blind and public schools during the transition of students with visual impairments. *Journal of Visual Impairment & Blindness*.
- Dieker, L., & Whitten, E. (January-February, 1998). Intervention assistance teams: Tools for success! *Student Assistance Journal*.
- Dynak, J., Whitten, E., & Dynak, D. (Spring, 1997). Refining the general education student teaching experience through the use of special education collaborative teaching models. *Action in Teacher Education*.
- Whitten, E. (1996). Intervention assistance teams: The principal's role identified! *CASE in Point*, 23-32.
- Whitten, E., & Dieker, L. (Winter, 1995). Intervention assistance teams: A broader vision. *Preventing School Failure*, 40, 41-45.
- Whitten, E., & Dieker, L. (1993). Intervention assistance teams: A collaborative process to meet the needs of students at-risk. *British Columbia Journal of Special Education*, 17, 275-283.
- Pugach, M. C., & Whitten, M. E. (1987). The methodological content of teacher education programs in learning disabilities: A problem of duplication. *Learning Disabilities Quarterly*, 10, 291-300.
- Pugach, M. C., & Whitten, M. E. (1987). Inconsistency, duplication, and ownership in teacher education programs in learning disabilities: A response to Heward and Heron. *Learning Disabilities Quarterly*, 10, 329-331.
- UNDER REVIEW OR IN PREPARATION:
- Whitten, E. & Esteves, K. J. (manuscript under review). Collaborative Teaching at the Secondary Level. Submitted to *Preventing School Failure*.

WEBINARS

- Whitten, E., Esteves, K. J., & Woodrow, A. (September, 2011). *RTI Success: The Teaming Process*. Minneapolis, MN: Free Spirit Publishing Inc.
- Whitten, E., Esteves, K. J., & Woodrow, A. (May, 2010). *RTI Success: The Teaming Process*. Minneapolis, MN: Free Spirit Publishing Inc.
- Whitten, E., Esteves, K. J., & Woodrow, A. (September, 2010). *RTI Success: The Teaming Process*. Minneapolis, MN: Free Spirit Publishing Inc.

FUNDED RESEARCH

- Whitten, E. & Wallace, L. (2013-2014). A Further Study of the Incorporation of TeachLive, Bug-in-the-Ear, and Apple iPads into the Teaching and Learning Process of 2nd Year Special Education Majors. COEHD Teaching with Technology Faculty Learning Community Grant.
- Whitten, E. & Wallace, L. (2010) Enhancing Certification Student Teaching and Learning through the Use of Alternative Instructional Formats, FRACAA, WMU, 12 months, \$9,811.
- Summy, S. & Whitten, E. (2006-2012). Intensive Recruitment Preparation and Retention Program II, US Department of Education, Personnel Preparation, 48 months, \$783,463.
- Whitten, E. & Summy, S. (2002-2006). Intensive Recruitment Preparation and Retention Program, US Department of Education, Personnel Preparation, 48 months, \$751,395.00.
- Summy, S. & Whitten, E. (2005). Collaboration between WMU and Milwood Magnet School. Michigan Education Association (MEA). \$15,000.
- Whitten, E., & Ervin, R. (1997-1998). Redefining our knowledge of Teaming: Identification of Process and Outcome Variables and Evaluation Methods in Effective Transdisciplinary Collaboration. Western Michigan University, Faculty Research and Creative Activities Support Fund, \$5000.
- Wiener, W., & Whitten, E. (1997-2000). Dual Program in Special Education for Teaching Visually Impaired Children/Orientation and Mobility. US Department of Education, Personnel Preparation, 36 months, \$322,913.00.
- Whitten, E., & Fager, J. (March, 1997-May, 1997). General/Special Education University Collaborative Project. State of Michigan, Department of Education, \$8,000.
- Whitten, E., (1996-1997). A Study of Intervention Assistance Teams. President's Research Award, Western Michigan University, \$1,500.

- Whitten, E. & Bahr, M. (1995-1996). An Investigation of School-Based Intervention Teams. Western Michigan Mini-Grant (\$500.00) and Department of Special Education, \$500.
- Whitten, E., & Dynak, J. (1994). Transdisciplinary Collaboration Preparation Program. US Department of Education, Personnel Preparation, 36 months, \$337,815.00.
- Whitten, E. (1994). The State of Intervention Assistance Teams in the State of Michigan. WMU Mini-Grant Proposal, Department of Special Education, \$500.00.
- Whitten, E. (1992). Intervention Assistance Teams. Shoestring Grant Proposal. University of Illinois, College of Education, \$500.

PEER REFERREED PRESENTATIONS

- Whitten, E., Wallace, L., & Enicks, A. (2014, April). The Trifecta Model: Enhancing Teacher Preparation with Technology. Council for Exceptional Children National Conference, Philadelphia, PA.
- Whitten, E., & Wallace, L. (2014, March). The Trifecta Model: Enhancing Teacher Preparation with Technology. Society for Information Technology and Teacher Education International Conference: Jacksonville, FL.
- Wallace, L., & Whitten, E., (2014, February). The Trifecta Model: Enhancing Teacher Preparation with Technology. 2014 Teaching with Technology Annual Conference, Kalamazoo, MI.
- Wallace, L., Whitten, E., Fails-Nelson, R., Manley, A., Ayers, S. Berkey, D., Palmer, J., Farrer, L., Kohnert, J., Webb, L. Teaching with Technology Faculty Learning Community Study. 2014 Teaching with Technology Annual Conference, Kalamazoo, MI.
- Whitten, E., Morgan, D., Wallace, L., & Enicks, A. (2013, May). Using TeachLivE as an a Tool to Increase Active Teaching in Pre-Service Teachers. TeachLivE Conference, Orlando, FL.
- Whitten, E., & Wallace, L. (2012, February). Using Emerging Technologies to Improve the Teaching of Pre-service Students in Special Education. The 92nd Annual Meeting of the Association of Teacher Educators, Austin, Texas.
- Whitten, E., & Mattson-Gearhart, J. (2012, February). Creating Shared Visions for Educators through a Cohort Approach to Teacher Preparation Teacher Education Division of Council for Exception Children, Austin, Texas.

- Whitten, E., & Esteves, K. (2011, February). Using Innovative Technologies to Improve the Teaching of Pre-service Students in Special Education. The 91th Annual Meeting of the Association of Teacher Educators, Orlando, FL.
- Whitten, E., & Esteves, K. (2011, February). The Impact of a Cohort Approach on Teacher Efficacy. The 91th Annual Meeting of the Association of Teacher Educators, Orlando, FL.
- Whitten, E., & Wallace, L. (2011, October). Using Innovative Technologies to Improve the Teaching of Pre-service Students in Special Education The 35th Annual TECBD Conference, Tempe, AZ.
- Whitten, E., & Wallace, L. (2011, November). Using Emerging Technologies to Improve the Teaching of Pre-service Students in Special Education. Teacher Education Division of Council for Exception Children, Austin, Texas.
- Whitten, E., & Mattson-Gearhart, J. (2011, November). Creating Shared Visions for Educators through a Cohort Approach to Teacher Preparation Teacher Education Division of Council for Exception Children, Austin, Texas.
- Whitten, E., Wallace, L., & Morgan, D. (2010). Using Emerging Technologies to Improve the Teaching of Pre-service Special Education Students. Association of Teachers Educators Annual Meeting, St. Louis, MO.
- Summy, S., Whitten, E., & Mattson-Gearhart, J. (2010). Preparing Highly Effective Professionals in the Emotional/Behavioral Disorders Arena. The 34rd Annual TECBD Conference, Tempe, AZ.
- Mattson-Gearhart, J., Whitten, E., & Summy, S.E. (2010, February). *Preparing Teachers as Collaborative Leaders*. The 90th Annual Meeting of the Association of Teacher Educators, Chicago, IL.
- Summy, S.E. & Whitten, E. (2009, October). An Inclusive Vision for ALL Students Enrolled in Teacher Preparation Programs for Students with Emotional/Behavioral Disorders. The 33rd Annual TECBD Conference, Tempe, AZ.
- Whitten, E., & Rodriguez, L. (July, 2009). Evaluation of Best Practices in Preparing New Teachers to Respond to Multicultural Differences. International Association of Special Education. Alicante, Spain.
- Whitten, E., & Estevez, K. (July, 2009). *RtI: Changing the Way Teachers Teach and Schools Think*. International Association of Special Education. Alicante, Spain.

- Esteves, K.J. & Whitten, E. (April, 2009). *Response to Intervention: Tools to Navigate the Tiers*, Council for Exceptional Students Annual Convention, Seattle, Washington.
- Esteves, K.J. & Whitten, E. (February, 2009). *Response to Intervention Toolkit for Teachers*, Learning Disabilities Association Annual Conference, Salt Lake City, Utah
- Whitten, E. & Esteves, K.J. (February, 2009). *Response to Intervention: Tools to Navigate the Tiers*, Association of Teachers Educators Annual Meeting, Dallas, Texas
- Whitten, E. & Mattson-Gearhart, J. (February, 2009). *Best Practices: Preparing special educators to meet the needs of the whole child*, Association of Teachers Educators Annual Meeting, Dallas, Texas
- Esteves, K.J. & Whitten, E. (November, 2008). *RTI: Proven Tools and Strategies for Teachers*. Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, Arizona
- Whitten, E. & Summy, S. (February, 2008). *Multiple Realities in Teacher Education: Exemplars that Address Dilemmas, Conundrums, and Processes*. Association of Teachers Educators Annual Meeting, Dallas, Texas
- Summy, S.E. Whitten, E. & Getty, L. (2007, February). Action Research to Facilitate Student Success: Creative Avenues to Teacher Excellence The 87th Annual Meeting for the Association of Teacher Educators (ATE) San Francisco, CA
- Summy, S.E. Whitten, E. & Getty, L. (2006, February). Engaging Uncertified Teachers to Meet the Needs of All Students While Becoming Highly Qualified Professionals The 86th Annual Meeting for the Association of Teacher Educators (ATE) Atlanta, GA.
- Summy, S.E., & Whitten, E. (2005, November). Engaging Special Education Teachers to Meet the Needs of ALL Students While Becoming Highly Qualified Professionals in the Emotional/Behavioral Disorders Arena. The 29th Annual TECBD Conference, Tempe, AZ.
- Whitten, E., Summy, S. E., Getty, L., & McFerrin, V. (2005, February) *Attaining Excellence for ALL Learners through Teacher Preparation in Collaboration*. The 85th Annual Meeting for the Association of Teacher Educators (ATE), Chicago, IL.
- Whitten, E., Summy, S. E., Getty, L., & McFerrin, V. (2005, January) *The Uncensored Story of Preparing Special Education Teachers in Collaboration*. Hawaii International Conference on Education, Honolulu, HI.

- Summy, S.E. & Whitten, E. (2004, November). *An Emphasis on Collaboration in Teacher Preparation to Facilitate Excellence for Students Identified as Emotionally or Behaviorally Disturbed*. The 28th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Getty, L., Summy, S.E., & Whitten, E. (2004, November). The Effects of Language Disorders on the Academic and Social Skills of Students with Emotional and/or Behavior Disorders. The 28th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Whitten, E. & Summy, S. E. (2004, February). *Reality Teaching: The Uncensored Collaboration Between General Educaiton and Special Education Teacher Preparation*. The 84th Annual Meeting for the Association of Teacher Educators (ATE), Dallas, TX.
- Whitten, E. (January, 2004). Blurring the Boundaries Through Collaborative Teaching, Hawaii International Conference on Education, Honolulu, HI.
- Whitten, E. (January, 2004). *An Evaluation of the Re-Construction of Intern Teachers' Beliefs, Attitudes, Expectations, and Biases of Inclusive Teching in the United States and the Federal Republic of Germany*, Hawaii International Conference on Education, Honolulu, HI.
- Summy, S. E. & Whitten, E. (2003, November). *Intensive Recruitment, Preparation, and Retention Program: A Pathway for Success*. Council for Exceptional Teacher Education Division Annual Meeting, Biloxi, MS.
- Summy, S. E. & Whitten, E. (2003, November). *The Application of Accommodations and Modifications in Curriculoum, Instruction and Learning Environments for Students with Emotional/Behavioral Disorders*. The 27th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Whitten, E. (April, 2003). Quality Indices for Successful Co-Teaching: A qualitative study. Annual Convention and Exposition for Council for Exceptional Children, Seattle, WA.
- Whitten, E. (February, 2003). Collaborative Teaching: A partnership to promote student success. Association of Teacher Educators' Annual Meeting, Jacksonville, FL.
- Whitten, E. (January, 2003). Blurring the Boundaries Through Collaborative Teaching. Hawaii International Conference on Education, Honolulu, HI.

- Whitten, E. (November, 2002). How to Maximize Inclusive Education Through the Intern Teaching Experience: An Evaluation. Annual Conference of Teacher Education Division of Council for Exceptional Children, Savannah, GA.
- Whitten, E., & Summy, S. (February, 2002). Making IEP's Work: Empowering the General Education Teacher in the Process. Association of Teacher Educators' Annual Meeting, Denver, CO.
- Whitten, E. (November, 2001). Facilitating Post-Secondary Self-Determined Learners. 24th Annual Teacher Educators' Conference, St. Pete Beach, FL.
- Whitten, E. (April, 2001). Focus Group Research on Collaborative Teaching. Annual Convention and Exposition for Council for Exceptional Children, Kansas City, MO.
- Whitten, E. (November, 1999). Optimal Preparation in Transdisciplinary Instruction and Collaboration Project. Twenty-Third Annual Conference for Teaching Children with Behavior Disorders, a Division of Council for Exceptional Children, Scottsdale, AZ.
- Whitten, E. (November, 1999). Special Education and General Education Graduate Students Study the Complex Nature of Transdisciplinary Collaboration, Twenty-Second Annual Conference of Teacher Education Division of Council for Exceptional Children, Dallas, TX.
- Whitten, E. (March, 1999). Special Education and General Education Graduate Students Study the Complex Nature of Transdisciplinary Collaboration, 59th Annual Convention of Council for Exceptional Children, Grand Rapids, MI.
- Whitten, E., & Dynak, J. (February, 1999). Preparation in Transdisciplinary Teaming: Creating and constructing conceptual change through coursework and field-based experiences. Annual Meeting of the Association of Teacher Educators, Chicago, IL.
- Whitten, E., & Dynak, J. (February, 1999). Special Education and General Education Graduate Students Study the Complex Nature of Transdisciplinary Collaboration. Annual Meeting of the Association of Teacher Educators, Chicago, IL.
- Whitten, E., Hoekstra, A., & Wilson, K. (December, 1998). Collaborative Teaching: A Service Delivery Option for Inclusive Schools. Fourth Annual SPED-tacular Teacherfest '98, Kalamazoo, MI
- Whitten, E., & Dynak, J. (November, 1998). Special Education and General Education Graduate Students Study the Complex Nature of Transdisciplinary Collaboration. Annual Meeting of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.

- Whitten, E., Fager, J., & Lehmann, D. (February, 1998). General and Special Education Collaborative Teaching Project. Annual Meeting of the Association of Teacher Educators, Dallas, Texas.
- Whitten, E., & Hoekstra, A. (February, 1998). Focus Group Reserach on Collaborative Teaching Between General and Special Educators. Annual Meeting of the Association of Teacher Educators, Dallas, Texas.
- Dynak, J. & Whitten, E. (October, 1997). Use of Collaborative Teaching Models to Promote More Purposeful Interactions Between Student Teachers and their Mentors. Northern Rocky Mountain Education Research Association Annual Meeting, Jackson, Wyoming.
- Dynak, J., Whitten, E., & Dynak, D. (February, 1997). Refining the General Education Student Teaching Experience through the Use of Special Education Collaborative Teaching Methods. Annual Meeting of the Association of Teacher Educators.
- Whitten, E. (December, 1996). Transdisciplinary Collaboration Preparation Program: A model to support early childhood educators, Paper presented at the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.
- Whitten, E., Dynak, J., & Hodges, D. (November, 1996). Transdisciplinary Collaboration Preparation Program: A model to support inclusion. 19th Annual Teacher Education Division Conference of Council for Exceptional Children, Washington, DC.
- Whitten, E., Bahr, M., Dieker, L. & Hodges, D. (November, 1996). What are the characteristics of effective intervention assistance teams? 19th Annual Teacher Education Division Conference of Council for Exceptional Children, Washington, DC.
- Whitten, E., Bahr, M., Dieker, L. & Hodges, D. (February, 1997). What are the characteristics of effective intervention assistance teams? Michigan Council for Exceptional Children Conference, Grand Rapids, Michigan.
- Whitten, E., Hodges, D., Lehmann, D., & Price, K. (February, 1997.) Transdisciplinary Collaboration Preparation Program: A model to support inclusion. Michigan Council for Exceptional Children Conference, Grand Rapids, Michigan.
- Whitten, E., Dynak, J., Hodges, D., Lehmann, D., & Hoekstra, A. (February, 1997). Transdisciplinary Collaboration Preparation Program: A model to support inclusion. 17th Annual Meeting of the Association of Teacher Educators, Washington, DC.

- Dynak, J., Whitten, E., & Dynak, D. (February, 1997). Refining the General Education Student Teaching Experience through the Use of Special Education Collaborative Teaching. 17th Annual Meeting of the Association of Teacher Educators, Washington, DC.
- Whitten, E., & Dynak, J. (December, 1996). Transdisciplinary Collaboration Preparation Program: A model to support early childhood educators. Paper presented at the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.
- Whitten, E., Dynak, J., & Hodges, D. (November, 1996). Transdisciplinary Collaboration Preparation Program: A model to support inclusion. 19th Annual Teacher Education Division Conference of Council for Exceptional Children, Washington, DC.
- Whitten, E., Bahr, M., Dieker, L. & Hodges, D. (November, 1996). What are the characteristics of effective intervention assistance teams? 19th Annual Teacher Education Division Conference of Council for Exceptional Children, Washington, DC.
- Whitten, E., Dynak, J., Lehmann, D., & Hodges, D. (February, 1996). Collaboration and Teamwork, Michigan Council for Exceptional Children State Conference, Grand Rapids, MI.
- Whitten, E., Dynak, J., Lehmann, D., & Hodges, D. (February, 1996). Transdisciplinary Teaming, National Conference for Association of Teacher Educators, St. Louis, MO.
- Whitten, E., Jobe, M., & Hudson, D. (April, 1995). Intervention Assistance Teams: Building the process. Council for Exceptional Children National Conference, Indianapolis, IN.
- Whitten, E. (March, 1995). Collaboration and Teamwork. Michigan Council for Exceptional Children State Conference, Grand Rapids, MI.
- Whitten, E. (October, 1994). Teamwork. Michigan Association for Learning Disabilities State Conference, Kalamazoo, MI.
- Whitten, E. (March, 1994). Effective Teaming, Midwest Special Education Conference, Chicago, IL.
- Whitten, E. (July, 1993). Research On Intervention Assistance Teams. 3rd Annual Bicentennial International Special Education Conference, Vienna University, Vienna, Austria

Whitten, E. & Dieker, L. (October, 1992). Issues and Strategies: A study of teacher assistance teams in the state of Illinois. 15th Annual Teacher Education Division Conference of Council for Exceptional Children, Cincinnati, OH.

Whitten, E. (January, 1993). Effective Teaming. 1993 Pacific Rim Conference, University of Hawaii, Manoa, HI.

Whitten, E. (April, 1982). Department of Defense Special Education Programs, National Council for Exceptional Children Convention, Houston, TX.

INVITED PRESENTATIONS

Whitten, E. & Hoekstra, A. (August, 2013) Co-teaching at the Secondary Level – Waverly Community Schools, Lansing, MI.

Whitten, E. & Hoekstra, A. (October, 2013) Co-teaching at the Secondary Level – Waverly Community Schools, Lansing, MI.

Whitten, E. & Hoekstra, A. (February, 2014) Co-teaching at the Secondary Level – Waverly Community Schools, Lansing, MI.

Whitten, E. (September, 2011) Co-teaching at the Secondary Level – Otsego School District. Otsego, MI.

Whitten, E. (April, 2011) Co-teaching at the Secondary Level – Kalamazoo Central High School. Kalamazoo School District, Kalamazoo, MI.

Whitten, E. (April, 2011) Co-teaching at the Secondary Level – Loy Norrix High School. Kalamazoo School District, Kalamazoo, MI.

Whitten, E. (September, 2010). Collaborative Teaching at the Secondary Level. Kalamazoo Public School District, Kalamazoo, MI.

Whitten, E. (July, 2010). RTI Success: Proven Tools and Strategies for Schools and Classrooms, Summer Workshop at Aquinas College, Grand Rapids, MI.

Whitten, E. (July, 2010). Collaborative Teaching. Summer Workshop at Aquinas College, Grand Rapids, MI.

Whitten, E. (February, 2010) Co-teaching at the Secondary Level. Roseville School District, Roseville, MI.

Whitten, E. (November, 2009) Co-teaching at the Secondary Level. Roseville School District, Roseville, MI.

- Whitten, E. (August, 2009) Co-teaching at the Secondary Level. Roseville School District, Roseville, MI.
- Whitten, E. (August, 2009). RTI Success: Proven Tools and Strategies for Schools and Classrooms, Summer Workshop at Aquinas College, Grand Rapids, MI.
- Whitten, E. (August, 2009). Collaborative Teaching. Summer Workshop at Aquinas College, Grand Rapids, MI.
- Summy, S. & Whitten, E. (2009, August). Co-teaching Across the Curriculum. Forest Hills Public Schools.
- Whitten, E. (November, 2008) Co-Teaching. Western High School, Parma, MI
- Whitten, E. (October, 2008) Co-teaching at the Secondary Level. Roseville School District, Roseville, MI.
- Whitten, E. (August, 2008) Co-teaching at the Secondary Level. Newago Intermediate School District, Fremont, MI.
- Whitten, E. (August, 2008) Co-teaching at the Secondary Level. Roseville School District, Roseville, MI.
- Whitten, E. & Woodrow, A. (April, 2008). RtI: Tools for Teachers. Midwest Reading Conference, Aquinas College.
- Whitten, E. (March, 2008) Co-Teaching. Western Middle School, Parma, MI
- Whitten, E. & Summy, S. (2006, September) Inservice on Co-Teaching Models and Differentiated Instruction. Forest Hills High School, Forest Hills, Michigan.
- Whitten, E. (2006, August) Inservice on Co-Teaching Models and Differentiated Instruction. Albany, New York.
- Whitten, E. (2006, June) Inservice on Co-Teaching Models and Differentiated Instruction. Charleston School District, Charleston, IL.
- Whitten, E. (2005, February). Inservice on Intervention Assistance Teams, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2005, February). Inservice on Co-Teaching Models and Teaching with Technology, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.

- Whitten, E. (2005, February). Building a Successful Faculty-Doctoral Student Mentoring Program. Linking Academic Scholars to Educational Resources (LASER) Think Tank, Norfolk, VA.
- Whitten, E. (2004, August). Inservice on Co-Teaching Models and Teaching with Technology, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2004, August). Inservice on Co-Teaching Models, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2003, October). Inservice on Intervention Assistance Teams, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2003, August). Inservice on Co-Teaching Models and Teaching with Technology, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2003, August). Inservice on Co-Teaching Models, Department of Defense Dependent Schools, Heidelberg Region, Heidelberg, Germany.
- Whitten, E. (2003, May). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, April). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, March). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, February). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, December). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, October). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, August). Series of Seven Workshops on Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, May). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.

- Whitten, E. (2003, April). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, March). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2003, February). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, December). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, October). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, August). Training for Paraeducators: How to work with students with disabilities. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, August). Inservice on Collaborative Teaching. Central High School, Champaign Public Schools, Champaign, IL.
- Whitten, E. (2002, April). Inservice on Collaboration and Teaming. Columbus State University, Columbus, GA.
- Whitten, E. (2001, September). Challenging Students with Creative Solutions. Hudsonville Public Schools, Hudsonville, MI.
- Whitten, E. (2001, September). Teaming Skills for Educators. Otsego Public Schools, Otsego, MI.
- Whitten, E. (2001, March). Collaborative Teaching as an Intern at Western Michigan University Vicksburg Interns, Kalamazoo, MI.
- Whitten, E. (2000, November). IDEA, 97: Writing Appropriate Goals and Objectives. 14th Annual Macon-Piatt Educational Conference, Decatur, IL.
- Whitten, E. (2000, October). Teaching as an Intern at Western Michigan University. Woodland/Waylee/Lake Center Cluster Seminar, Portage, MI.
- Whitten, E. (2000, July). Training the Trainers in Collaborative Teaching. Champaign Public Schools, Champaign, IL.
- Whitten, E. (2000, April). Accommodations and Modifications in the General Education Classroom. Jennison Public Schools, Jennison, IL.

- Whitten, E. (2000, April). IDEA, 97: Writing Appropriate Goals and Objectives. 14th Annual Macon-Piatt Educational Conference, St. Charles, IL.
- Whitten, E. (2000, April). Special Education in the United States. Phase VII United States-China Fellowship Program, Western Michigan University, Kalamazoo, MI.
- Whitten, E. (2000, March). IDEA, 97: Writing Appropriate Goals and Objectives. 14th Annual Macon-Piatt Educational Conference, Effingham, IL.
- Whitten, E. (2000, February). School-Based Teaming: Intervention Assistance Teams. Jennison Public Schools, Jennison, MI.
- Whitten, E., & Mariage, T. (2000, May). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (2000, April). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (2000, February). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (2000, January). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (1999, November). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (1999, October). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E., & Mariage, T. (1999, September). Accommodation and Modifications for Students At-Risk. Champaign Public Schools, Champaign, IL.
- Whitten, E. (1999, August). School Based Teaming. Springfield Public Schools. Springfield, IL.
- Whitten, E. (1999, November). Writing Goals and Objectives to Meet the Requirements of IDEA 97. Macon-Piate Educational Conference, Decatur, IL.
- Whitten, E., & Dynak, J. (1997, January). Collaborative teaching during internship. Galesburg-Augusta Public Schools.
- Whitten, E. (1997, April). Collaborative Teaching. Illinois State Board of Education, Springfield, IL.

- Whitten, E. (1997, October). Developing or Refining School-Based Intervention Assistance Teams. 24th Michigan Association of Learning Disabilities Educators' Fall Conference, Crystal Mountain, MI.
- Whitten, E. (1996, October). Intervention Assistance Team Training for Greenville, MI School District: Part 4. Greenville, MI.
- Whitten, E., & Dynak, J. (1996, September). Collaborative Teaching Across Disciplines. Hartford, MI.
- Whitten, E., (1996, September). Panel presentation on Collaboration. The Center for Research on At-Risk Students, Western Michigan University, Kalamazoo, MI
- Whitten, E. (1996, April). Intervention Assistance Team Training for Greenville School District: Part 3, Greenville, MI.
- Whitten, E., & Dynak, J. (1996, March). Collaborative Teaching During Internship, Battle Creek Public Schools, Battle Creek, MI.
- Whitten, E. (1996, March). Intervention Assistance Team Training for Greenville, MI School District: Part 2. Greenville, MI.
- Whitten, E. (1996, March). Intervention Assistance Team Training for Greenville, MI School District: Part 1. Greenville, MI.
- Whitten, E., & Dynak, J. (1996, February). Collaborative Teaching During Internship. Milwood Middle School, Kalamazoo, MI.
- Whitten, E., & Dynak, J. (1996, February). Collaborative Teaching During Internship. Kalamazoo High School, Kalamazoo, MI.
- Whitten, E., & Dynak, J. (1995, December) Collaborative Teaching During Internship. School/University Partnership Team, Kalamazoo, MI.
- Whitten, E. (1995, November). How to Develop an Intervention Assistance Team: Phase 2. Montcalm Intermediate School District, Stanton, MI.
- Whitten, E. (1995, October). Special Education Issues of the 1990's. Mason Lake Intermediate School District, Ludington, MI.
- Whitten, E. (1995, October). Intervention Assistance Team Training for Greenville School District. Greenville, MI.
- Whitten, E. (1995, October). How to Develop an Intervention Assistance Team: Phase 1. Montcalm Intermediate School District, Stanton, MI.

- Whitten, E. (1995, August). Intervention Assistance Teams. Greenville Public School District, Greenville, MI.
- Whitten, E. (1995, June). Collaborative Teaching. Champaign Public Schools, Champaign, IL.
- Whitten, E. (1995, June). Intervention Assistance Team Training Preparation for Montcalm Intermediate School District. Stanton, MI.
- Whitten, E. (1995, June). Intervention Assistance Team Training for Greenville School District. Greenville, MI.
- Whitten, E. (1995, April). Inclusion of Students with Disabilities. Guest Speaker in Education 310 (Secondary Education Majors), Western Michigan University, Kalamazoo, MI.
- Whitten, E. (1993, May). Collaborative Teaching: Part 2. Princeton High School, Princeton, IL.
- Whitten, E. (1993, May) Effective Teaching, Tech Prep Conference. Champaign Ford Regional Office, Champaign, IL.
- Whitten, E. (1993, March) Collaborative Teaching: Part 1. Princeton High School, Princeton, IL.
- Whitten, E. (1993, March) Regular Education Initiative: Part 2. Regional Service Center, Rantoul, IL.
- Whitten, E. (1993, March) Collaborative Teaching, Best Practices Conferences. Carbondale, IL.
- Whitten, E. (1993, February,) Regular Education Initiative: Part 1, Regional Service Center. Rantoul, IL.
- Whitten, E. (1993, February) Team Dynamics. Southside Elementary School, Champaign, IL.
- Whitten, E. (1992, December) Warning Signs for Beginning Teachers. Epsilon Delia Fraternity Graduation Luncheon, University of Illinois, Champaign, IL.
- Whitten, E. (1992, September) How to Develop a Collaborate Relationship with Parents. Epsilon Delta Fraternity, University of Illinois, Champaign, IL.
- Whitten, E. (1992, August) Skills of Collaboration. Dixon Public Schools, IL.
- Whitten, E. (1992, June) Collaborative Teaching. Hinsdale Public Schools, IL.

- Whitten, E. (1992, March) Collaborative Consultation. Macon-Piatt County Conference, Millikin University, Decatur, IL.
- Whitten, E. (1992, March). Inservice on Collaborative Teaching. Pekin Public Schools, IL.
- Whitten, E. (1992, February). Inservice on Collaborative Teaching. Glenview Public Schools, IL.
- Whitten, E. (1992, February). Inservice on Collaborative Teaching. Princeton Public Schools, IL.
- Whitten, E. (1992, February). Inservice on Collaborative Consultation. Lockport Public Schools, IL.
- Whitten, E. (1992, January). Inservice on Collaborative Consultation. Elk Grove Public Schools, IL.
- Whitten, E. (1991, November,). Inservice on Teacher Assistance Teams. Rantoul Public Schools, IL.
- Whitten, E. (1991, October). Inservice on Teacher Assistance Teams. Rantoul Public Schools, IL.
- Whitten, E. (1991, October). Inservice on Full Inclusion. Mahomet Public Schools, IL.
- Whitten, E. (1991, October). Inservice on Collaborative Consultation. Princeton Public Schools, IL.
- Whitten, E. (1991, August). Inservice on Collaborative Consultation. Mahomet Public Schools, IL.
- Whitten, E. (1991, August). Inservice on Collaborative Consultation. Rantoul Public Schools, IL.
- Whitten, E. (1991, August) Collaborative Consultation. Rockford Public Schools, IL.
- Whitten, E. (1991, August). Inservice on Collaborative Consultation. Champaign Public Schools, IL.
- Whitten, E. (1991, June). Inservice on Collaborative Teaching. Champaign Public Schools, IL.
- Whitten, E. (1991, April). Inservice on Collaborative Consultation. Chicago Public Schools, IL.

- Whitten, E. (1991, April). Inservice on Collaborative Consultation. Champaign Public Schools, IL.
- Whitten, E. (1991, March). Inservice on Collaborative Consultation. Normal Public Schools, IL.
- Whitten, E. (1991, March). Inservice on Collaborative Consultation. Rockford Public Schools, IL.
- Whitten, E. (1991, February). Inservice on Teaching Strategies and Data-based Instruction. Pekin Public Schools, IL.
- Whitten, E. (1991, January). Inservice on Collaborative Consultation and CoTeaching. Mahomet Public Schools, IL.
- Whitten, E. (1990, December). Consultation with School Staff on the Topic of Full Inclusion. Northbrook Public Schools, IL.
- Whitten, E. (1990, November). Inservice on Collaborative Consultation. Rantoul Public Schools, IL.
- Whitten, E. (1990, November). Inservice on Teacher Support Teams and Consultation. Morton Public Schools, IL.
- Whitten, E. (1990, November,). Inservice on Collaborative Consultation. Pekin Public Schools, IL
- Whitten, E. (1990, November,) Effective Teaching Strategies. Fisher Public Schools, IL.
- Whitten, E. (1990, November) Collaborative Consultation. Glenview Public Schools, IL.
- Whitten, E. (1990, October). Inservice on Collaborative Consultation. Romeoville Public Schools, IL.
- Whitten, E. (1990, October). Inservice on Collaborative Consultation. Morton Public Schools, IL
- Whitten, E. (1990, October). Inservice on Collaborative Consultation. Mahomet Public Schools, IL
- Whitten, E. (1990, October). Inservice on Co-Teaching. Fisher Public Schools, IL.
- Whitten, E. (1990, October). Collaboration and Teaching Strategies. Oakbrook Public Schools, IL.

- Whitten, E. (1990, October). Life Skills Curriculum for Students with Mental Disabilities. Danville Public Schools, IL.
- Whitten, E. (1990, October). Co-teaching. Highland Park Public Schools, IL.
- Whitten, E. (1990, October). Strategies for the General Education Classroom Teacher. Rantoul Public Schools, IL.
- Whitten, E. (1990, September). Collaborative Consultation. Rantoul Public Schools, IL.
- Whitten, E. (1990, August). Collaboration for the 1990's. Mahomet Public Schools, IL.
- Whitten, E. (1990, August). Collaboration for the 1990's. Fisher Public Schools, IL.
- Whitten, E. (1990, August). Collaboration for the 1990's. Rantoul Public Schools, IL.
- Whitten, E. (1990, April). Inservice on Writing Individual Education Plans to Deficit Areas. St. Joseph Public Schools, IL.
- Whitten, E. (1990, March). Co-planning, Co-teaching, and Co-evaluation for General and Special Educators. Homer Public Schools, IL.
- Whitten, E. (1989, April). Inservice on Teaching Strategies and Behavioral Contracts in the General Education Classroom. Fisher Public Schools, IL.
- Whitten, E. (1989, April). Inservice for Superintendents, Principals, and Counselors of Champaign-Ford County on Strategies for Working with Truant Students. Rantoul, IL
- Whitten, E. (1989, March). Inservice on the Development of Curriculum-Based Assessment for Reading, Mahomet Public Schools, IL.
- Whitten, E. (1989, March). Inservice on Teaching Strategies in the General Education Classroom, St. Joseph Public Schools, IL.
- Whitten, E. (1989, March). Inservice on Meeting the Behavioral Needs of Students with Autism in the Least Restrictive Environment, Mahomet Public Schools, IL.
- Whitten, E. (1989, February). Inservice for Special Education Teachers on Writing IEP's to Deficit Areas, Champaign County, Rantoul Public Schools, IL.
- Whitten, E. (1989, September). Modifying the General Education Curriculum for Students with Special Needs, Thomasboro Public Schools, IL.
- Whitten, E. (1989, September). Collaborative Consultation, Ludlow Public Schools, IL.

- Whitten, E. (1989, March). Modifying the General Education Curriculum for Students with Special Needs, Mahomet Public Schools, IL.
- Whitten, E. (1988, November). Techniques of Collaborative Consultation, Champaign County Regional Office, Champaign, IL.
- Whitten, E. (1988, October). Data-Based Instruction, Champaign-Ford Educator's Day, Rantoul, IL.
- Whitten, E. (1988, March). Modifying Curriculum for Students At-risk of Academic Failure, Mahomet Public Schools, IL.
- Whitten, E. (1988, March). Broadening the Scope of Special Education, Broadlands Public Schools, IL.
- Whitten, E. (1988, February). Broadening the Scope of Special Education, St. Joseph Public Schools, IL.
- Whitten, E. (1988, January). Broadening the Scope of Special Education, Champaign Public Schools, IL.
- Whitten, E. (1987, April). How to Teach Students with Disabilities in the General Education Classroom, University of Illinois, Guests Lecturer in Education 237, Champaign, IL.
- Whitten, E. (1985, May). Teaching students At-Risk for School Failure, Jamaica Public Schools, IL.
- Whitten, E. (1985, May). Keynote Speaker at Illiopolis High School Graduation, Illiopolis, IL.

RECOGNITION AND INTERNATIONAL AND NATIONAL SERVICE ACTIVITIES

- 2014 Recipient of the TeachLive Coaching Award, University of Central Florida
- 2013 Recipient of the Mary L. Dawson Full Time Teaching Award, WMU College of Education and Human Development
- 2013-Present Reviewer for the journal, *Teacher Education Special Education*.
- 2010-Present Reviewer for the journal, *Reading Horizons*.
- 2010-Present Reviewer for the journal, *Preventing School Failure*.
- 2009 Book Review for *Learning Disabilities* by Janet Lerner and Beverly Johns.

2008 Book Review for *Student Teacher to Master Teacher: A Practical Guide for Educating Students with Special Needs* by Rosenberg/O'Shea/O'Shea.

Co-Editor of the Journal of International Special Needs Education, Division of International Special Education, Council for Exceptional Children (2002-2007).

MTTC – Learning Disabilities Program Review Panel, State Department of Michigan, 2006

CEC/NCATE Program Review Panel, Council for Exceptional Children, 2000-present.

President of Division of International Special Education and Services, 1998-99.

President Elect of Division of International Special Education and Services, 1997-98.

Member At-Large, Division of International Special Education, 1995-1997.

Educational Consultant, (2002-2003). Champaign School District, provide training to general educators on Accommodation and Modifications for Students At-Risk and Training paraeducators on how to work with students with disabilities.

Recipient of Summer 2001 Proposal Development Program Funded through the Office for the Vice President for Research and Dean of the Graduate College.

Expert Educational Consultant, (August, 2001-present). Portage School District appointed by Hearing Officer Lyn Beekman.

Selected to participate in the President's Mentor/First Year Teacher Laptop Project, Western Michigan University, 1998.

Elected to serve as publicity chair for the Special Education World Congress 2000, South Africa, 1997-2000.

Expert Educational Consultant, (August, 1995-97). Portage School District appointed by Hearing Officer Lyn Beekman.

Selected to serve as Interim Chair, (August 1996). Department of Special Education, Western Michigan University.

Promotion to Associate Professor, (May, 1996). Western Michigan University.

Recipient of Professional Development Funds, (May, 1996). Funded through the Office of the President, Western Michigan University.

Recipient of Administrative Merit Award, (1996). Western Michigan University.

Recipient of Departmental Merit Pay, (1995-96). Department of Special Education, Western Michigan University.

Recipient of Administrative Merit Award, (1995). Western Michigan University.

Guest Speaker for Students Education Association, (October, 1995). Western Michigan University.

Recipient of Departmental Merit Pay, (1994-1995). Department of Special Education, Western Michigan University.

Educational Consultant, (September 1995). Ludington Intermediate School District, Ludington, MI.

Expert Educational Consultant, (March, 1995). Portage School District appointed by Hearing Officer Lyn Beekman.

Elected to Member-At- Large, (June, 1995). Division of International Special Education, Council for Exceptional Children.

Educational Consultant, (September, 1991-August, 1995). Champaign School District, Intervention Assistance Teams, Champaign, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (December, 1993). Champaign, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (June, 1993). Champaign, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (December, 1992). Champaign, IL.

Recipient of Outstanding Instructor Award for the College of Education, (SY 1991-92) University of Illinois, Champaign, IL,

Incomplete List of Outstanding Instructors at the University of Illinois, (June, 1992). Champaign, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (December, 1991). Champaign, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (June, 1991). Champaign, IL.

Recipient of the Edmund J. James Scholar Award, (May, 1989). University of Illinois, Champaign, IL.

Team Leader of North Central Accreditation Team, (April, 1991). St. Joseph Public Schools, St. Joseph, IL.

Incomplete List of Outstanding Instructors at the University of Illinois, (June, 1987). Champaign, IL.

Appointed to Champaign Schools Task Force to develop special education policies and procedures for state level compliance, (February- March, 1987). Champaign, IL.

Appointed to a compliance monitoring team to review Kankakee Area Special Education Collaborative, (February, 1987). Kankakee, IL.

Appointed as a team member for three North Central Accreditation teams at Bad Kreuznach Elementary, Wiesbaden Middle School and Frankfurt High School, (September, 1983). Department of Defense Schools, Frankfurt, Germany.

Director of Department of Defense Winter Special Olympics, (December, 1981). Bertchesgarden, Germany.

Recipient of Merit Promotion to Special Education Coordinator, (June, 1981). Department of Defense Schools, Wiesbaden, Germany.

Appointed as a team member for two North Central Accreditation teams at Mannheim High School and Kaiserslautern Elementary School, (April, 1981). Department of Defense Schools, Frankfurt, Germany.

Founder and Director of Department of Defense Winter Special Olympics, (December, 1980). Bertchesgarden, Germany.

Recipient of Merit Promotion to Principal of Rhein Center for Exceptional Children, (June, 1979), Department of Defense Schools, Frankfurt, Germany.

Director of Frankfurt Schools Outdoor Education Playday, (June, 1977). Department of Defense Schools, Frankfurt, Germany.

Special recognition for participation in Department of Defense energy conservation team, (April, 1977). Department of Defense, Frankfurt, Germany.

CURRICULUM VITAE

Name: Jianping Shen **Address:** Dept. of Ed. Leadership, Research & Technology
 College of Education and Human Development
 Western Michigan University
 Kalamazoo, MI 49008-5193

(b)(6)

Highest Degree

Ph.D. (1995) in educational leadership and policy studies (advisors: Dr. John I. Goodlad and Dr. Kenneth A. Sirotnik) from the University of Washington, Seattle

Work Experiences

July 2012 – present	Named as “Gwen Frostic Endowed Chair for Research and Innovation”
2012 – present	Director of Center for Educational Leadership and Policy
2005 – present	Named as “The John E. Sandberg Professor of Education”
2001 - present	Full professor in educational leadership at Western Michigan University
1999 - 2001	Associate professor in educational leadership at Western Michigan University (tenured in August 2000)
1996 - 1999	Assistant professor in educational leadership at Western Michigan University
1995 - 1996	Postdoctoral research associate for Dr. John I. Goodlad in the Center for Educational Renewal, College of Education, University of Washington, Seattle
1991 - 1995	Research assistant in the Center for Educational Renewal, College of Education, University of Washington, Seattle

- 1988 - 1991 Lecturer in the Department of Education at the East China Normal University, Shanghai; assistant editor of the Journal of Teacher Education, Shanghai and Beijing
- 1984 - 1986 Elementary school teacher, director of the English division of Fengtang School District, researcher at the Education Bureau of Baoshan District, Shanghai

Courses Taught and Supervised

EDLD 604 Contemporary Educational Scene
 EDLD 609 Theories of Leadership
 EDLD 640 Introduction to Research
 EDLD 648 Naturalistic Inquiry
 EDLD 681 Policy Development
 EDLD 695 Dissertation Seminar
 EDLD 712 Professional Field Experience
 EDLD 725 Doctoral Research Seminar
 EDLD 730 Dissertation Research

Publications and Presentations in English

Books in English

1. Shen, J., Ma, X. et al. (2013). *Quality rating and improvement system for early care and education: Development, implementation, evaluation and learning*. New York, NY: Peter Lang.
2. Shen, J., & Associates (2009). *School teachers: Their professional and demographic characteristics*. New York, NY: Peter Lang.
3. Shen, J., & Associates (2005). *School principals*. New York, NY: Peter Lang.
4. Shen, J. (1999). *The school of education: Its mission, faculty, and reward structure*. New York, NY: Peter Lang.

Edited books in English

1. J. Shen & V. E. Cooley (Eds.) (2013). *A resource book for improving principals' learning-centered leadership*. New York, NY: Peter Lang Publishing.

2. J. Shen (Ed.) (2012). *Tools for improving school principals' work*. New York, NY: Peter Lang Publishing.

Refereed articles in English

1. Ma, X., Nelson, R. F., Shen, J., & Krenn, H. Y. (in press). Effects of preschool intervention strategies on school readiness in kindergarten. *Educational Research for Policy and Practice*.
2. Ma, X., Shen, J., & Krenn, H.Y. (in press). The relationship between parental involvement and Adequate Yearly Progress among urban, suburban, and rural schools. *School Effectiveness and School Improvement*.
3. Shen, J., Washington, A., Palmer, L. B., Xia, J. (in press). Effects of traditional and non-traditional forms of parental involvement on school-level achievement outcome: An HLM study using SASS 2007-08. *Journal of Educational Research*.
4. Izumi, M., Shen, J., Xia, J. (in press). Determinants of graduation rate of public alternative schools. *Education and Urban Society*.
5. Xie, D. & Shen, J. (2013). Teacher leadership at different school levels: Findings and implications from 2003-04 Schools and Staffing Survey in US public schools. *International Journal of Leadership in Education* 16 (3), 327-348.
6. Ma, X., Shen, J., Lu, X., Brandi, K., Goodman, J., & Watson, G. (2013). Can quality improvement system improve childcare site performance in school readiness? *Journal of Educational Research*, 106 (2), 146-156.
7. Shen, J., Leslie, J.M., Spybrook, J.K., & Ma, X. (2012). Are principal background and school processes related to teacher job satisfaction? A multilevel study using Schools and Staffing Survey 2003-04. *American Educational Research Journal*, 49 (2), 200-230.
8. Shen, J., & Xia, J. (2012). The relationship between teachers' and principals' power: Is it a win-win situation or zero-sum game? *International Journal of Leadership in Education* 15 (2), 153-174.
9. Shen, J., Cooley, V., Ma, X., Reeves, P., Burt, W., Rainey, J.M., & Yuan, W. (2012). Data-informed decision-making on high-impact strategies: Developing and validating an instrument for Principals. *Journal of Experimental Education*, 80 (1), 1-25.
10. Ma, X., Shen, J., Kavanaugh, A., Lu, X., Brandi, K., Goodman, J., Till, L., & Watson, G. (2011). Effects of quality improvement system on child care centers. *Journal of Research in Childhood Education*, 25, (4) 399-414.

11. Shen, J., Ma, X., Tackett, W., Lu, X., Brandi, K., Goodman, J., Till, L., Watson, G. (2011). Effects of quality improvement system on early childhood education practitioners. *Research and Practice Advances in Early Education and Day Care*, 15, 129-154.
12. Shen, J., Cooley, V., Reeves, P., Burt, W., Ryan, L., Rainey, J. M., & Yuan, W. (2010). Using data for decision-making: Perspectives from 16 principals in Michigan, USA. *International Review of Education*, 56, 435-456.
13. Rodriguez-Campos, L., Rincones-Gomez, R., & Shen, J. (2008). Do teachers, principals, and superintendents perceive leadership the same way: A structural equation modeling test of a multi-dimensional construct across groups. *Frontiers of Education in China*, 3 (3), 360-385.
14. Shen, J., Yang, H., Cao, H., Warfield, C. (2008). The fidelity—adaptation relationship in non-evidence-based programs and its implication for program evaluation. *Evaluation*, 14 (4), 467-481.
15. Shen, J., & Cooley, V. (2008). Critical issues in using data for decision-making. *International Journal of Leadership in Education*, 11(3), 319-329.
16. Burt, W., Cooley, V., Shen, J., Reeves, P., Yuan, W. (2008). Michigan public school principals' perception regarding the importance and actual use of instructional data: an ex post factor study. *Journal of the alliance of Black School Educators*, 7 (1), 75-86.
17. Shen, J., Poppink, S., Cui, Y., & Fan, G. (2007). Lesson planning: A practice of professional responsibility and development. *Educational Horizons*, 85 (4), 248-258.
18. Shen, J., Zhen, J., Poppink, S. (2007). Open lessons: A practice to develop a learning community for teachers. *Educational Horizons*, 85 (3), 181-191.
19. Lu, X., Shen, J., & Poppink, S. (2007). Are teachers qualified? A national study of secondary public school teachers using SASS 1999-2000. *Leadership and Policy in Schools*, 6 (2), 129-152.
20. Liu, Y., Shen, J., Warren, W., & Cowart, L. (2006). Assessing the factorial structure of high school history teachers' perceptions on teaching American history. *Teacher Development*, 10 (3), 375-387.
21. Cooley, V.E., Shen, J., Miller, D., Winograd, P.N., Rainey, J.M., Yuan, W., & Ryan, L. (2006). Increasing leaders' capacity in data-based decision-making: State-level initiatives in Ohio, New Mexico, and Michigan. *Educational Horizons*, 85 (1), 57-64.

22. Shen, J., & Ma, X. (2006). Does systemic change work? Curricular and instructional practice in the context of systemic change. Leadership and Policy in Schools 5 (3), 231-256.
23. Yang, H., & Shen, J. (2006). When is an external evaluator no longer external? Reflections on some ethical issues. American Journal of Evaluation, 27 (3), 378-382.
24. Rodriguez-Campo, L., Rincones-Gomez, R., & Shen, J. (2005). Secondary principals educational attainment, experience, and professional development. International Journal of Leadership in Education, 8 (4), 309-319.
25. Shen, J., & Palmer, L. B. (2005). Attrition patterns of inadequately prepared teachers. In J. R. Dangel & E. M. Guyton (Eds.), Research on alternative and non-traditional education (Teacher education yearbook XIII) (pp. 143-157). Lanham, MD: Scarecrow.
26. Yang, H., Shen, J., Cao, H., & Warfield, C. (2004). Multilevel evaluation alignment: An explication of a four-step model. American Journal of Evaluation, 25 (4), 493-507.
27. Shen, J., Lu, X., & Kretovics, J. (2004). Improving the education of students placed at risk through school-university partnerships. Educational Horizons, 82, 184-193.
28. Shen, J., Mansberger, N. B., Yang, H. (2004). Teacher quality and students placed at risk: Results from the Baccalaureate and Beyond Longitudinal Study 1993-97. Educational Horizons, 82, 226-235.
29. Shen, J., Cooley, V., & Wegenke, G. (2004). Perspectives on factors influencing application of principalship: A comparative study of teachers, principals, and superintendents. International Journal of Leadership in Education, 7 (1), 57-70.
30. Shen, J., Wegenke, G. L., & Cooley, V. E. (2003). Has the public teaching force become more diversified: National and longitudinal perspectives on gender, race, and ethnicity. Educational Horizons, 81, 112-118.
31. Shen, J., & Poppink, S. (2003). The certification characteristics of the public school teaching force: National, longitudinal, and comparative perspectives. Educational Horizons, 81, 130-137.
32. Shen, J., & Crawford, C. S. (2003). The characteristic of the secondary principalship: An introduction to the special issue. NASSP Bulletin, 87 (634), 2-8.
33. Cooley, V. E., & Shen, J. (2003). School accountability and professional job responsibilities: A perspective from secondary principals. NASSP Bulletin, 87 (634), 10-25.

34. Poppink, S., & Shen, J. (2003). Secondary principals' salaries: A national, longitudinal study. NASSP Bulletin, 87 (634), 67-82.
35. Kwak, C.M., Shen, J., & Kavanaugh, A. L. (2002). An overview of the practice and development of service-learning. Educational Horizons, 80, 190-194.
36. Shen, J. (2002). Student teaching in the context of school-university partnership: A case study of a student teacher. Education, 122 (3), 564-580.
37. VanderJagt, D., Shen, J., & Hsieh, C. (2001). Elementary and secondary public school principals' perceptions of school problems. Educational Research Quarterly, 25 (2), 39-51.
38. Hsieh, C., & Shen, J. (2001). Is school choice a mechanism for sustaining changes? Implications from a national survey. The Clearing House, 75 (2), 88-91.
39. Shen, J. (2001). Teacher and Principal empowerment: National, longitudinal, and comparative perspectives. Educational Horizons, 79 (3), 124-129.
40. Keiser, N. M., & Shen, J. (2000). Principals' and teachers' perceptions of teacher empowerment. Journal of Leadership Studies, 7 (3), 115-121.
41. Ruhl-Smith, C., Smith, J., Cooley, V. E., & Shen, J. (2000). Gender differences related to reasons for entering and leaving administrative positions: A research investigation. Education Leadership Review, 1 (3), 45-51
42. Shen, J., Rodriguez-Campo, L., & Rincones-Gomez, R. (2000). Characteristics of urban school principals: A national trend study. Education and Urban Society, 32 (4), 481-491.
43. Cooley, V. E., & Shen, J. (2000). Factors influencing applying for urban principalship. Education and Urban Society, 32 (4), 443-454.
44. Shen, J. (2000). The impact of the alternative certification policy: Multiple perspectives. In J. D. McIntyre & D. M. Byrd (Eds.), Research on effective models for teacher education: Teacher Education year book VIII (pp. 235-247). Thousand Oaks, CA: Corwin.
45. Shen, J. (1999). Connecting educational theory, research, and practice: John I. Goodlad's research. Journal of Thought, 34 (4), 25-96.
46. Shen, J. (1999). Alternative certification and math and science teachers. Educational Horizons, 78 (1), 44-48.
47. Shen, J., Cooley, V. E., Ruhl-Smith, C. (1999). Entering and leaving school administrative positions. International Journal of Leadership in Education, 2 (4), 353-367.

48. Ruhl-Smith, C., Shen, J., & Cooley, V. E. (1999). Gender differences in the reasons for entering and leaving educational administration: Discriminant function analyses. The Journal of Psychology, 133 (6), 596-604.
49. Shen, J. (1999). A principal components analysis of latent structures of mission involvement and promotion criteria as perceived by education faculty members in three types of institutions. Educational Research Quarterly, 22 (3), 47-58.
50. Shen, J., Cooley, V. E., Ruhl-Smith, C., & Keiser, N. (1999). Quality and impact of educational leadership programs: A national study. Journal of Leadership Studies, 6 (1 & 2), 3-16.
51. Shen, J., & Hsieh, C.-L. (1999). The instructional goals of the school leadership program: Future school leaders' and educational leadership professors' perspectives. Journal of School Leadership, 9 (1), 79-91.
52. Shen, J., & Hsieh, C. (1999). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. Teaching and Teacher Education, 15 (3), 315-323.
53. Shen, J., & Yuan, B.-J. (1999). Moral values held by only children and sibling children in Mainland China. The Journal of Psychology 130 (1), 115-124.
54. Cooley, V. E., Shen, J., & Ruhl-Smith, C. (1998). Factors affecting teachers applying for administrative positions. Journal of Employment in Education, (3), 33-45.
55. Shen, J. (1998). Alternative certification, minority teacher, and urban education. Education and Urban Society 31 (1), 30-41.
56. Shen, J. (1998). Alternative certification: A complicated research topic. Educational Evaluation and Policy Analysis, 20 (4), 316-319.
57. Portin, B. S., & Shen, J. (1998). The changing principalship: Its current status, variability, and impact. The Journal of Leadership Studies, 5 (3), 93-113.
58. Shen, J. (1998). The impact of the alternative certification policy on the elementary and secondary teaching force in public schools. Journal of Research and Development in Education, 32, 9-16.
59. Hsieh, C., & Shen, J. (1998). Teachers', principals', and superintendents' perceptions of leadership. School Leadership and Management, 18 (1), 107-121.
60. Yuan, B.-J., & Shen, J. (1998). Moral values held by early adolescents in Taiwan and Mainland China. Journal of Moral Education, 27 (2), 191-207.

61. Shen, J. (1998). Unity and diversity of promotion criteria in U.S. Schools, Colleges, and Departments of Education. International Review of Education, 44 (1), 21-45.
62. Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. Journal of Educational Research, 91 (2), 81-88.
63. Cooley, V. E., & Shen, J. (1997). Are schools and families ready for school learning: Reflections from a national longitudinal study. Educational Horizons, 76 (2), 81-86.
64. Shen, J. (1997). Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools. Educational Evaluation and Policy Analysis, 19 (3), 276-283.
65. Shen, J. (1997). How to reduce teacher attrition in public schools: Policy implications from a national study. Educational Horizons, 76 (1), 33-39.
66. Shen, J. (1997). Structure of the theoretical concept of educational goals: A test of the factorial validity. Journal of Experimental Education, 65 (4), 342-352.
67. Shen, J. (1997). Mission involvement and promotion criteria in schools, colleges, and departments of education. American Journal of Education, 105 (2), 186-211.
68. Shen, J. (1996). A study of contrast: Visions of preservice teacher education in the context of a professional development school. The Professional Educator, 18 (2), 45-58.
69. Shen, J. (1995). Faculty fragmentation and teacher education in schools, colleges, and departments of education. Journal of Teacher Education, 46 (2), 141-149.
70. Shen, J. (1995). A multiple-perspective approach to policy analysis and its application to college entrance policy in the People's Republic of China. Journal of Education Policy, 10 (1), 75-93.
71. Shen, J. (1994). Educational policy in the People's Republic of China: A political influence perspective. Journal of Education Policy, 9 (1), 1-13.
72. Shen, J. (1994). Ideological management in textbooks: A study of the changing image of the United States in China's geography textbooks. Theory and Research in Social Education, 22 (2), 1-21.
73. Shen, J., & Chen, G. (1994). Mao Zedong's educational thoughts revisited. Canadian and International Education, 23 (1), 67-82.
74. Shen, J. (1994). Nation-state approach and world systems analysis: A new perspective on comparative education. Canadian and International Education, 23 (2), 1-12.

75. Shen, J. (1993). "Teaching as a moral enterprise" revisited. Review of Education, 15 (3-4), 333-339.

Non-refereed articles in English

1. Shen, J. (2003). Have minority students had a fair share of quality teachers? Results from a national, longitudinal study (1987-88 to 1999-2000). Race and Poverty, 12 (4), 7-8.
2. Cooley, V. E., & Shen, J. (1999). Who will lead: The top 10 factors that influence teachers moving into administration. NASSP Bulletin, 83 (606), 75-80.
3. Portin, B., Shen, J., & Williams, R. (1998). The changing principalship and its impact: Voices from principals. NASSP Bulletin, 82 (602), 1-8.
4. Shen, J. (1998). Do teachers feel empowered? Educational Leadership, 55 (7), 35-36.
5. Shen, J. (1997). The evolution of violence in schools. Educational Leadership, 55 (2), 18-20.
6. Shen, J. (1994). Voices from the field: Emerging issues from a school-university partnership. Metropolitan Universities, 5 (2), 77-85.
7. Shen, J. (1993). Voices from the field: the school-based PDS faculty members' vision of preservice teacher education in the context of a professional development school. Occasional Paper No. 16. Seattle: Center for Educational Renewal, University of Washington.

Chapters in edited book

1. Reeves, P., Palmer, L.B., McCrumb, D., Shen, J. (in press). Sustaining a renewal model for school improvement. In Sanzo, Z. (ed.)
2. Burt, W., Shen, J., Leneway, R., & Rainey, M. (in press). Sustaining data-informed decision-making. In Sanzo, K. (ed.).
3. Xia, J., Gao, X., Shen, J. (in press). Demographic and professional characteristics of urban school principals in the US: A 20-year trend study. In M. Khalifa, C. Grant & N. W. Arnold (eds.) *Urban School Leadership Handbook*.
4. Xia, J., Shen, J., & Cooley, V.E. (2013). Coherent curriculum. In J. Shen & V. E. Cooley (Eds.), *A resource book for improving principals' learning-centered leadership* (pp. 123-141). New York, NY: Peter Lang Publishing.

5. Cooley, V.E. & Shen, J. (2013). Data-informed decision-making. In J. Shen & V. E. Cooley (Eds.), *A resource book for improving principals' learning-centered leadership* (pp. 17-43). New York, NY: Peter Lang Publishing.
6. Shen, J. & Cooley, V.E. (2013). Introduction. In J. Shen & V. E. Cooley (Eds.), *A resource book for improving principals' learning-centered leadership* (pp. 1-15). New York, NY: Peter Lang Publishing.
7. Shen, J. & Cooley, V.E. (2012). Learning-centered leadership development program for practicing and aspiring principals. In K. L. Sanzo, S. Myran, A. H. Nomoore, A.H. (Eds.), *Successful School Leadership Preparation and Development: Lessons Learned from US DoE School Leadership Program Grants* (pp. 113-135). UK: Emerald Group Publishing.
8. Shen, J., Cooley, V.E., Marx, G., Kirby, E., Whale, D.E. (2012). Data-informed Decision-making: A Guidebook for Data Points and Analyses for the School Improvement Team. In J. Shen (Ed.), *Tools for improving school principals' work* (pp. 137-168). New York: Peter Lang.
9. Shen, J., Cooley, V., Ma, X., Reeves, P., Burt, W., Rainey, J.M., & Yuan, W. (2012). Data-informed decision-making on high-impact strategies: An instrument for improving principalship. In J. Shen (Ed.), *Tools for improving school principals' work* (pp. 107-135). New York: Peter Lang. (Reprint, with permission, of a previously published article in *Journal of Experimental Education*)
10. Shen, J. (2012). The need for tools to improve principalship: An introduction. In J. Shen (Ed.), *Tools for improving school principals' work* (pp. 1-12). New York: Peter Lang.
11. Shen, J., Zheng, J., & Poppink, A. (2010). Open lessons: A practice to develop a learning community for teachers. In Goodman, G. (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 451-459). New York: Peter Lang Publishing. (Reprint of a previously published journal article)
12. Shen, J., Poppink, S., Cui, Y., & Fan, G. (2010). Lesson planning: A practice of professional responsibility and development. In Goodman, G. (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 460-468). New York: Peter Lang Publishing. (Reprint of a previously published journal article)
13. Shen, J. (2001). John I. Goodlad. In J. Palmer (Ed.), *Fifty modern thinkers on education: From Piaget to the present* (pp. 122-127). London: Routledge.
14. Shen, J. (2001). Confucius. In J. Palmer (Ed.), *Fifty major thinkers on education: From Confucius to Dewey* (pp.1-5). London: Routledge.

15. Shen, J. (1999). A selected, annotated bibliography of John I. Goodlad's publication. In R. Soder & K. A. Sirotnik (Eds.), *Essays in honor of John I. Goodlad*. New York: Peter Lang.

Guest-Editor for the Following Journal Issues

1. Educational Horizons, 85 (2006) (A mini-issue on data-based decision-making)
2. Educational Horizons, 82 (Spring 2004) (A special issue on educating students placed at risk)
3. Educational Horizons, 81 (2003) (A special issue on changing characteristics of the public teaching force)
4. NASSP Bulletin, 87 (634) (2003) (A special issue on characteristics of the secondary principalship)
5. Educational Horizons, 80 (2002) (A mini-issue on service learning)
6. Education and Urban Society, 32 (2000) (A special issue on urban principalship)
7. Journal of Thought, 34 (1999) (A special issue on Goodlad's thoughts)

Selected refereed presentations in English

1. Ma, X., Shen, J., Krenn, H. Y., Yuan, J., & Hu, Shanshan. (2014, September). *The role of system alignment in care and education of children from birth to Grade 3*. Paper presented at the annual meeting of the European Educational Research Association. Porto, Portugal.
2. Gao, X., Xia, J., & Shen, J. (2014). *Demographic and professional characteristics of urban school principals in the US: A 20-year trend study*. Philadelphia, PA: Paper presented at the 2014 annual conference of American Educational Research Association.
3. Gao, X., Xia, J., Shen, J. (2014). *Is there an association between data-informed district-level improvement efforts And data-informed instruction at the classroom level? An empirical examination using national SASS 2003-04 Data*. Philadelphia, PA: Paper presented at the 2014 annual conference of American Educational Research Association.
4. Xia, J., & Shen, J. (2014). *Principal-teacher's power relationship revisited: A national study based on principal's perception*. Philadelphia, PA: Paper presented at the 2014 annual conference of American Educational Research Association.
5. Xia, J., Gibbs D. J., & Shen, J. (2014). *Support services and school effectiveness: A national study using SASS 2007-08 data*. Philadelphia, PA: Paper presented at the 2014 annual conference of American Educational Research Association.

6. Xia, J., Vickers J., & Shen, J. (2014). *Who lead our charter schools? A national study using SASS 2007-08 data*. Philadelphia, PA: Paper presented at the 2014 annual conference of American Educational Research Association.
7. Gao, X., Shen, J., & Xia, J. (2013). A test of the theory "School as a Loosely Coupled Organization". San Francisco, CA: Paper presented at the 2013 American Educational Research Association Meeting
8. Xia, J., Izumi, M., Shen, J. (2013). What influences teacher job satisfaction for public alternative schools? A multilevel study using SASS 2007-08. San Francisco, CA: Paper presented at the 2013 American Educational Research Association Meeting.
9. Ma, X., Shen, J., Nelson, R., Krenn, H. (2012). Effects of preschool intervention strategies on school readiness in kindergarten. Paris, France: Paper presented at the 4th International Conference on Education, Economy and Society.
10. Shen, J., Ma, X., Krenn, H. Y. (2012). Effects of parental involvement on adequate yearly progress in urban, suburban, and rural Schools. Vancouver, BC: Paper presented at the 2012 American Educational Research Association Meeting.
11. Xia, J. & Shen, J. (2012). The relationship between teachers' and principals' decision-making power: Findings based on Schools and Staffing Survey 2003-04. Vancouver, BC: Paper presented at the 2012 American Educational Research Association Meeting
12. Shen, J., Leslie, J.M., Spybrook, J.K., & Ma, X. (2012). Are principal background and school processes related to teacher job satisfaction? A multilevel study using Schools and Staffing Survey 2003-04. Vancouver, BC: Paper presented at the 2012 American Educational Research Association Meeting.
13. Shen, J., Ma, X., Kavanaugh, A., Lu, X., Brandi, K., Goodman, J., Till, L., & Watson, G. (2011). Effects of quality improvement system on early childhood education sites. New Orleans , LA : Paper presented at the 2011 American Educational Research Association Meeting.
14. Ma, X., Shen, J., Lu, X., Brandi, K., Goodman, J., & Watson, G. (2011). Can quality improvement system improve children's school readiness? New Orleans, LA: Paper presented at the 2011 American Educational Research Association Meeting.
15. Xia, J., & Shen, J. (2011). How is teachers' and principals' power related? Findings from a national study. New Orleans, LA: Paper presented at the 2011 American Educational Research Association Meeting.
16. Shen, J., Ma, X., Tackett, W., Lu, X., Brandi, K., Goodman, J., Till, L., Watson, G. (2010). Effects of quality improvement system on early childhood education practitioners. Paper presented at 2010 AERA Meeting in Denver, CO.

17. Shen, J., Ma, X., Cooley, V., Burt, W., Reeves, P., Rainey, M., & Yuan, W. (2009). Data-informed decision-making on high-impact strategies: Developing and validating an instrument for principals. Paper presented at the 2009 AERA Meeting in San Diego, CA.
18. Shen, J., Cooley, V., Burt, W., Reeves, P., Ryan, L., Rainey, M., Yuan, W. (2008). Using data for decision-making: Perspectives from 16 principals. Paper presented at the 2008 AERA Meeting in New York, NY.
19. Shen, J., Liu, Y., Warren, W., Cowart, L. (2007). Assessing the factorial structure of high school history teachers' perceptions of teaching American history. Paper presented at the 2007 AERA Meeting in Chicago, IL.
20. Yuan, W., Cai, X., Shen, J. (2007). Teacher retention and attrition: Evidence from SASS 1999-2000. Paper presented at the 2007 AERA Meeting in Chicago, IL.
21. Yang, H., Behrens, T., Yuan, Y., Shermna, J., Shen, J., & Foster-Fishman, P. (2006). Cluster/initiative level evaluation. Presented at the 2006 Meeting of American Evaluation Association, Portland, OR.
22. Lu, X., Shen, J. To, D. (2006). Are teachers highly qualified? A national study of secondary public school teachers using SASS 1999-2000. Paper presented at the 2006 AERA Meeting in San Francisco, CA.
23. Rainey, J. M., Haas, J., Ridders, J., Cooley, V. E., Wegenke, G., and Shen, J. (2005). K-12 public schools and university collaborative professional development for aspiring and practicing principals. Paper presented at the 2005 AASA Meeting in San Antonio, TX.
24. Shen, J. & Palmer, L. B. (2005). Attrition patterns of inadequately prepared teachers. Paper presented for presentation at 2005 Annual Meeting of Association of Teacher Educators, Chicago, February 15, 2005.
25. Yang, H., Behrens, T., Shen, J. (2004). Fundamental issues in cluster evaluation. Presented at the 2004 Annual Meeting of American Evaluation Association, Atlanta, GA.
26. Yang, H., Shen, J., Warfield, C. W. (2004). Multi-level evaluation alignment: From theory to practice. Paper presented at the 2004 Annual Meeting of American Evaluation Association, Atlanta, GA.
27. Ma, X., & Shen, J. (2004). Curricular and instructional practice in the context of systemic change: A national, longitudinal, and multi-level study. Paper presented at the 2003 Annual Meeting of American Educational Research Association, Chicago, IL.

28. Yang, H., Shen, J., Cao, H., Warfield, C. (2003). Multilevel evaluation alignment: An explication of a five-step model. Paper presented at the 2003 Annual Meeting of American Evaluation Association, Reno, Nevada.
29. Shen, J. (2003, April). Are alternatively certified teachers loyal to the teaching profession? Paper presented at 2003 AERA meeting, Chicago.
30. Lu, K., Shen, J., & Kretovics, J. (2003, April). The concept of school-university partnership: A qualitative study of the perceptions of school and university faculty members. Paper presented at 2003 AERA meeting, Chicago
31. Shen, J. (2002, April). Teacher Attrition in Public Schools: A National, Longitudinal Study. Paper presented at 2002 AERA meeting, New Orleans.
32. Shen, J., & Hsieh, C. (2002, April). Characteristics of Public School Principals: A National Trend Study. Paper presented at 2002 AERA meeting, New Orleans.
33. Hsieh, C., Shen, J., & Cooley, V. E. (April, 2002). Parents' Characteristics and School Choice: Evidence from NHES93. Paper presented at 2002 AERA meeting, New Orleans.
34. Shen, J., & Cooley, V. E. (2001, April). Factors influencing applying for principalship positions: Teachers', principals', and superintendents' perspectives. Paper presented at 2001 AERA meeting, Seattle.
35. Cooley, V. E., Wegenke, G., Shen, J. (2001, February). The educational leadership academy: Building an administration candidate pool through collaboration. Paper presented at the 2001 Conference-Within-A-Conference, AASA Annual Meeting, New Orleans.
36. Shen, J. (2000, April). Moral values held by early adolescents in Taiwan and Mainland China: A trend study. Paper presented at the 2000 AERA meeting, New Orleans, Louisiana.
37. Hsieh, C., & Shen, J. (2000, April). Parental characteristics and school choice: A national study. Paper presented at the 2000 AERA meeting, New Orleans, Louisiana.
38. Cooley, V. E., Shen, J., & Ruhl-Smith, R. (2000, March). Major factors influencing administrators applying for administrative positions: Perspectives of teachers, principals, and superintendents. Paper presented at the 11th annual AASA conference, San Francisco, CA.
39. Shen, J. (2000, February). The impact of alternative certification: Multiple Perspectives. Paper presented at the Annual Meeting of Association of Teacher Educators, New Orlando, FL.

40. Shen, J., Cooley, V. E., & Ruhl-Smith, C. (1999, April). Reasons for entering and leaving educational leadership positions. Paper accepted by the 1999 AERA meeting, Montreal, Canada.
41. Shen, J., & Hsieh, C. (1999, April). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. Paper accepted by the 1999 AERA meeting, Montreal, Canada.
42. Ruhl-Smith, C., Cooley, V.E., & Shen, J. (1992, February). Gender differences related to entering and leaving administrative position: An examination. Paper presented AASA's 131st Annual Conference and Exhibits, New Orleans, Louisiana.
43. Shen, J. (1998, April). The impact of the alternative certification policy on the public teaching force. Paper presented at the 1998 AERA meeting, San Diego, CA.
44. Shen, J. (1998, April). The promotion criteria in schools, colleges, and departments of education. Paper presented at the 1998 AERA meeting, San Diego, CA.
45. Cooley, V.E., Shen, J., & Ruhl-Smith, C. (1998, February). Factors related to administrators entering and leaving educational leadership positions. Paper presented at the 1998 Conference within a Conference of American Association of School Administrators, San Diego, CA.
46. Shen, J. (1997, April). Alternatively and traditionally certified teachers in public schools. Poster session presented at the 1997 AERA meeting, Chicago.
47. Shen, J. (1997, April). Teacher retention and attrition in public schools. Poster session presented at the 1997 AERA meeting, Chicago.
48. Shen, J. (1997, April). A principal components analysis of latent structures of mission involvement and promotion criteria as perceived by faculty members in three types of institutions. Paper presented at the 1997 AERA meeting, Chicago.
49. Shen, J., & B. Yuan (1997, April). A comparison of moral values held by only and sibling children in Mainland China. Paper presented at 1997 Comparative and International Education Society meeting in Mexico city, Mexico.
50. Shen, J. (1996, April). An inquiry into the relationship between mission involvement and promotion criteria in schools, colleges, and departments of education. Paper presented at 1996 AERA meeting, New York, NY.
51. Shen, J. (1996, April). Motivations and patterns in school-university partnerships: A conceptualization of interorganizational relationships. Paper presented at 1996 AERA meeting, New York, NY.

52. Yuan, B., & Shen, J. (1996, February). A comparative study of moral values held by adolescents in Mainland China and Taiwan. Paper presented at Comparative and International Education Society (CIES) annual meeting, Williamsburg, Virginia.
53. Shen, J. (1995, April). Student teaching in the context of school-university partnership: An ethnographic study of a student teacher. Paper presented at the American Educational Research Association (AERA) annual meeting, San Francisco.
54. Shen, J. (1995, April). Faculty fragmentation and teacher education in SCDEs. Paper presented at the American Educational Research Association (AERA) annual meeting, San Francisco.
55. Shen, J. (1994, April). Ideological management in textbooks: A study of the changing images of the U.S. in China's geography textbooks. Paper presented at American Educational Research Association (AERA) annual meeting, New Orleans.
56. Shen, J. (1994, March). Nation-state approach and world systems analysis: A new perspective. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA.
57. Shen, J. (1994, March). Mao Zedong's educational thoughts revisited. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA..
58. Shen, J. (1994, March). Minority education in China: A perspective from ethnicity. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA.
59. Shen, J. (1994, February). A Study of contrast: School-based faculty's vision of preservice teacher education in the context of professional development school. Paper presented at the American Association of Colleges for Teacher Education (AACTE) annual meeting, Chicago.

Awards

A grant entitled "Achievement-centered Leadership Development Program" from the School Leadership Program, US Department of Education, Oct. 2013 to Sept. 2018, primary writer and Co-PI with Dr. Nancy Mansberger and Dr. Walter Burt

A grant from the W. K. Kellogg Foundation on teacher quality and parental involvement, 2012-14, PI (\$110,000)

A grant entitled "Learning-centered Leadership Development Program" from the School Leadership Program, US Department of Education, Oct. 2010 to Sept. 2015, primary writer and Co-PI with Dr. Van Cooley; PI since 2012-13

- A grant from the W. K. Kellogg Foundation on school principalship, 2010-2011, PI
- A Grant from the History Teaching Program, US Department of Education, October 2009, writer and evaluator
- A grant from the Wallace Foundation, on Michigan Aligned System of Leaders Development, July 2008, primary writer and co-PI with Dr. Van Cooley and Ms. Betty Underwood
- A Grant from the History Teaching Program, US Department of Education, October 2007, primary writer and co-PI with Dr. Bill Warren and Ms. Lynne Cowart
- A Grant from the History Teaching Program, US Department of Education, October 2005, primary writer and co-PI with Dr. Bill Warren and Ms. Lynne Cowart
- A Grant from the Wallace Foundation on State Action for Educational Leadership Project II, December 2004, primary writer and co-PI with Dr. Van Cooley
- A Grant from the History Teaching Program, US Department of Education, October 2003, primary writer and co-PI with Dr. Bill Warren and Ms. Lynne Cowart
- A Grant from the School Leadership Program, US Department of Education, September 2002, primary writer and co-PI with Dr. Van Cooley, and Mr. Mark Rainey
- A Seed Grant from the National Academy of Education, 2002, co-PI with Dr. X. Ma
- A grant from Metamorphosis, PI, 2002
- A Grant Award from the Wallace Readers' Digest Funds, 2001, co-PI with Dr. V. E. Cooley
- A Grant Award from the Small Grants Program, Spencer Foundation, 2001
- Summer Institute Fellowship, National Center for Education Statistics, 2000
- A Grant award from the Research Development Award Program for FY 2000-2001, Western Michigan University
- A Grant Award from the National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program, 1998
- A Grant Award from the Faculty Research and Development Program of the Western Michigan University, 1998

A Grant Award from the President of Western Michigan University, 1998

A Grant Award from the Pacific Cultural Foundation, 1997

Fellowship in the Statistical Institute on Policy Analysis sponsored by American Educational Research Association, 1997

A Grant Award from the Small Grants Program, Spencer Foundation, 1996

A Grant Award from American Educational Research Association (AERA) Grants Program, 1996

Summer Institute Fellowship, National Center for Education Statistics, 1995

Research assistantship, University of Washington, 1991 to 1995

Luchara Wallace, PhD**Work:**

Western Michigan University
 Department of Special Education and Literacy Studies
 1903 W. Michigan Ave., 3S11 Sangren Hall
 Kalamazoo MI 49008
 269/387-5941 (office); 269/387-5703 (fax)
 luchara.wallace@wmich.edu

(b)(6)

CURRICULUM VITA

ACADEMIC APPOINTMENT: Assistant Professor of Special Education,
 Department of Special Education and Literacy Studies
 Western Michigan University

ACADEMIC DEGREES:

University of Kansas, School of Education, Lawrence, KS

Ph.D. Special Education, August 2009

Dissertation: Capturing the Pioneer Spirit: Family Perspectives about the Participant Direction of the HCBS Medicaid Waiver on Family Members with Significant Intellectual Disability

Loyola University Chicago, Chicago, IL

M.Ed. Special Education, January 2002

M.A. Catholic Studies, May 2000

University of North Carolina at Chapel Hill, Chapel Hill, NC

B.A. Afro-American Studies, May 1998

SPECIAL AWARDS AND HONORS:

Spotlight Member, American Association on Intellectual and Developmental Disabilities,
 September 2010

Special Recognition, WMU Office of the Provost and Office of Faculty Development, New
 Faculty Seminar, 2009-2010

Award for Achievement in Academic Research, KS chapter of AAIDD, Fall 2008

Grace Phinney Scholarship, School of Education, Fall 2006, 2008

Merit Scholarship, School of Education, Fall 2007, 2008

University of Kansas Black Faculty and Staff Student Achievement Award, Spring 2008

University of Kansas Black Faculty and Staff Academic Achievement Award, Spring 2006, 2007,
 2008

David M. Dahlke Memorial Scholarship, School of Education, Fall 2007

Ruth M. Anderson Memorial Scholarship, School of Education, Fall 2007
 Mini-Grant Award, Kansas Division on Early Childhood, Fall 2006
 Kansas Bio Scholarship, Spring 2006
 Phi Delta Kappa Honor Society, Member, Spring 2002
 Salute to Educators Award, Families and Work Institute in Conjunction with the Robert Wood Johnson Foundation, Fall 2001

WORK HISTORY:

Assistant Professor, Western Michigan University, Department of Special Education and Literacy Studies, 2009-Present
 Graduate Research Fellow, University of Kansas, Beach Center on Disability, 2005-2009
 Strategic Academic Tutor, University of Kansas-Department of Athletics, 2006-2009
 Graduate Assistant, Loyola University Chicago School of Education, Student Academic Services, 1999-2001 & 2004-2005
 Educational Consultant, Chicago, IL, 2002-2005
 History and Theology Teacher and Educational Advocate for Students with Disabilities, Maria High School, 2002-2004
 Intermediate Grade Teacher, St. Sabina Academy, 1998-1999

PUBLICATIONS:

Published Manuscripts:

Gross, J. S., **Wallace, L. S.**, Blue-Banning, M., Summers, J. A., & Turnbull, A. P. (2013). Examining the Experiences and Decisions of Parents/Guardians Participant Directing the Supports and Services of Adults with Significant Intellectual and Developmental Disabilities (SIDD). *Journal of Disability Policy Studies*.

Whitten, E. Enicks, A., **Wallace, L.**, & Morgan, D. (2013). Study of a mixed reality virtual environment used to increase teacher effectiveness in a pre-service preparation program. *Proceedings of the First National TLE TeachLivE™ Conference*.

Submitted Manuscripts:

Article Manuscripts Currently in Preparation:

Wallace, L. & Whitten, E. The technology of teacher education: Preparing pre-service special education teachers using an integrated approach. *Journal on Excellence in College Teaching*.

Wallace, L. Whitten, E., & Enicks, A. The Trifecta: TeachLIVE, Feedback, and Reflection. *Journal of Teacher Education and Special Education*.

Wallace, L. (Manuscript in preparation). Family Autism Camp: A Model for providing informational and emotional support. *The Journal of Family and Community Ministries*.

Wallace, L. (Manuscript in preparation). Visioning: Supporting families in the stages of transition for members with significant disabilities. *TEACHING Exceptional Children*.

Unpublished Manuscripts:

Wallace, L., Turnbull, A. P., & Summers, J. A. (2010). Supporting individuals with significant intellectual disabilities to live with dignity, choice, and control in the community.

Wallace, L., Blue-Banning, M., & Turnbull, A. P. (2009). Why families choose the participant-directed use of HCBS Medicaid Waiver funds. Unpublished manuscript.

Wallace, L. (2007). Love Me, Love My Body: Creating Inclusive Learning Environments for Students in Catholic Schools and Religious Education Programs. Unpublished manuscript.

GRANTS RECEIVED:

Internal

COEHD Teaching with Technology Faculty Learning Community Grant

Wallace, L. & Whitten, E. (2013). A Further Study of the Incorporation of TeachLIVE, Bug-in-the-Ear, and Apple iPads into the Teaching and Learning Process of 2nd Year Special Education Majors

Award amount: \$15,430

Instructional Development Travel Grant, Office of Faculty Development

Wallace, L. (2013). To present research at the Scholarship of Teaching and Learning Conference at Grand Valley State University, Grand Rapids, MI

Award amount: \$321

Faculty Research and Creative Activities Award (FRACAA)

Whitten, E. & Wallace, L. (2010). Enhancing Teaching and Learning through the Use of Alternative Instructional Formats

Award amount: \$9,812

Research and Development Award (RDA)

Wallace, L. (2010). Determining the Efficacy of Family Camps in Providing Informational and Emotional Support to Families of Children with Autism Spectrum Disorder

Award amount: \$2,500

GRANTS APPLIED FOR:

External

US Department of Education, Office of Special and Rehabilitation Services

Whitten, E. & Erhardt, K. (Co-PI) and **Wallace, L.** (Coordinator) (2014). Project Select: Special Educators Leading Effective Change Today. Personnel prep grant in the area of leadership development for future special education administrators from urban, rural, and other high needs districts.

Requested amount: \$1,030,040

UNFUNDED GRANTS:**External**

Pepsi Fresh Project

Wallace, L. (2010). Bring a Family Autism Camp to MI to Benefit the Entire Family.

Requested amount: \$25,000

WESTERN MICHIGAN UNIVERSITY CLASSES TAUGHT:

SPED 4800-Introduction to Learning Disabilities

SPED 4810-Classroom Practicum with Learners with Learning Disabilities

SPED 4850-Education of Learners with Learning Disabilities

SPED 5800-Introduction to Learning Disabilities

SPED 6150- Transition-Focused Education and Services for Individuals with Disabilities

SPED 4270- Learners with Disabilities in Elementary Education Programs

SPED 4290-Learners with Disabilities in Secondary Education Programs

UNIVERSITY OF KANSAS CLASSES TAUGHT:

SPED 854-Family and Inter-Professional Collaboration in Special Education (College Student Teaching)

REFEREED PRESENTATIONS:**Upcoming Presentations:****Presentations at Professional Meetings:****National**

Whitten, E., **Wallace, L.**, Enicks, A., & Morgan, D. (April 2014). *The Trifecta of Personnel Preparation*. Council for Exceptional Children National Convention: Philadelphia, PA.

Whitten, E. & **Wallace, L.** (March 2014). *The Trifecta of Personnel Preparation*. SITE Conference: Jacksonville, FL.

Whitten, E., Morgan, D., **Wallace, L.**, & Enicks, A. (May 2013). *Using TeachLIVE as a Tool to Increase Active Teaching in Pre-Service Teachers*. TeachLIVE Conference: Orlando, FL.

- Wallace, L. (May 2013). *Preparing Effective Pre-Service Teachers using an Integrated Approach*. Lilly Conference on College and University Teaching: Bethesda, MD.
- Wallace, L. (June 2012). *Developing Support Mechanisms that Meet the Needs of Individuals with Disabilities in the African American Church*. American Association of Intellectual and Developmental Disabilities Annual Meeting: Charlotte, NC.
- Wallace, L., Zhang, Z. & Shusterman, G. (June 2012). *Transition and Employment Services Task Force: A Call For White Papers Advancing Best Practices in the Field*. American Association of Intellectual and Developmental Disabilities Annual Meeting: Charlotte, NC.
- Gross, J. & **Wallace, L.** (June 2012). *Examining Experiences and Decisions of Guardians Participant Directing Supports/Services for Adults with Significant IDD*. American Association of Intellectual and Developmental Disabilities Annual Meeting: Charlotte, NC.
- Wallace, L. & Whitten, E. (February 2012). *Using Emerging Technologies to Improve the Teaching of Pre-service Special Education Students*. Association of Teacher Educators: San Antonio, TX.
- Whitten, E. & **Wallace, L.** (November 2011). *Using Emerging Technologies to Improve the Teaching of Pre-service Special Education Students*. Teacher Education Division-Council for Exceptional Children National Conference: Austin, TX.
- Whitten, E & **Wallace, L.** (October 2011). *Using Emerging Technologies to Improve Teaching Skills of Pre-service Students in SPED*. Teacher Educators for Children with Behavioral Disorders National Conference: Tempe, AZ.
- Wallace, L. (June 2011). *Encouraging Family Support Through Participation in Family Autism Camp*. American Association of Intellectual and Developmental Disabilities Annual Meeting: Minneapolis, MN.
- Whitten, E., **Wallace, L.**, & Morgan, D. (November 2010). *Innovative Teaching Practices in Teacher Education*. Teacher Education Division of the Council for Exceptional Children National Conference: St. Louis, MO.
- Wallace, L. S. (June 2009). *Capturing the Pioneer Spirit: Family Perspectives on Creating Exceptional Lives for Family Members with Significant Intellectual Disability*. American Association of Intellectual and Developmental Disabilities Annual Meeting: New Orleans, LA.

Wallace, L. S. (April 2009). *Pioneer Families: Creating Exceptional Lives in the Community for Exceptional Children*. Council for Exceptional Children Annual Convention: Seattle, WA.

Wallace, L.S. (May 2008). *Why Families Choose the Participant Direction of HCBS Medicaid Services and Funds*. American Association of Intellectual and Developmental Disabilities Annual Meeting: Washington, DC.

Blue-Banning, M., Gross, J., Hartnett, J., Keeling, R., Lee, S. H., O'Neil, M., **Sayles Wallace, L.**, & Turnbull, A. (May 2007). *Adults with Intellectual Disabilities Living Inclusive and Self-determined Lives Through Individual Control of Funding and Creative Use of Resources: 'Nuts and Bolts' of Supports to Make It Happen*. AAIDD Annual Meeting 2-day Professional Workshop: Atlanta, GA.

Sayles Wallace, L. (May 2007). *Utilizing Support Brokerage as a Component of a Comprehensive Approach to Supports Coordination*. AAIDD Annual Meeting: Atlanta, GA.

Blue-Banning, M., Poston, D., Turnbull, A., **Wallace, L. S.** (November 2006) *Adults with Significant Cognitive Disabilities Controlling and Managing Their Own Funding: 'Nuts and Bolts' of Support from Families and Friends*. TASH TECH Pre-Conference Workshop: Baltimore, MD.

Turnbull, A., Blue-Banning, M., Poston, D., & **Sayles Wallace, L.** (May 2006). *What Does it Mean to Really Have Choice and Control over our Own Medicaid HCBS funds? (Symposium)*, AAMR Inclusion Summit 2006

State

Morgan, D., **Wallace, L.**, & Hoge, Matthew. (March 2014). *Using TeachLIVE in Personnel Preparation*. Michigan Council for Exceptional Children Annual Conference: Grand Rapids, MI.

Wallace, L & Whitten, E. (October 2011). *Using Emerging Technologies to Improve the Teaching of Pre-service Special Education Students*. Michigan Association of Teacher Educators: Detroit, MI.

Wallace, L. S. (October 2008). *Why Families Choose the Participant Direction of HCBS Medicaid Waiver Funds*. InterHab Annual Meeting: Topeka, KS.

Wallace, L. S. (December 2006). *Employment Realities for Individuals with Developmental Disabilities in the State of Kansas: Results*. Kansas Council on Developmental Disabilities Quarterly Board Meeting: Topeka, KS.

Local

Whitten, E. & **Wallace, L.** (February 2014). *The Trifecta Model*. WMU Teaching with Technology Symposium: Kalamazoo, MI.

Whitten, E., Fells-Nelson, R., **Wallace, L.**, Manley, A., Ayers, S., Berkey, D., Palmer, J., Farrer, L., Kohnert, J., & Webb, L. (February 2014). *Teaching with Technology Faculty Learning Community*. WMU Teaching with Technology Symposium: Kalamazoo, MI.

Wallace, L. (May 2013). *Preparing Effective Pre-Service Teachers using an Integrated Approach*. 5th Annual Scholarship of Teaching and Learning Academy: Allendale, MI.

Sayles Wallace, L. (March 2007). *Employment Realities for Individuals with Developmental Disabilities in the State of Kansas*. Graduate and Professional Student Research Competition: Lawrence, KS & KU Professionals for Disability Student Conference: "Research to Practice": Lawrence, KS.

Sayles Wallace, L. (March 2006). *Support Brokerage: Expanding Opportunities for Individual Control of HCBS Medicaid Funds*. 3rd Annual Capitol Graduate Research Summit: Topeka, KS & Graduate and Professional Association-Graduate Student Research Competition: Lawrence, KS.

Invited Presentations:

National

Wallace, L. S. (October 2007). *Love Me, Love My Body: Creating Inclusive Learning Environments for Students in Catholic Schools and Religious Education Programs (Keynote Address)*. Network of Inclusive Catholic Educators National Conference: Buffalo, MN.

State

Wallace, L. (panelist) (March 2010). *Getting from Here to There: Alumni Career Networking Event*. Loyola University Chicago, School of Education: Chicago, IL.

Wallace, L. S. (July 2009). *Capturing the Pioneer Spirit: Recommendations from the Journey*. Family Autism Camp: Lake Preston, SD.

Wallace, L. S. (July 2008). *Capturing the Pioneer Spirit: Lessons Learned Along the Way*. Family Autism Camp: Lake Preston, SD.

Wallace, L. S. (July 2007). *The Pioneer Families Project: Pursuing Inclusive, Self-Determined Lives*. Family Autism Camp: Lake Preston, SD.

Wallace, L. S. (November 2006). *Employment Realities for Individuals with Developmental Disabilities in the State of Kansas: Survey Information Session*. Kansas Council on Developmental Disabilities-Creativity at Work: Small Business Development and Employment Innovations: Wichita, KS.

Local

Wallace, L. (January 2014). Panelist for 6th Annual Panel Discussion: Ministry and Mental Health Forum. Emerging Hope Family Strengthening Program: Kalamazoo, MI

Wallace, L. (September 2013). *Preparing Effective Pre-Service Teachers Using an Integrated Approach*. First Annual Teaching and Learning Bash: Western Michigan University, Kalamazoo, MI

Wallace, L. (panelist) (May 2013). *HSIRB and SoTL Research*. 5th Annual Scholarship of Teaching and Learning Academy: Allendale, MI.

Wallace, L. (panelist) (November 2012). *Inclusion Panel*. Community Advocates Transition Conference: Kalamazoo, MI.

Wallace, L. (January 2012). *Differentiation, Accommodations, and Modifications*. WMU-Student Michigan Education Association general body meeting: Kalamazoo, MI.

Wallace, L. (October 2011). *Communication is Key: Tools to Support Your Journey*. Family Disability Resource Day: Kalamazoo, MI.

Wallace, L. S. (September 2007). *Life is What You Make It: Protecting and Developing Your Assets & Creating Employment Opportunities that WORK!*. Jackson County Developmental Disabilities Organization-Visions Conference: Kansas City, MO.

Invited Professional Development Trainings:

Wallace, L. (Summer 2014). *Differentiated Instruction Workshop*. Milwood Magnet Middle School, Kalamazoo Public Schools: Kalamazoo, MI.

Wallace, L. (December 2012). *Modifications Workshop*. Milwood Magnet Middle School, Kalamazoo Public Schools: Kalamazoo, MI.

Wallace, L. (November 2012). *Accommodations and Modifications*. Milwood Magnet Middle School, Kalamazoo Public Schools: Kalamazoo, MI.

Professional Consultation:

Annual Person Centered Planning Meeting (February 2014). Preparing for reintegration into community following stay at mental health facility.

HONORS COLLEGE THESIS ADVISING:

Thesis advisor (current). Rebekah Hoffman. *What Parents Need to Know in the IEP Process: A Guide to the Law*. Lee Honors College Thesis

Thesis advisor (completed 2011). Jillian White. *Developing Practical ABA Tools for Families of Children with Autism*. Lee Honors College Thesis

Thesis advisor (completed 2011). Monica Spear. *Decreasing Wondering: An Intervention for Parents*. Lee Honors College Thesis

DISSERTATION COMMITTEE MEMBERSHIP:

Committee member (current). Kathy Ann Huffman Boyer. *Evaluating the Use of the Moth Reasoning Inventory for Improvement in Fraction Instruction*. Special Education

Committee member (2013). Derek R. Cooley. *Special Education Leadership and the Implementation of Response to Intervention*. Special Education.

Committee member-family and special education expert (2012). Manreet Reeti Kooner. *Parental Perceptions: Audiologists' Cultural Competence during Hearing Loss Diagnosis*. Speech Pathology and Audiology.

PROFESSIONAL SERVICE:

Department-Special Education and Literacy Studies

Social Committee, 2009-present

Policy Committee, 2009

Department of Special Education, University of Kansas
50th Anniversary Advisory Committee, 2007-2008
Honors and Awards Committee, 2006-2007

College-Education and Human Development

Honors and Awards Committee
Appointment: January 2010-June 2014
Vice Chair, 2011-12
Chair, 2012-2013

University

Human Subject Institutional Review Board (HSIRB)
Appointment: October 2009-September 2015

Medallion Scholarship Competition
Faculty judge, 2011

KU Professionals for Disability (KUPD)
President, 2007-2008

Treasurer, 2006-2007
 Social Committee, 2005-2006

Local

Community Advocates-ARC of Kalamazoo County, MI,
 Member, Board of Directors, 2013-2015
 Transition Conference Planning Committee, 2011-present

Family Disability Resource Day, Colloborative effort of WMU College of Education and Human
 Development, Department of Special Education and Literacy Studies, and Mt. Zion
 Baptist Church, Kalamazoo, MI
 Coordinator, 2011-present

Expressions of Love (Special Needs Ministry-Disability resource), Mt. Zion Baptist Church,
 Kalamazoo, MI
 Member and Trainer, 2009-present

tiny-K, Douglas County, KS
 Parent Involvement Committee, Member, 2007-2008
 Child Find, Collaboration, and Public Awareness Committee, Member, 2006-2007

National

Autism (journal), Reviewer, 2014
 #AUT-14-0015 "Problem-solving skills training for mothers of children recently
 diagnosed with autism spectrum disorder"

American Association on Intellectual and Developmental Disabilities, Proposal Reviewer, Annual
 Meeting, Orlando, FL, 2014

American Association on Intellectual and Developmental Disabilities, National Task Force on
 Transition and Employment
 Co-Chair, 2010-2012

American Association on Intellectual and Developmental Disabilities, Student and Early Career
 Professional Committee, 2008-present
 Guide Program Co-Chair, 2008-2011

American Association on Intellectual and Developmental Disabilities, Proposal Reviewer, Annual
 Meeting, Minneapolis, MN, 2011

Council for Exceptional Children, Strategies for Entry to the Special Education Career Strand
 Proposal Reviewer, International Convention, Seattle, WA, 2009

Council for Exceptional Children, Strategies for Entry to the Special Education Career Strand
 Proposal Reviewer, International Convention, Boston, MA, 2008

Council for Exceptional Children, Teacher Education Division
Kaleidoscope Conference Proposal Reviewer, 2007

CERTIFICATIONS:

LBS 1: K-12 Certification (formally Type 10 in Learning Disabilities and Emotional/Behavioral Disorders)

IL State Board of Education, expires 2014

Project CRISS District Trainer

Project CRISS, Kalispell, MT, since 2002

Level 1 Certification

USA Track and Field, since 2004

PROFESSIONAL AFFILIATIONS:

American Association on Intellectual and Developmental Disabilities (AAIDD)

Council for Exceptional Children (CEC)

RESEARCH AND SCHOLARLY INTERESTS:

- Incorporating technology into the pre-service teacher preparation experience
 - Current research includes:
 - Impact of TeachLIVE™ on skill development and execution during practicum experiences
 - Most appropriate use of bug-in-the-ear during the teaching and learning process for pre-service teachers

Dr. Deborah J. Nuzzi

(b)(6)

EDUCATION:

<u>Doctorate of Organizational and Educational Leadership,</u> Nova Southeastern University Dissertation: The Effect of Interactive Writing on Literacy Acquisition of Primary Students	2008
<u>Masters of Arts, Educational Leadership</u> East Carolina University	2000
<u>Bachelor of Arts, Elementary Education</u> Olivet Nazarene University Language Arts Specialization	1983

AWARDS:

<u>Selected</u> by the National Association of Elementary School Administrators as one of the Top 25 Principals for Early Childhood Programs in the Nation	2005
<u>Awarded,</u> Educational Ambassador, United Way	2007

EXPERIENCE:

Administrative:

<u>District Transformation Coach, Battle Creek Public Schools</u> Battle Creek, Michigan	2013- Present
<ul style="list-style-type: none"> • Curriculum Director for English Language Arts and Social Studies- PK-12th grade • Director- Gifted and Talented Education and AP Program • RTI and MTSS Specialist • Responsible for ELL programming, K-12 • Plan and implement PD for ELA and Social Studies K-12 • District Strategic Planning Council Member • Neighborhood Council Representative 	

Deborah J. Nuzzi

- Consultant and Trainer, United Leadership Partners
Vicksburg, Michigan 2009-
Present
- Create Programming to meet organizational needs
 - Presenter using Adult Pedagogy
 - Motivational Speaker
 - Develop and monitor curriculum
 - Needs assessment and Program evaluation
 - Strategic and Long Range planning
- Elementary/Middle School Principal, St. George School
Bourbonnais, Illinois 2006-
2008
- Selected by the State of Illinois as mentor for new principals
 - Wrote and received at-risk prekindergarten grant
 - Raised Standardized Test Scores
 - Created and Aligned Curriculum Collaboratively with Faculty
- Elementary Principal, Robert Frost Elementary School
Bourbonnais, Illinois 2004-
2006
- Communications Coordinator for BESD No. 53
 - NAESP Delegate to 2005 National Convention
 - Chaired Communications Strategic Plan for District
 - Wrote and received \$490,000. Early Childhood Block Grant
 - Academically Gifted District Committee Chair
- Elementary Principal, Gilmore Lane Elementary School
Louisville, Kentucky 2002-
2004
- Met Expected Growth on CATS State Testing
 - Met all 13 NCLB Standards
 - Superintendent's Commendation for the Best School Improvement Plan
 - Wrote and awarded Reading First Grant- \$1,000,000
 - Commendation for Action during School Fire by Superintendent for District Facilities
 - Urban Community Council Representative
- Assistant Principal, Acting Principal, Balls Creek Elementary School
Newton, North Carolina 2000-
2002
- Developed Teachers with Instructional Strategies- NC School of Distinction
 - Gifted Education Committee Representative K-8
 - Exceptional Children's LEA
 - Directed Remediation Program
 - Raised Student Proficiency Levels 14%

Deborah J. Nuzzi

Teaching:

Graduate Studies Instructor, On-line and Classroom Platforms 2005-
Present

Classes taught:

EDUC 727 Foundations of School Improvement
 EDUC 732 School and Reform Restructuring
 EDUC 726 Evaluation and Analysis of Educational Programs and Data
 EDUC 728 Instructional Leadership
 EDUC 725 Curriculum Design Application
 EDU 695 Ed Leadership Internship
 EDU 566 Reading Diagnostic Tools and Remediation
 EDU 524 Community Building and Ed Leadership
 ENG 119 Writing for Business

PROFESSIONAL:

Activities:

Chosen Educator, Chicago Public Schools Fellowship in 2008
Urban School Leadership

Invited Presenter, Raising Student Achievement Conference 2007
To present Leadership Strategies for Collaborative School Change

Invited Presenter, Olivet Nazarene University Professional 2007
Development Day to present Literacy Strategies for Middle Grades Students

Additional Professional Activities:

Reading Specialist, Clinical and Mentor Teacher, Literacy Trainer, Trained to teach English Language Learners, Technology Committee Chair, State Assessor of Portfolios of Beginning Teachers, Classroom teacher of elementary and middle grades.

Volunteer Activities:

Parent Advisory Committee Member, University of Chicago International Adoption Clinic, Junior Achievement Facilitator, Juvenile Diabetes Campaign, American Cancer Society, United Way Campaign Leader, Humane Society

Deborab J. Nuzzi

Publications and Papers:

The Effects of Interactive Writing on Literacy Acquisition of Primary Students, Doctoral Dissertation 2008

Remember Whose You Are, Susie Magazine Aug /Sept Edition 2013

The Experiences of a New Principal from Out of State Leadership for Educational Achievement Magazine 2004

CERTIFICATION:

Professional Certification, Michigan, Central Office, Elementary and Secondary Administrator K-12, # SA0000000818831
 Previous certificates-North Carolina, and Illinois,
 Principal, Kindergarten-12th Grade, Curriculum Specialist, Language Arts Middle School, Elementary Education K-9

DIANA WRIGHT

1825 Timberlane Dr. | Flint, MI 48507 | 810-232-4831 | dwright@flintschools.org

EDUCATION

Bachelor of Science Degree - Elementary Education University of Michigan-Flint, Flint, MI	August 1984
Masters Degree - Curriculum, Instruction, and Leadership Oakland University, Rochester, MI	May 1993
Michigan Leadership Improvement Framework Endorsement Certificate Administrator Certification includes Michigan Department of Education Leadership Endorsement	February 2009

PROFESSIONAL EXPERIENCE

Principal on Special Assignment Flint Community Schools	March 2014 - Present
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Administrator representative helping to facilitate and support writing of Flint Community Schools' Educational Plan. The Educational Plan will ensure that available financial resources are used effectively and efficiently to continue to provide students a quality education as the school system reduces its deficit.

Assist Director of Curriculum and Instruction with support and professional learning for elementary principals.

Principal Flint Community Schools	September 1998 – February 2014
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Provided leadership for students and staff that focused on improving student achievement and facilitating the professional growth of staff in a safe environment, conducive for teaching and learning.

Assistant Principal Flint Community Schools	September 1996 – September 1998
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Assisted the principal with instructional leadership and implementation of school improvement plan goals and strategies. Facilitated overall school operations that supported a safe environment conducive for teaching and learning.

Instructional Strategist
Flint Community Schools

January 1995 – June 1996

Organized and facilitated professional learning for teachers focused on researched based best practices for teaching and learning. Mentor and coach for new teachers.

Elementary Teacher
Flint Community Schools

October 1985 – January 1995

Planned and delivered instruction in all content areas using a variety of implementation strategies. Provided intervention and differentiated instruction based on assessments to meet the individual needs of students.

Professional Learning Experiences**Michigan Leadership Improvement Framework Endorsement**

September 2008 - February 2009

Eighteen month MDE approved program for leadership improvement. Completion of the program included a special endorsement added to Administrator Certification

MCREL Balanced Leadership Framework

February 2007

Professional learning focused on leadership and technology integration.

Wallace Foundation Retreat - Data Driven Leadership

June 2006 -

Focus: School leaders facilitating data driven informed decision-making and high leverage improvement strategies that improve student achievement.

Harvard Principal's Institute

July 7-12, 2003

"Focus on Accountability" Summer Institute
Professional learning and study facilitated by the leading researchers in education. Topics of study; Accountability Systems, Instructional Leadership, and Coalition Building.

Conferences

Association for Supervision and Curriculum Development (ASCD)
Nation Association of Elementary School Principals (NAESP)

March 2014
March 2011

MEMBERSHIPS

Association for Supervision and Curriculum Development
Michigan Elementary and Middle Schools Principals Association
National Association of Elementary School Principals
Congress of Flint Schools Administrators

References available on request.

Appendix I BCPS Background and Autonomy statements



3 West VanBuren Street • Battle Creek, Michigan 49017-3009
 (269) 965-9500

Battle Creek Public Schools understands and values the need for school principals and leadership teams to have autonomy in decision making to address individual needs of the school, their students, families, community and teachers. This is congruent with our philosophy of equity in education as opposed to simply, equality.

Autonomy is practiced in all areas of planning for a school. The district leaders commonly send out a framework of required components that would be consistent with federal and state law, union contracts, and if needed, insurance or facility requirements. Beyond those requirements, schools may configure their plans to meet their individual needs. School Improvement, Title I, Family and Community Involvement, Response to Intervention, and PBIS Plans are just some of the examples where autonomy is exercised. School principal and his/her Instructional Leadership Teams also prepare their own budget to match their individual school needs and focus priorities.

Staffing is another example where autonomy can be seen. While the district is the intake site for applicants, school teams choose the candidates to interview and ultimately the candidate who they desire to hire for their positions based on their individual school needs and desires.

The district holds responsibility for some of the professional development days required by the State of Michigan to in-service educators, but there are also 4-6 days that are designated as school-based professional development days. On these school-based days, the principal and Instructional Leadership Team in each school has the freedom and responsibility to plan these days based again on individual school need.

In the event that a district directive is given, a school leader has the privilege of communicating the message that the directive is not in the best interest of his/her school. Many times the guidelines are then changed to meet the individual needs of the particular school requesting the change.

When schools exercise autonomy in any situation, it is policy that those plans are communicated with the district staff to own any risk of liability, to offer any constructive feedback or support, and for the district staff to be involved with every school in the district at their point of focus.

Appendix J FCS Background and Autonomy statements



Improving student achievement and creating professional learning communities are priorities in Flint Community Schools. The district recognizes that maintaining staff stability is critical to the effectiveness of teaching and learning and creating a positive school culture.

As a result of collaboration with the United Teachers of Flint and commitment of the District, every effort is made to ensure that teachers and administrators remain in their schools, barring staff reductions due to declines in student enrollment or downsizing. The recall process ensures that staff return to the last school placement.

Due to the professional learning and increased accountability in schools designated as *priority*, staffs may be recalled regardless to their placement on the seniority list as openings occur in those buildings.

Administrators in Flint Community Schools have the autonomy to interview and select staff for open positions in their schools. This autonomy is supported by language in the Congress of Flint School Administrators Union Agreement. "Each building principal has the authority to make a determination regarding each teacher or staff member's assignment within his/her building." (Article 10A)

Building level school improvement teams make decisions relative to Title I intervention staffing.

Flint Community School is committed to creating stability in its schools to support effective teaching and learning environments.

Curriculum, Instruction, and Assessment Goals:

The Common Core State Standards (CCSS) solidify decades of standards-driven reports into an integrated set of requirements. CCSS required that every graduate must reach new requirements for college *and* career readiness, a major change from an older framework for public education that included options for general education, college preparation, *or* vocational training. Not only do the CCSS and the Michigan education framework provide new standards that are higher than the historical standards for public schools, they also provide schools and education some flexibility in developing implementation strategies for improvement, integrating curriculum, instruction, and assessment (CIA) into a cohesive framework that will accelerate learning for all students.

The shift to college and career readiness has been especially challenging for urban communities that formerly had college preparatory and vocational high schools. CCSS defines a *curriculum* that can be adapted to address local educational challenges and student learning needs. Guided by Annual Measurable Objectives (AMO) that will rapidly move toward high standards and student achievement, the Flint Community Schools (FCS) education plan integrates engaged approaches to *instruction* that will accelerate learning of all students enrolled FCS schools and whom will be attracted back into the public schools because of the high quality education provided.

The FCS tradition of community-based education is also integral to the FCS educational plan. In the original community schools model, an approach pioneered in Flint, schools brought together a range of community resources in support of students and their families. The FCS plan will build community-school partnerships to provide essential supplemental opportunities for learning and civic engagement.

The educational plan will also develop a district-wide intervention system that decreases special educational referrals by improving achievement *and* reducing behavior referrals. Using engaging instructional approaches in advanced literacy, math, and science will help students focus on basic learning while learning about challenging new topics.

In addition, the FCS education plan promotes *accountability* through use of information in planning and instruction in classrooms and expanded opportunities through full day programs, internships, and volunteering in support of community uplift in neighborhoods and the Flint community. FCS teachers will take professional responsibility for accelerating learning outcomes to meet AMOs defined in the Michigan Career and College Readiness framework.

Curriculum, Instruction and Assessment

GOAL 1

Flint Community Schools will adopt or develop an instructional framework that aligns curriculum, instruction, and assessments in all content areas, and is reflective of the cognitive demands needed to prepare students who are college and career ready. The framework will include a plan and timeline for creating an integrated system of standards, benchmarks, curriculum, assessments, and professional learning. All students will meet Annual Measurable Objectives (AMO).

Measurable Objectives:

1. Students will demonstrate literacy skills through reading, writing, listening, speaking, and viewing to a level of proficiency (48% in reading and 37% in writing) that ensures their ability to communicate and apply attained skills across disciplines by 2015.
2. 36% of students will demonstrate comprehensive conceptual understanding of mathematical practices and procedures to a level that ensures they can apply knowledge effectively to problem solve and communicate mathematically by 2015.
3. 29% of students will demonstrate conceptual knowledge and understanding of science to a level of proficiency that ensures their ability to effectively use inquiry to communicate, problem solve, and apply attained skills by 2015.
4. 30% of students will demonstrate civic competency and core democratic values in Social Studies to a level of proficiency that ensures their ability to effectively use inquiry, to employ skills of data collection and analysis, collaboration, decision-making and problem solving in order to communicate and apply attained skills by 2015.
5. All students will be introduced to dance, music, theatre, and visual arts. Their introduction will include use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline. Students should be able to communicate in at least one art form.
6. All Limited English Proficient students will become proficient in English and reach academic standards for proficiency or better in reading and mathematics
7. FCS students will meet or exceed MDE expectations for graduation rates.
8. FSC graduates will be prepared for postsecondary education and employment.
9. Increase use of technology to support curriculum, instruction, and assessment.

Measures:

- Multiple measures to include formative assessments, District Benchmark Assessments, Star Math and Reading, Star Early Literacy, MEAP, and Formative assessments will be used to inform instruction. Analysis of formative assessments (pre-tests and posttests, exit slips, etc.). Authentic assessments will be used in all content areas.
- Program Evaluation
- District level and collegial walk-throughs

Strategy 1

FCS will align curricula—both written and enacted— to Common Core State Standards (CCSS), Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs) for Science and Social Studies, and Next Generation Science Standards (NGSS).

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Convene a team to develop the Framework and outline responsibilities	<ul style="list-style-type: none"> ▪ Office of Curriculum and Instruction ▪ Content Coordinators ▪ Instructional Specialists ▪ Academic Coaches ▪ Teachers ▪ Research and Evaluation 	<ul style="list-style-type: none"> ▪ Common Core State Standards Resources ▪ MDE Curriculum Framework ▪ Teaching and Learning Audit 	<ul style="list-style-type: none"> ▪ Begin June 2014 ▪ Draft document by November 2014 	<ul style="list-style-type: none"> ▪ Draft Document completed by November 30, 2014 ▪ Final Document Completed by June 2014
Align curricula to ensure teachers know and understand Learning Progressions	<ul style="list-style-type: none"> ▪ District Administrators 	<ul style="list-style-type: none"> ▪ Financial/ Human Resources ▪ CCSSs, HSCEs, GLCEs ▪ Pacing Charts ▪ Units of Study ▪ Unpacking Documents ▪ Collaboration Meetings ▪ PLCs ▪ Learning Progressions ▪ Teachscape ▪ Walkthrough and Evaluation Tools ▪ Blackboard 	<ul style="list-style-type: none"> ▪ Monthly ▪ Work began 2010; Ongoing (updated to reflect NGSS when released) 	<ul style="list-style-type: none"> ▪ Change in teacher practice as documented through walkthrough evidence ▪ Improved academic achievement as measured by assessments ▪ Consistent implementation across the district as documented by walkthroughs
Develop an integrated professional learning plan that connects to curriculum, instruction, and assessment.	<ul style="list-style-type: none"> ▪ Office of Curriculum and Instruction ▪ Content Coordinators ▪ Instructional Specialists 	<ul style="list-style-type: none"> ▪ District Improvement Plan (DIP) ▪ Professional Learning and 	<ul style="list-style-type: none"> ▪ Begin June 2014 ▪ Draft document by November 2014 ▪ Completion by Spring 2015 	<ul style="list-style-type: none"> ▪ Completed plan that has been shared with all staff

FCS Draft Educational Plan

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>Develop an effective method for communicating timelines, status of revisions, and accessing curriculum documents.</p> <p>Note: Teachers must know and understand grade level expectations/standards required before and after current grade assignment. (ex: Kindergarten teachers are aware of Pre-Kindergarten and 1st grade expectations)</p>	<ul style="list-style-type: none"> ▪ Academic Coaches ▪ Teachers ▪ Research and Evaluation 	<ul style="list-style-type: none"> ▪ Leadership Goals ▪ Curriculum and Assessment Document ▪ Conditions for Student Learning Rubric ▪ Blackboard 	<ul style="list-style-type: none"> ▪ Begin June 2014 ▪ Completion Spring 2015 	<ul style="list-style-type: none"> ▪ Completed plan that has been shared with all staff
<p>Use units of study, curriculum maps, pacing and sequencing guides for classroom instruction.</p>	<ul style="list-style-type: none"> ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Electronic access to all documents ▪ Instructional Specialists ▪ Academic Coaches 	<ul style="list-style-type: none"> ▪ Daily and ongoing 	<ul style="list-style-type: none"> ▪ Improved academic achievement as measured by assessments
<p>District will examine currently available curriculum materials at each building for alignment to CCSS and NGSS.</p>	<ul style="list-style-type: none"> ▪ Curriculum Content Coordinators ▪ Instructional Specialists 	<ul style="list-style-type: none"> ▪ Staff Survey to determine needs ▪ Division A and Title Funds to purchase needed resources 	<ul style="list-style-type: none"> ▪ Begin immediately and is ongoing 	<ul style="list-style-type: none"> ▪ Updated curriculum ▪ Materials across content areas

Strategy II

The district will continue to coordinate and provide professional learning opportunities for all staff on implementation of Common Core State Standards (CCSS), Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs) for Science and Social Studies, and Next Generation Science Standards (NGSS).

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Provide classroom embedded professional learning that deepens understanding of GLCEs, HSCEs, CCSS, and NGSS.	<ul style="list-style-type: none"> ▪ Curriculum Content Coordinators ▪ Instructional Specialists ▪ Academic Coaches ▪ Principals ▪ Teachers 	<ul style="list-style-type: none"> ▪ Curriculum documents ▪ Conditions for Student Learning Rubric 	<ul style="list-style-type: none"> ▪ Begin immediately and is ongoing 	<ul style="list-style-type: none"> ▪ Change in teacher practice as documented through walkthrough evidence ▪ Improved academic achievement as measured by assessments ▪ Consistent Implementation across the district as documented by walkthroughs
Staff will participate in professional learning focused on classroom management that is embedded in the context of the Conditions for Student Learning Rubric. (based on need)	<ul style="list-style-type: none"> ▪ Curriculum Content Coordinators ▪ Instructional Specialists ▪ Academic Coaches ▪ Principals ▪ Teachers 	<ul style="list-style-type: none"> ▪ Conditions for Student Learning Rubric ▪ Appropriate researched based Classroom Management resources such as: <ul style="list-style-type: none"> - CHAMPS – (Conversation, Help, Activity, Movement, Participation, and Success - MIBliSi (Michigan's Integrated Behavior and Learning Support Initiative 	<ul style="list-style-type: none"> ▪ Begin Summer of 2014 and ongoing 	<ul style="list-style-type: none"> ▪ Change in teacher practice as documented through walkthrough evidence ▪ Improved academic achievement as measured by assessments ▪ Consistent Implementation across the district documented by walkthroughs

Strategy III

All teachers will utilize differentiated instruction (DI) and Response-to-Intervention (RTi) or Multiple Tiered System of Support (MTSS) to meet

FCS Draft Educational Plan

the needs of all learners.				
Formative assessments will be used regularly to drive instructional planning and implementation for all levels including early childhood programs.	<ul style="list-style-type: none"> Curriculum Content Coordinators Instructional Specialists Academic Coaches Principals Teachers 	<ul style="list-style-type: none"> Collaboration Meetings CCSSs HSCEs, GLCEs, NGSS Pacing Charts, Units of Study Unpacking Documents PLCs, Learning Progression 	<ul style="list-style-type: none"> Begin immediately and is ongoing 	<ul style="list-style-type: none"> Change in teacher practice as documented through Walkthrough evidence Improved academic achievement as measured by assessments Consistent Implementation across the district

Strategy IV

District will use multiple sources of data to monitor and evaluate implementation of curriculum and instruction on based Common Core State Standards (CCSS), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs) for Science and Social Studies, and Next Generation Science Standards (NGSS).

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Revise and complete the District Assessment Plan to include recommendations from the teaching and learning audit	<ul style="list-style-type: none"> Curriculum Content Coordinators Instructional Specialists Academic Coaches Principals Teachers Research and Evaluation 	<ul style="list-style-type: none"> Assessment Plan Blackboard 	<ul style="list-style-type: none"> Draft by November 2014 Process to Begin January 2015 Multi-year process 	
FCS will align the grading and reporting processes to standard-based grading in all grades Pre-Kindergarten – 12 th . After the initial roll out, teachers will be asked to provide feedback for improvement	<ul style="list-style-type: none"> Curriculum Content Coordinators Instructional Specialists Academic Coaches Principals Teachers 	<ul style="list-style-type: none"> Research on grading and reporting 	<ul style="list-style-type: none"> Research on grading and reporting 	<ul style="list-style-type: none"> Completion

before full implementation.				
<p>All teachers will receive professional learning focused on analysis of multiple sources of data including walkthroughs, teacher observations/evaluations, assessments to inform instruction, climate and culture data, positively impact student achievement and monitor program effectiveness.</p> <p>Provide easy access to assessment documents</p>	<ul style="list-style-type: none"> ▪ Curriculum Content Coordinators ▪ Instructional Specialists ▪ Academic Coaches ▪ Principals ▪ Teachers ▪ Research and Evaluation ▪ Pupil Personnel Services ▪ Behavior Specialists ▪ Counselors ▪ Parent Facilitators 	<ul style="list-style-type: none"> ▪ Collaboration Meetings ▪ CCSSs, HSCEs, GLCEs, NGSS ▪ Units of Study ▪ Pacing Charts ▪ Unpacking Documents ▪ PLCs ▪ Learning Progressions ▪ Discipline Data ▪ Customer Surveys ▪ Blackboard ▪ Teachscape 	<ul style="list-style-type: none"> ▪ Begin immediately and is ongoing 	<ul style="list-style-type: none"> ▪ Change in teacher practice as documented through walkthrough evidence ▪ Improved academic achievement as measured by assessments ▪ Consistent Implementation across the district

Strategy V

FSC will develop a Teaching and Learning Framework that supports the delivery of high quality Instruct, develops a common language to facilitate conversations in regard to effective instructional practices, and ensures a consistent approach to monitoring teaching and learning. The teaching and learning framework will be based on the four domains in Charlotte Danielson's Framework for Teaching Evaluation Instrument.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Teaching and Learning Framework Development	<ul style="list-style-type: none"> ▪ Office of Curriculum and Instruction Coordinators ▪ Principals ▪ Human Resources 	<ul style="list-style-type: none"> ▪ Title Budgets ▪ Division A ▪ Resources ▪ Charlotte Danielson's Framework for Teaching Evaluation Instrument 	<ul style="list-style-type: none"> ▪ Begin June 2014 Complete by December 2014 	<ul style="list-style-type: none"> ▪ Document Completed according to timeline
Professional Learning Danielson Framework	<ul style="list-style-type: none"> ▪ Teachers and Administrators ▪ Office of curriculum and 	<ul style="list-style-type: none"> ▪ Charlotte Danielson 's Framework for Teaching Resources 	<ul style="list-style-type: none"> ▪ July/August 2014 and ongoing 	Documentation of Professional Learning

	Instruction	<ul style="list-style-type: none"> ▪ Danielson Group Professional Learning Consultants ▪ Teachscape Consultants 		
Teachscape Professional Learning	<ul style="list-style-type: none"> ▪ Teachsape Consultants ▪ Danielson Group Consultants ▪ Principals ▪ Curriculum Content Coordinators ▪ Teachers 	<ul style="list-style-type: none"> ▪ <i>Teachscape</i> Professional Learning Resources ▪ Implementation of <i>Teachscape</i> ▪ Technology Tools to support learning and implementation <i>-updated laptop computers and lpads</i> 	<ul style="list-style-type: none"> ▪ July/August 2014 and ongoing 	<ul style="list-style-type: none"> ▪ Participant Feedback Surveys

Strategy VI

The district will support collaboration between early childhood programs and kindergarten to ensure a smooth transition for students.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>Pre-Kindergarten teachers and Kindergarten teachers will attend transition planning meetings.</p> <p>Staff from both levels will provide input for the development of a transition plan.</p>	<ul style="list-style-type: none"> ▪ Pre-Kindergarten and Kindergarten teachers ▪ Principals ▪ Pre-Kindergarten Consultant 	<ul style="list-style-type: none"> ▪ Curriculum Documents 	<ul style="list-style-type: none"> ▪ Begin immediately and is ongoing 	<p>Smooth transition from early childhood programs to kindergarten.</p> <p>Retention of students in early childhood programs and kindergarten</p>
<p>All pre-kindergarten and kindergarten teachers will receive professional learning</p>	<ul style="list-style-type: none"> ▪ Pre-Kindergarten and Kindergarten teachers ▪ Principals 	<ul style="list-style-type: none"> ▪ Curriculum Documents ▪ Assessment Data 	<p>Begin immediately and is ongoing</p>	<p>Smooth transition from early childhood programs to kindergarten.</p>

<p>focused on analysis of multiple sources of data including assessments that are common to their grade levels.</p>	<ul style="list-style-type: none"> Pre-Kindergarten Consultant 			
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<p>Strategy VII</p> <p>The district will support collaboration between elementary 6th grade staff and high school 7th and 8th grade staff to ensure a smooth transition for students.</p>				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Staff from both levels will attend transition planning meetings</p> <p>2) Staff from both levels will provide input for the development of a transition plan.</p>	<ul style="list-style-type: none"> Teachers Administrators Content Coordinators 	<ul style="list-style-type: none"> Curriculum documents Assessment Data 	<ul style="list-style-type: none"> Begin immediately and is ongoing 	<ul style="list-style-type: none"> Smooth transition from early childhood programs to kindergarten Retention of students in early childhood programs and kindergarten
<p>Elementary 6th grade staff and high school 7th and 8th grade</p>	<ul style="list-style-type: none"> Teachers Administrators 	<ul style="list-style-type: none"> Curriculum documents Assessments 	<ul style="list-style-type: none"> Begin immediately and is ongoing 	<p>Smooth transition from early childhood programs</p>

staffs will receive professional learning focused on analysis of multiple sources of data including assessments that are common to their grade levels.	<ul style="list-style-type: none"> Content Coordinators 			to kindergarten.
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Strategy VIII				
Flint Community Schools will develop and maintain a comprehensive course catalog that is current accessible and encompasses core and elective course offerings at middle and high school.				
Activities	Person responsible	Resources	Timeline	Success Indicators
1) Develop offerings by department, course descriptions, electives, and graduation course requirements.	Office Curriculum Instruction Counselors Teachers	Division A Budgets Printing Course Catalog Michigan Department Education District Curriculum Documents	Spring 2015	
2) Determine Genesee Area Skill Center offerings				
3) Update and write				

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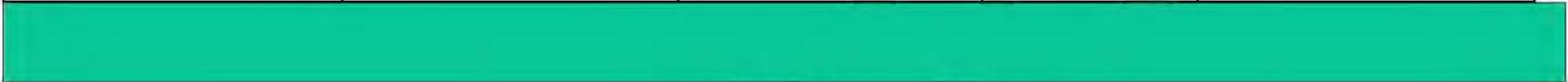
<p>course descriptions</p> <p>4) Develop process for college to career planning and career pathways</p> <p>5) Create a FSC four-year plan worksheet to include courses, electives, required courses, and grade level course requirements</p>				
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Strategy IX

All high schools will increase enrollment of students in honors, advanced placement, dual enrollment, and IB programs.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Identify/realign course offerings in a published format</p> <p>2) Identify student population who would qualify for AP, IB, and dual enrollment opportunities</p> <p>3) Identify supplies, materials, and texts for course offerings</p>	<p>OCI Content Coordinators Instructional Specialists Counselors Building Principals and Staff IB Coordinator Higher Education Partners</p>	<p>Division A Budgets Grant funding sources Revised Course Catalog Printing costs</p>	<p>Process began fall of 2013 with an anticipated completion year of 2015.</p>	<p>Catalog completed Increased student enrollment</p>

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<p>Goal 2</p> <p>The Flint Community Schools will implement a district-wide intervention system to provide intervention and support for students.</p>				
<p>Measurable Objective:</p> <p>Decrease the number of students In special education Reduce the number of students academically at-risk</p>				
<p>Measures:</p> <ul style="list-style-type: none"> • Improved student achievement • Decrease in behavioral referrals 				
<p>Strategy I</p> <p>FCS will coordinate and facilitate a coherent system of practices to support a rapid response to academic and behavioral needs.</p>				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>The district will develop a plan to implement the Multi-Tier System of Supports (MTSS) Model to provide intervention and support services for students.</p> <p>If the MTSS model is selected, there will be staffing implications.</p>	<p>Curriculum Coordinators Classroom Teacher Principals Student Assistance Teams (SAT) Learning Support Services Title I Intervention Staff Academic Coaches Instructional Specialists Parents/Caregivers</p>	<p>Time for study, collaboration, and planning</p> <p>Professional Learning</p>	<p>December 2015</p>	
<p>Strategy II</p> <p>NEW POSITION RECOMMENDED-MTSS Facilitator– Coordinate Implementation and Professional Learning</p>				

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Curriculum, Instruction and Assessment

FCS Draft Educational Plan

PR/Award # S377B140051

Page e313

GOAL 3

The district will implement a revitalized Community Education Model and incorporate expanded learning opportunities within the framework of the Michigan Career and College Ready skills.

Measurable Objective:

40% of K-12 students will participate in the revitalized community education model as measured by the attendance and participation rates.

Measures:

- Improved student achievement
- Decrease in behavioral referrals
- Attendance data
- Participation rates

Strategy I

Expand opportunities for students and the community to participate in additional learning. These opportunities may take place before or after school, on weekends, or during the summer.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Provide high quality, research-based programs that include college and career ready skills: <ul style="list-style-type: none"> • argument and reasoning • communication and collaboration, • problem solving • Use of technology and tools In an emotionally and physically safe environment.	Office of Curriculum and Instruction Staff School Staffs Office of State and Federal and Local Programs YouthQuest	Title Funds Grant Funds Partnerships Division A	Begin July 2014 Timelines are dependent on programs and funding sources	Participation Surveys Improved academic achievement
Students will have a choice of	Office of Curriculum and	Title Funds		

FCS Draft Educational Plan

<p>sessions before during and after school including weekends.</p> <p>Implement activities such as:</p> <ul style="list-style-type: none"> • Stepping Stones, • Gentleman's Pride, • Sports, Quiz Bowl, • Debate, • Science Olympiad, • Lego League, • Robotics, • Scouting, • STEM Makerspace • Careers <p>Create additional programs or activities based on student and community surveys</p>	<p>Instruction Staff</p> <p>School Staffs</p> <p>Office of State and Federal and Local Programs</p> <p>YouthQuest</p>	<p>Grant Funds Partnerships Division A</p>		
<p><i>Summer School</i> Plan collaboratively with community partners and grant funded programs.</p>	<p>Office of Curriculum and Instruction Staff</p> <p>School Staffs</p> <p>Office of State and Federal and Local Programs</p> <p>YouthQuest</p>	<p>Title Funds Grant Funds Partnerships Division A</p>	<p>Begin July 2014</p> <p>Timelines are dependent on programs and funding sources</p>	<p>Participation Surveys</p> <p>Improved academic achievement</p>
<p>Strategy II Utilize expanded partnerships with churches, universities, College and Cultural Center Programs, etc. to offer programs in areas where FCS school sites have closed.</p>				
<p>Activities</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Timeline</p>	<p>Success Indicators</p>

Begin making contacts with potential organizations (churches, universities, etc.)	Community Education Staff or Superintendent's designee	Title Funds Grant Funds Partnerships Division A	Begin July 2014 Timelines are dependent on programs and funding sources	
Strategy III Plan and implement programs for academic tutoring.				
Identified staff will provide tutoring for students in need of additional academic support	Identified teachers School staff YouthQuest	Title I Identify additional funding sources Volunteers School partners	Implementation fall 2014-2015	<ul style="list-style-type: none"> • Improved student achievement • Attendance data • Participation rates

Research to support goals:

Professional Learning and Leadership

“Building Leadership Capacity”

Educating students is a people business. The success of nearly all education initiatives depends on the capacity of the workforce to fully implement high quality and rigorous instructional program. Therefore, effective professional learning is core to all improvement efforts. According to Learning Forward, *professional*

FCS Draft Educational Plan

PR/Award # S377B140051

Page e317

learning is the continuous, sustained, and focused engagement of educators in learning to refine, expand, and improve their knowledge, skills, and practices. The Flint Community Schools (FCS) plan utilizes sound research practices in the establishment of a comprehensive professional learning plan.

High-quality professional development exhibits the following characteristics:

- Alignment with district/school goals, state and district standards and assessments
- Focus on core content and modeling of effective teaching strategies
- Inclusion of opportunities for active learning of effective teaching strategies
- Provision of opportunities for collaboration among teachers
- Inclusion of job embedded follow-up and continuous feedback

The FCS professional learning plan is aligned to the Standards for Professional Learning that outlines the characteristics for high quality professional learning. The professional learning that occurs when these standards are fully implemented makes certain that educators are active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness. The standards give educators the information they need to take leadership roles as advocates for and facilitators of effective professional learning and the conditions required for its success.

Effective leadership that focuses on student learning is a significant lever for school improvement. Therefore, this plan also emphasizes the development of leadership. It is essential to build the capacity of all to be accountable for student learning. Leaders of professional learning are found at the classroom level, school level, and district level.

In order to implement a high quality plan, FCS believes that utilizing professional learning communities is the most effective way of increasing educator effectiveness and results for students. Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Structures are in place so that these learning communities can convene regularly during the workday to engage in collaborative professional learning to strengthen practice. Professional Learning communities will be implemented at all levels of the district. Staffs who participate in professional learning communities are more accountable and focused on achieving the shared goals.

FCS has developed the following professional learning goals and strategies. The comprehensive plan includes guiding tenets for both leadership and professional learning, followed by corresponding goals, objectives, strategies, and activities to support the realization of these tenets.

Guiding Tenants for Flint Community Schools Professional Learning

Flint Community Schools will implement high-quality professional learning that exhibits the following characteristics:

FCS Draft Educational Plan

- Reflects a commitment to ongoing and continuous professional learning that is based on the analyses of multiple sources of data
- Includes sufficient time and follow up support provided to staff to master new content and strategies
- Ensures that content of professional learning focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- Makes certain that content of professional learning will provide opportunities to gain an understanding of the theory underlying the knowledge(context) and skills being learned
- Supports and monitors implementation of best practices as evidenced by research
- Provides both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- Imparts opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- Maintains a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- Involves staff in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- Includes the use of flexible times and models essential for successful implementation of professional learning alignment with school goals, state and district standards and assessments
- Focus on core content and modeling of effective teaching strategies

Leadership and Professional Learning

Goal

To develop and implement a comprehensive professional learning plan that promotes and establishes a culture of collaboration and continuous improvements, and provides high quality professional learning for all employees.

Measurable Objective(s)

1. To ensure high quality professional learning for all FCS staff as measured by Guskey's Levels of Professional Development
2. To ensure that there are effective teacher leaders and administrators in the district as measured by increasing the pool of high quality candidates through teacher and administrative leadership academies.
3. To provide structures at the schools and central office which support job-embedded professional learning.

Measures

Performance Evaluations, Student Achievement, Staff Retention Records, Employee Surveys, Exit Interviews, Professional Development Records, Evaluation of Professional Learning.

Strategy I Employee Growth and Professional Learning

Support growth of every employee throughout their career by investing in job-embedded professional learning and implement a differentiated approach to meeting individual and district needs.

Activity	Persons Responsible	Resources	Time	Success Indicators
Induction and Orientation System Develop support for new employees and employees new to an assignment	Human Resources Teacher Mentor Principal	Human Resources (Personnel Files) UTF Building Leadership Academic Coaches MDE - ASSIST, etc. (online resource Teacher Induction & Mentorship)	April 2014-2017	Teacher Surveys Assigned Mentor Professional Learning Records Individual Development Plans

FCS Draft Educational Plan

		MDE -Learnport, etc. (online modules) Monitoring Process		Student Academic Growth data (Template)
<p>Mentoring and Support System</p> <p>Provide mentoring for the novice and veteran teachers and administrators</p>	<p>Office of Curriculum and Instruction</p> <p>Office of Human Resources</p> <p>Building Leadership</p>	<p>Student Data</p> <p>Lesson Plan Template</p> <p>Mentor/Mentee Meetings Monitoring Process</p>	<p>April 2014-2017</p>	<p>Teacher Survey</p> <p>Increased student achievement</p> <p>Lesson Plans</p> <p>Documentation of Mentor/Mentee Meetings Documentation</p>
<p>Professional Learning for all FCS employees</p> <p>1) Ensure that the employees have access and opportunity for high quality professional development aligned to Learning Forward standards that builds the capacity of:</p> <ul style="list-style-type: none"> -Teachers - Instructional Specialists -Academic Coaches -Central Office -School-Based Leaders -Support Staff <p>2) Establish a cross-functional professional learning committee to ensure that professional learning is executed in a coherent and strategic manner</p> <p>3) Ensure that teachers and principals direct their learning by developing</p>	<p>Office of Curriculum and Instruction</p> <p>Office of Federal, State and Local Programs</p> <p>Human Resources</p> <p>Building Leadership</p>	<p>MDE - ASSIST, etc. (online resource Teacher Induction & Mentorship)</p> <p>MDE -Learnport, etc. (online modules)</p> <p>National, State & Local Organizations (NCTM, MCTM, IRA, MRA, NEA, MEA, Harvard, Local Universities, etc.)</p> <p>Office of Curriculum and Instruction</p> <p>(Job-embedded Professional Development)</p> <p>District Expectations Monitoring Process</p> <p>Technology -Collaboration: Google Hangouts, Threaded discussions, Blackboard</p>	<p>April 2014-2017</p>	<p>Teacher Surveys</p> <p>Professional Learning Records</p> <p>Individual Development Plan</p> <p>Student Academic Growth data (Template)</p> <p>Increased student achievement</p> <p>Instructional Learning Cycles</p>

FCS Draft Educational Plan

<p>professional development plans</p> <p>4) Establish system wide expectations for professional learning</p> <p>5) Utilize professional development days strategically and align to school district academic goals</p> <p>6) Utilize best practices in delivering professional learning through job-embedded learning</p>				
<p>Leadership Development and Support</p> <p>Provide comprehensive professional learning for administrators through the development of an aspiring administrative leaders program</p>	<p>Office of Curriculum and Instruction Office of Federal, State & Local Programs Human Resources Building Leadership</p>	<p>Leadership Academy MDE - ASSIST, etc. (online resource Teacher Induction and Mentorship) MDE -Learnport, etc. (online modules)</p> <p>National, State & Local Organizations (NCTM, MCTM, IRA, MRA, NEA, MEA, Harvard, Local Universities, etc.)</p> <p>School and classroom data</p>	<p>April 2014-2017</p>	<p>Staff Surveys of Building Leadership</p> <p>Overall Academic Achievement:</p> <p>Reduced Behavior Referrals:</p> <p>Overall Improved Attendance: Disaggregate all data by:</p> <p>-District -School -Individual Classrooms</p>
<p>Career Ladder - flexible, horizontal, and vertical mobility/growth plans for all FCS employees</p> <p>Develop career ladder opportunities for all FCS employees that ensure the highest quality employee is in every position in the district</p>	<p>Office of Curriculum and Instruction Office of Federal, State & Local Programs Human Resources Building Leadership</p>	<p>MDE - ASSIST, etc. (online resources Induction and Mentorship) MDE -Learnport, etc. (online modules)</p>	<p>April 2014-2017</p>	<p>Retention data Employee evaluations</p>

FCS Draft Educational Plan

<p>Develop Higher Education Partnerships – that will support the building a pool of highly effective teachers (student teachers, internships, intervention, research, etc.)</p>	<p>Office of Curriculum and Instruction</p> <p>Office of Federal, State and Local Programs</p> <p>Human Resources</p> <p>Building Leadership</p>	<p>Process for securing partnerships</p>	<p>April 2014-2017</p>	<p>Increased pool of high quality staff</p>
<p>Strategy II Implementation- Professional Learning Communities</p>				

Implement Professional Learning Communities at all levels to improve educator effectiveness and student achievement.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>Professional Learning Communities</p> <p>All FCS employees will benefit from professional collaboration in PLC's</p> <p>Provide professional learning, support and coaching to implement professional learning communities as a vehicle for continuous improvement. Professional Learning Communities are implemented for the purpose of increasing student results.</p> <p>Deliberate support will be in the following areas:</p> <ol style="list-style-type: none"> 1. Focus on learning and results; 2. Shared values and beliefs; 3. Supportive and shared leadership; 4. Culture of collaboration; 5. Collective inquiry and learning; and mutual respect <p>Ensuring that content to build professional learning includes:</p> <ul style="list-style-type: none"> • COHERENCE MODEL • Common Language • Data Driven Decision Making • Common processes and protocols • Collaboration Shared decision making • Provide structures at schools and offices that support the implementation of professional learning communities • Provide academic coach support for all content areas. 	<p>Office of Curriculum and Instruction</p> <p>Office of Federal, State & Local Programs</p> <p>Human Resources</p> <p>Building Leadership</p>	<p>Monitoring Process Technology</p> <p>Support for time to engage in professional learning</p> <p>Capacity building Research-based Models</p> <p>Books "One book one district"- <u>Learning by Doing, A Handbook for Professional Learning Communities at Work</u>, by Dufour</p> <p>Webinars/Videos</p> <p>Experts - NW SIG Team, etc.</p>	<p>2014-2017</p>	<p>Increased student results Improved teacher attendance and engagement</p> <p>All meetings utilize PLC processes and protocols: agendas,</p> <p>Increased collaboration and shared accountability</p>

- Establish Leadership teams in schools that focus on improved teaching and learning, and utilize student work and data to drive instruction.

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Strategy III Performance Evaluation System

Develop and implement performance evaluation systems for all employees that link to opportunities for growth and continuous improvement.

FCS Draft Educational Plan

Activity	Person(s) Responsible	Resources	Timelines	Success Indicators
Provide professional learning focused on developing a common understanding of expectations for evaluations and tools that will be used to support the process.	Office of Curriculum and Instruction Office of Federal, State and Local Programs Human Resources Building Leadership Teachers	Evaluation Tool - Clear, consistent, specific "look fors" aligned with the teaching and learning framework (C. Danielson) Feedback to monitor the process Teachscape EES, etc. Datawise, Synergy, Professional Portfolios Walkthrough data Instructional Rounds MDE Professional Learning Standards	April 2014-2017	Evaluation Tool - Clear, consistent, specific "look fors" aligned with the teaching and learning framework (C. Danielson) Feedback monitoring process Teachscape EES, etc. Datawise, Synergy, Professional Portfolios Walkthrough data, Instructional Rounds Evaluation Data on quality of professional development

Research that supports the rationale for each strategy:

Strategy 1-11

FCS Draft Educational Plan

PR/Award # S377B140051

Page e326

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Technology and Accountability

The transformation of the skills required for meaningful employment in most industries has made it the compelling necessity to integrate technology into core educational processes as a means of developing engaging learning for all students. The FCS educational plan focuses on integration of technology into instructional processes for basic and advanced subject content that provides students to develop technical knowledge and skills for 21st century work.

The FCS technology integration strategy will make better use of technology operations of schools for: communication with families; problem solving in classrooms; assessment data in real time; and decision making at all levels. The FCS education plan supports professional development that supports deeper integration of technology into planning, communication, curriculum, instruction, assessment, and financial management. The plan also provides a coherent and efficient strategy for professional development enabling teachers, administrators, and staff to acquire knowledge and skills they need to make better use of technology and information.

The technology integration strategies for instruction and other operations supports development of a culture of trust within schools, between educators and families, within partnerships with community partner organizations, and between the FCS district and the Flint community. The plan encourages innovation and reflection by and among educators and between educators and partners in community organizations and businesses that are involved in expanded time education and social support of students and families.

The development of reliable, comprehensive, and user-friendly tools and databases is necessary to support the operations and instruction of schools. Existing information resources provided by the Michigan Department of Education and partner organizations to accelerate development of these new capabilities, will also be utilized.

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FCS Draft Educational Plan

PR/Award # S377B140051

Page e330

Technology and Accountability

Vision: Intentionally and effectively integrate technology throughout entire system: teaching and learning, planning, administration, and evaluation.

Goal 1: By the end of 2018, 85% of FCS students will demonstrate grade level proficiency in responsibly using technology as a tool to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Measurable Objectives: By 2018, All students will have increased their technology proficiency from the baseline by regularly using appropriate tools (to gain knowledge, develop skills, extend capabilities, and create) within the content areas and 85% will demonstrate grade level proficiency.

Measures:

By June 2015, TBD% of students in Pre-K-2nd, and 6th-8th will demonstrate grade level proficiency; TBD% of students in grades 9-12 will demonstrate grade level proficiency.

By June 2016, TBD% of students in Pre-K-2nd, and 6th-8th will demonstrate grade level proficiency; TBD% of students in grades 9-12 will demonstrate grade level proficiency.

By June 2017, TBD% of students in Pre-K-2nd, and 6th-8th will demonstrate grade level proficiency; TBD% of students in grades 9-12 will demonstrate grade level proficiency.

By June 2018, TBD% of students in Pre-K-2nd, and 6th-8th will demonstrate grade level proficiency; TBD% of students in grades 9-12 will demonstrate grade level proficiency.

Strategy I: Develop an ongoing technology skills assessment plan by June 2014.

Create a plan for delivering the METS and developing technology proficiency skills through authentic instruction and assessment with direct curricular tie.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
1) Create a baseline assessment using METS and other resources. 2) Set up in system, and schedule. 3) Repeat skills assessments yearly.	ITS Administrators Teachers	Atomic Learning-METS- NETS-S METS Checklist Smarter Balanced Checklist Participants with adequate knowledge and skills (super users) across content areas Atomic Learning, METS-S METS Checklist, Smarter Balanced Checklist	Development June, 2014 Administer First Test: By October 2014 Repeat yearly By June 2014	Completed Assessment' Data analyzed, and reported with recommendations Completed assessment and schedule set

Strategy II: Conduct an inventory of technology that can be used in instruction in the FCS and report findings and recommendations to teacher teams, IT, MIS, and Administrators.

Develop inventory sheets listing available technology, age, condition, infrastructure needs, resources needed to maintain (e.g. bulbs), and cost http://22itrig.org/activities/activity-two MTRAx Tech Readiness Planning Tool	ITS, MIS, Super users	Staff time to conduct inventory Staff time to prepare sheets and conduct inventory	By 6/1/2014 By 8/1/2014	Completed inventory Completed inventory sheets
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Strategy III: Technology Curriculum Development using content area experts				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Instructional specialists and ITS will meet regularly to discuss curriculum integration</p> <p>2) Create a cross-curricular technology standards document that blends Common Core State Standards, and Science/Social Studies GLCEs with the METS and ISTE Standards.</p> <p>3) Develop FCS-endorsed resources that incorporate a variety of technology-based activities that are aligned to FCS district curricula</p> <p>4) Implement FCS Technology Standards within instructional practices.</p>	<p>ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers Coaches MIS</p>	<p>METS/ISTE Mode: ENSC Technology Standards 2013 CCSS GLCES NGSS Current FCS Science Curricula Standard I Benchmark A, MSIF UbD (Wiggins and McTighe)</p>	<p>1. by June 2014 2. by June 2014 3. by June 2014 4. by August 2014</p>	<p>Meeting calendar Integrated standards sheets List of FCS-endorsed resources aligned to FCS district curricula Lesson and unit plans reflecting technology integration Teacher evaluations per Johnson/Danielson framework.</p>
Strategy IV: Develop fully functioning integration teams at each site.				
<p>Identify team members and provide training.</p>	<p>ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers Coaches MIS</p>	<p>Participants with adequate knowledge and skills (super users) across content areas</p>	<p>by 8/1/2014</p>	<p>Fully functioning team in place. Team members selected and trained.</p>

Cite research that supports the rationale for each strategy.
Strategy I Research Separate sheet. Strategy II Research Strategy III Research/db: 2/19/14

Goal 2

By the end of 2018, 100% of FCS administrators, teachers and staff will proficiently utilize and model the use of technology as a tool to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve student learning in all subject areas and to acquire lifelong learning and skills in the 21st century

Measurable Objectives: 100% of administrators, teachers, paraprofessionals, and other appropriate staff will achieve at least the basic level of technology by 2018, as measured by the district technology assessment.

Strategy I: Develop and administer a baseline assessment of technology proficiencies and reassess skills yearly

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>Create baseline assessment using other resources, set up in system, and schedule. Repeat skills exam yearly.</p>	<p>ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers Coaches MIS</p>	<p>Atomic Learning-NETS-T NETS-A Atomic Learning, NETS-T NETS-A</p>	<p>Development June, 2014 Administer First Test: By October 2014 Repeat yearly By June 2014</p>	<p>Completed Assessment, Data analyzed, and reported with recommendations Assessment created, set up in system, scheduled, and administered.</p>

Strategy II: Create a plan for developing technology proficiency skills through professional development and delivering the METS through authentic instruction and assessment with direct curricular ties. (See Goal #1 Strategy II). Principals model technology integration.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Provide embedded professional learning during grade level meetings, collaborative instruction.</p> <p>2) Provide immediate and continual PL at every staff meeting (amount of time specific to current contract).</p> <p>3) Hold Professional Learning “boot camps” based on needs (per assessment)</p> <p>4) Pilot test technology integration with innovators and early adopters) Identify gaps, formulate actionable strategies, and hypothesize best practices to replicate.</p> <p>5) Second-level Roll Out with early majority Identify gaps, formulates actionable strategies, and hypothesize best practices to replicate.</p> <p>6) Third-level Roll Out with late majority: Identify gaps, formulate actionable strategies, and hypothesize best practices to replicate</p> <p>7) Final Roll Out with most hesitant users.</p>	<p>ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers Coaches MIS</p>	<p>Staff time to conduct inventory Capacity building needed METS/ISTE Mode: ENSC Technology Standards 2013 CCSS GLCES NGSS Current FCS Science Curricula Standard I Benchmark A, MSIF UbD (Wiggins and McTighe) Johnson/Donaldson Framework</p> <p>Diffusion of Innovations Framework (Rogers, 2005) Action-Inquiry Framework (St. John)</p>	<p>Plan developed 8/1/2014</p> <p>Pilot by September 2014) 1. by September 2015 2. by September 2016 3. by September 2017</p>	<p>Technology-integrated Unit and Lesson Plans Observations</p> <p>Improvements in student technology skills assessments</p> <p>Plan developed and pilot group/Group 2/Group 3/Group 4 identified.</p> <p>Roll out completed and best practices identified.</p>

Strategy III: Provide time and resources for administrators, teachers, and IT staff to attend conferences and workshops on emerging technologies by 2015.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Identify funding sources and relevant conference/workshop opportunity	ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers and Coaches UTF (United Teachers of Flint)	Financial Time Participants with adequate knowledge and skills (super users) across content areas	Pilot 2015 Multiyear process	Each year, all ITS and 20% of all teachers and administrators are able to attend conferences and workshops where they can learn about emerging technologies. Percentage increase in the number of ITS, administrators, and teachers are attending technology-related conferences and workshops.

Cite research that supports the rationale for each strategy.

Strategy I Research Separate sheet.

Strategy II Research

Strategy III Research

/db: 2/19/14

Goal 3

By 2018, develop a culture of trust, reflective practice, accountability, and teamwork necessary to leverage technology for learning and communication in FCS.

Measurable Objectives:

By 2018, percentage increase in positive dispositions between baseline and subsequent assessments. Increased technology integration.

Strategy I: Establish a shared vision for technology integration by 2015.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>By December 2014 all FCS stakeholders will participate in a pre-assessment to determine the attitudes and understanding of the value of technology integration for developing Career and College Readiness (CCR).</p> <p>Post assessment in June 2015</p>	<p>All Stakeholders</p> <p>ITS Administrators Teachers OCI-Instructional specialists Content area Lead teachers Research and Evaluation Technology Team Teachers Coaches</p>	<p>Assessments Staff time.</p> <p>Build capacity to communicate about and administer survey.</p>	<p>By September 2015</p> <p>By September 2014</p>	<p>survey responses Integration</p> <p>Assessments created, scheduled, administered, data analyzed. Key acceptance drivers and barriers to acceptance identified.</p> <p>≥70% understand value of technology for CCR.</p>

Strategy II: Ensure a timely response for technical needs and/or difficulties.				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Identify, Obtain, Test, and Roll Out a Help Desk Tool for addressing technology issues at district and building level. Embed a satisfaction survey in help desk system.</p> <p>2) Identify at least one technology support person per school.</p>	<p>ITS Administrators Teachers OCI-Instructional specialists Content area lead teachers Research and Evaluation Technology Team Teachers Coaches</p>	<p>Build capacity for Help Desk. Time to create satisfaction survey. Identify power users.</p> <p>Explore options for digital help-desk tool. http://www.softwareadvice.com/crm/help-desk-comparison/?layout=var_b Identify building tech support person and provide training</p>	<p>Begin January 2015.</p> <p>First semester 2014-2015 school year</p>	<p>Help desk system in place and being utilized. ≥85% Closed tickets provide evidence of timely response. ≥85% report satisfied or very satisfied.</p> <p>Help desk is in place and has been tested by December 2015. Ready for use January 2015.</p> <p>Tech support person is in place.</p>
Strategy III: Establish an administrator/staff development policy with accountability measures.				
<p>Negotiate policies and accountability measures. ITS, ADMIN, Teachers, union</p>	<p>ITS Administrators Teachers Technology Team Teachers Coaches</p>	<p>Time to develop policies and to get buy in</p>	<p>by 2018 by 8/1/ 2014</p>	<p>Administrators and staff attend professional development 90% of the time.</p> <p>Updated administrator/staff development policy and accountability measures in place.</p> <p>Buy in attained.</p>

Strategy IV

Develop Technology Budgets based on recommendations and stakeholder needs. Streamline the process to allow staff efficient and appropriate accessibility to technology tools required to fulfill job responsibilities by Fall 2015. Provide opportunities for teachers and other stakeholders to participate in decisions on what technology will be purchased.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>Seek external funding for technology needs. Create mechanism for communicating technology needs.</p>	<p>Administrators ITS, Teachers, paraprofessionals, Teacher Technology Teams Peer Coaches</p>	<p>Financial Resources Community partner Mechanism for communicating technology needs and for participation in decisions on what is purchased.</p>	<p>Multiyear process</p>	<p>At least 85% of teachers, administrators, staff report satisfaction with availability of needed technology and input in purchasing process. Adequate financial resources for needed technology.</p> <p>At least 85% of teachers, administrators, staff report satisfaction with availability of needed technology and input in purchasing process.</p>

Strategy V: Update Technology Plan				
Update Technology Plan	Administrators, ITS Research and Evaluation MIS Administrators	Time	By June 2015	Updated plan in place by 2015
Strategy VI: Eliminate redundancy and streamline access. Make it simpler to find and access resources.				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Conduct cost-benefit analysis of data management, courseware, gradebook, and other information management and communication tools in use, looking for gaps and usage. Make strategic decisions;</p> <p>2) Develop a portal for accessing online tools and databases, e.g. Datawise and Blackboard, email.</p> <p>3) Redesign Blackboard</p>	MIS Administrators ITS	Financial resources Training Expertise Time Programmer for portal creation Blackboard expert	By December 2014	By 2018 redundancy in the system will be reduced and teachers will use a single portal to access all online tools.
Strategy VII: Technology will be updated to meet requirements for streaming, videoconferencing, Wi-Fi and assessments				

<p>1) System upgrade.</p> <p>2) Develop plan for continual testing, monitoring, and upgrading of system.</p> <p>3) Create technology team that includes both ITS and MIS staff.</p>	<p>MIS Administrators ITS</p>	<p>Financial resources, Time expertise, updated workstations. Other requirements: https://support.com/en/faq/FA1417/how-much-bandwidth-does-skype-need</p> <p>For Smarter Balance Assessments, schools will need reliable external connections to their ISP of 100 Mbps per 1,000 students and staff by 2014-15 and of 1Gbps per 1,000 students and staff by 2017-18. http://www.setda.org/wp-content/uploads/2013/09/The_Broadband_Imperative.pdf</p> <p>Switching infrastructure update</p> <p>Router speed check</p>	<p>June 2015</p>	<p>By June 2015, FCS will be fully upgraded and ready to meet the technology needs of the Smarter Balanced Assessment, videoconferencing, streaming and Wi-Fi.</p>
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By 2018, FCS will have a reliable, comprehensive, user-friendly system of tools in place for managing data and information in order to inform decisions to improve student achievement and to provide information, as appropriate, to parents, the Michigan Department of Education, and other key stakeholders

Measurable Objectives:

By Fall 2018, 100% of administrators, teachers, support staff, parents, and students will use a comprehensive, cohesive system of data and information management (e.g. Illuminate Education or Datawise combined with Synergy).

By 2018, system is in place and producing consistent reports.

By 2019, system is in place and produces consistent reports for stakeholders

Strategy I

By 2018, FCS has policies, procedures, and systems in place for the generation, collection, storage, retrieval, analysis, and effective use of its data.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
1) Review and update policies, procedures, and systems for the generation, collection, and storage of data in system. 2) Migrate data to new system if Illuminate is selected.	Research and Evaluation ITS, OCI, Superintendent GISD	Funding for system, system support, training, personnel, infrastructure Funding for system, system support, training, personnel, infrastructure Time and hardware Storage equipment is outdated	By Fall 2014	New or updated policies, procedures, and systems in place. New or updated policies, procedures and systems in place

Strategy II: Prepare to meet reporting needs				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
1) Identify what student data is available and consider its usefulness. 2) Design a set of consistent reports for each level (district, building, classroom) that can support instruction and communication, professional development, and state reporting requirements	ITS Administrators Research and Evaluation OCI Teachers MDE	Time and personnel Training budget Time and personnel Programs adopted by GISD	Multiyear process By June 2015	Utilizing consistent reports by 2018. Data is organized, summarized, and formatted for analysis. 100% of reporting needs are met
Strategy III: Design protocol for access to database				
Review FERPA Laws, review reporting and access needs, and set up levels of security in system	Research and Evaluation Administrators OCI ITS MIS	Leadership time to determine the protocols. Other resources dependent on database in question Privacy laws. Time, expertise	By Fall 2014 Dependent upon when system is in place and data migrated	Access available as appropriate for stakeholders Access available as appropriate.
Strategy IV:				

By 2018, establish a sustainable plan to support staff in development of knowledge and skills needed to analyze student data and use the results to inform instruction and professional development needs.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
1) Provide ongoing professional development on how to access, analyze, and use data 2) Teachers will bring technology (iPads/laptops to grade level meetings at least once a month in order to discuss implications and impact on teaching 3) Teachers will form groups in which they work together to analyze and utilize data to plan instruction	Research and Evaluation Administrators OCI ITS MIS Coaches	Facilities, Trainers, Computers/Devices/Data management system Financial resources Professional Learning Time Trainers	Dependent upon when system is in place, etc. Ongoing	100% of FCS staff can access, interpret, and develop instruction based on data by 2018. By 2018, 100% of FCS teachers can use data to drive instruction

Strategy V: Teachers and administrators use a reporting system to share student information through student and parent portals

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
<p>1) Teachers use online grading and reporting system to maintain information through student and parent portals in real time.</p> <p>2) Teachers use an online grading system to inform students and parents of upcoming assignments, projects, and assessments,</p> <p>3) Teachers and administrators use the district website to provide a wide range of up-to-date information to students and parents.</p>	<p>OCI ITS Coaches Research and Testing</p>	<p>Financial resources Hardware Online grading system</p>	<p>Ongoing</p>	<p>By 2018, 100% use the reporting system to share student information through student and parent portals.</p> <p>By 2018, 100% of teachers use online grading program as prescribed. 100% of teachers use the district website to provide current information.</p>

**RESOURCE AND REFERENCE LIST FOR TECHNOLOGY AND ACCOUNTABILITY
GUIDING RESOURCES
FCS Draft Educational Plan**

National Education Technology Standards <http://cnets.iste.org>. These are the technology standards upon which the Michigan Education Technology Standards (METS) are based.

Broadband requirements for videoconferencing and the Smarter Balanced Assessments

<https://support.skype.com/en/faq/FA1417/how-much-bandwidth-does-skype-need>)

For Smarter Balanced Assessments, schools will need reliable external connections to their ISP of 100 Mbps per 1,000 students and staff by 2014-2015 and of 1 Gbps per 1,000 students and staff by 2017-2018. http://www.setda.org/wp-content/uploads/2013/09/The_Broadband_Imperative.pdf

The quality and speed of the existing broadband does not meet current assessment and video streaming/conferencing needs, e.g. cannot Skype from Admin Bldg. and students are losing connectivity during online assessments.

The district also needs to upgrade its workstations and review its rotation plan in preparation for Smarter Balanced Assessment and implementation of new technology plan.

RESEARCH: Goal 1:

By the end of 2018, 85% of FC5 students will demonstrate grade level proficiency in responsibly using technology as a tool to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Research on the benefits of iPad integration: <http://www.securedgenetworks.com/secure-edge-networks-blog/bid/86775/8-Studies-Show-iPads-in-the-Classroom-Improve-Education>

Allsopp, M. M., Hohlfeld, T., & Kemker, K. (2007). *The Technology Integration Matrix: The development and field-test of an Internet based multi-media assessment tool for the implementation of instructional technology in the classroom*. Paper session presented at the annual meeting of the Florida Educational Research Association.

The Technology Integration Matrix (TIM): The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal oriented, i.e. reflective), authentic, and collaborative (*Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells (from <http://fcit.usf.edu/matrix/matrix.php>). The site provides lesson plans suggestions for the core content areas: Math, Language Arts, Science, and Social Studies.

*Jonassen, D., Howland, J., Moore, J., and Marra, R. (2003). Learning to solve problems with technology: A constructivist perspective. (2nd ed.), Upper Saddle River, NJ: Merrill Prentice Hall

Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., Sese, F.J. (2013). Using clickers in class. The role of interactivity, active collaborative learning and engagement in learning performance, *Computers & Education*, 62, 102-110, Retrieved from: <http://www.sciencedirect.com/science/article/pii/S0360131512002473>) Keywords:

The results provide strong support for our proposed framework and they reveal that the high level of interactivity with peers and with the teacher that is promoted by the use of clickers positively influences active collaborative learning and engagement, which, in turn, improves student learning performance.

interactivity, active collaborative learning and engagement are three key underlying forces that explain the positive effects and benefits of clickers in enhancing student learning performance.

Note: Research on clickers was included because the district has invested heavily in this technology and it is not being used.

Bruff, D. (2009). Teaching with Classroom Response Systems: Creative Active Learning Environments. Jossey-Bass.

The author explains how classroom response systems (CRS) provide advantages of anonymity, support small group learning, and motivate students to meaningfully engage in course material during classes. CRS can also support formative assessment during class. Teachers can use information collected by CRS to make more informed teaching decisions during class, to make more efficient use of class time, and be more responsive to student learning needs.

The author maintains an extensive bibliography on clicker use here: <http://cft.vanderbilt.edu/docs/classroom-response-system-clickers-bibliography/>

Kay, R.H. & LeSage, A. (2009). Examining the benefits and challenges of using audience response systems: A review of the literature, *Computers & Education*, 53(3) November 819-827, retrieved from <http://www.sciencedirect.com/science/article/pii/S0360131509001134>.

Kay and LeSage review 67 peer-reviewed papers published from 2000-2007 and present the benefits and challenges of integrating audience response systems “clickers” into the classroom.

Michigan Department of Education. (2009). *Techplan.org: Technology readiness standards*. Retrieved from: <http://techplan.org/mets>

Provides links to many relevant resources for technology integration, including teacher checklist for the Michigan Educational Technology Standards for Students (METS-S).

Michigan Department of Education. Michigan Technology Content Standards and Benchmarks

http://www.michigan.gov/documents/Technology_11594_7.htm

Provides an overview of the Michigan Technology Content Standards and Benchmarks.

Middletown Public Schools. (n.d.) *Smarter balanced checklist*. Retrieved from: <http://www.middletownschoools.org/page.cfm?p=9965>

A checklist of technology skills students will need in order to take the Smarter Balanced assessments. Suggests strategies for incorporating needed skills into lessons.

Spector, J.M. Lockee, BB, Smaldino, S.E., Herring, M. C. (2013). *Learning, problem solving, and mind tools: Essays in honor of David H. Jonassen*, NY, NY: Routledge.

Inspired by the extensive work of Jonassen, the focus of the volume is on educational technology, especially with regard to how new technologies have facilitated and supported problem solving and critical thinking. Each chapter focuses on a particular aspect of learning with technology and elaborates the implications for the design and implementation of learning environments and activities aimed at improving the conceptualization of problems, reasoning and higher-order thinking, and solving challenging problems.

This collection of scholarly essays provides a highly engaging treatment of using tools and technologies to improve problem solving; multiple perspectives on integrating educational technology to support learning in complex and challenging problem solving domains; guidance for the design of instruction to support problem solving; a systemic account of the relationships between mental models, instructional models, and assessment models; and a look into the future of educational technology research and practice (p. x).

Marzano, R. J. (2009). *The art & science of teaching: Teaching with interactive whiteboards*, 67(3), 80-82.

In a 2009 research study,* Marzano and Haystead found that interactive whiteboards have a great potential to enhance pedagogical practices in the classroom and improve student achievement. However, they note that teachers must use interactive whiteboards thoughtfully, in accordance with what we know about good classroom practice. The classroom strategies identified in each content area provide guidance and tools for helping students increase their ability for learning in deliberate and focused ways. (p. 22 FCS-DIP)

*Marzano, R. J., & Haystead, M. (2009). *Final report on the evaluation of the Promethean technology*. Englewood, CO: Marzano Research Laboratory.

Note: This research was included because the district has invested heavily in them and they are not being used.

Goal 2:

By the end of 2018, 100% of FCS administrators, teachers, and staff will proficiently utilize and model the use of technology as a tool to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve student learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.
Rubric for teacher evaluation.

International Society for Technology in Education. (2009). ISTE National Educational Technology Standards (NETS) for Administrators. Retrieved from http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-A_PDF.pdf

International Society for Technology in Education. (2008). ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers. Retrieved from <http://www.iste.org/standards/standards-for-teachers/nets-for-teachers-2008>

Johnson, D. (2013). Power up: Technology skills every teacher needs. *Educational Leadership: Technology-Rich Learning*, 70(6), 84-85. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Technology-Skills-Every-Teacher-Needs.aspx>
Johnson discusses the technology gap in the Danielson framework and describes the rubric he developed in collaboration with Mielke by incorporating the ISTE-S standards.

Johnson, D. & Mielke, N. (2013). Rubric for Effective Teacher Technology Use (Organized by the Four Domains of Danielson's Framework for Teaching) http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201303_johnson_rubric.pdf
Rubric for Effective Teacher Technology Use (Organized by the Four Domains of Danielson's Framework for Teaching). Connects the NETS-T with the Danielson Framework.

Goal 3:

By 2018, develop a culture of trust, reflective practice, accountability, and teamwork necessary to leverage technology for learning and communication in FCS.

International Society for Technology in Education (2012). *Essential conditions*. Retrieved from: <https://www.iste.org/standards/essential-conditions>
Outlines the essential conditions for leveraging technology for learning in school districts.

Kubitskey, B., & Fishman, B. (2006, April). *Professional Development Design for Systemic Curriculum Change* (PDF - 848K) Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Kubitskey and Fishman discuss the need to provide sufficient training and information to get teachers to buy-in to curriculum change involving technology integration and to allow them opportunities to learn to implement it. Effective training should result in shifts in knowledge and beliefs as well as practice. The researchers provide and test a model for effective professional development.

Rivard, L.R. (2010) *Enhancing education through technology: Principal leadership for technology integration in schools*. (Doctoral dissertation). Retrieved from Proquest Dissertations and Theses, 164.

Dissertation focuses on professional development needs of principals in the area of educational technology. The researcher argues that the most important issue for effective technology use in schools is informed and effective principals who are comfortable with technology and who believe in its importance in teaching and learning.

Rogers, E.M. (2003). *Diffusion of innovations*. (5th Ed.). New York, NY: Free Press.

Discusses the categories and stages of adoption of innovations and the characteristics of innovations as perceived by potential adopters. This framework is widely used and is highly relevant for studying and planning technology integration initiatives.

Steckelberg, A.L., Xiongyi Lu, L.L. & Kozak, M. (2008). A rubric for self assessment of essential technology conditions in schools. *Computers in the Schools*, 25(1-2), 81-89.

Describes a web-based rubric that is being used successfully for measuring monitoring the implementation of ISTE's Essential Conditions in Nebraska schools.

Vannatta, R. A. & O'Bannon, B. (2002) Beginning to put the pieces together: A technology infusion model for teacher education. *Journal of Computing in Teacher Education*, 18(4), 112-123.

Wachira, P. & Keengwe, J. (2011). Technology integration barriers: Urban school mathematics teachers' perspectives. *Journal of Science Education and Technology*, 20, 17-25.

The researchers studied and reported on technology barriers math teachers identified when using technology in their classrooms. These include: 1) availability, reliability, and administrative support; 2) limited knowledge about how to use technology appropriately; and 3) anxiety and confidence about using technology. The researchers recommend improving classroom access to appropriate technologies, providing technical and administrative support, and to strengthen professional development in order to enhance technology integration in schools.

Goal 4:

By 2018, FCS will have a reliable, comprehensive, user-friendly system of tools in place for managing data and information in order to inform decisions to improve student achievement and to provide information, as appropriate, to parents, the Michigan Department of Education, and other key stakeholders.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html> (This is a placeholder)

Other Research Needed per Laura

Providing research on expanded learning, extended day, and balanced calendars

Providing post-graduation opportunities

Parent and Community Engagement and Communications

FCS Draft Educational Plan

Parent and Community Engagement and Communications

The changing demand for a STEM-skilled workforce in auto manufacturing and other industries has not only been an impetus for new educational standards, but it has changed the work opportunities and quality of life for many Flint families. The community-renewal approach to educational improvement in FCS will ensure a cohesive and coherent set of social support services children and their families, flexible student-centered learning opportunities, and communication about educational opportunities in FCS.

A community-renewal approach that is responsive to students' and families concerns is necessary in urban communities undergoing economic and social transformation. The FCS schools will respond to these challenges by providing caring and welcoming environments that support children and families in this period of economic, educational, and social transition in Flint. Diverse strategies for building understanding of concerns among FCS parents, neighborhoods, and community organizations, along with new avenues for parent and community involvement in school and district decisions affecting students, families, and neighborhoods in Flint will be used.

The FCS strategy responds to new educational standards and requirements through renewed emphasis on community engagement in expanding opportunities for learning, internships, and civic engagement, provided through partnerships that involve multiple stakeholders in development of new remedies to external barriers to learning. A deeper integration of community resources into student-centered learning environments will enable FCS to develop welcoming school cultures that use social services and community and educational resources for support of students and community development.

This reconstructed vision for community schools that supports community renewal also provides a framework for communicating with parents and other caregivers about educational, social, and health resources that can be used to breakthrough barriers to learning. This community centered and responsive strategy for educational and social support for students and parents in the Flint community will enable FCS to be more competitive for other education providers that have drawn students and related financial resources from community schools.

Parent and Community Engagement and Communications

Develop a FCS culture that is welcoming, caring and provides parents/families with meaningful roles in the decision making process of the district and its schools.

OBJECTIVES: (The 3 "R's" are pervasive across all strategies) 2014-2015 Academic Year

- Retain 98% (6978) of our current student population (excluding graduating students)
- Reclaim 120 of our former students who are attending other schools
- Recruit 120 students from other **schools**

Measures: Enrollment data from our October student count day for the 2014-2015 academic year
Positive Customer Service Surveys

Strategy I All FCS staff and service providers participate in a monitored, ongoing mandatory customer service-training.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Research, plan, and implement customer service training.	Customer Service Consultants Pupil Personnel Staff	Division A	July 1, 2014 (ongoing process)	Survey Results Enrollment Data

Strategy II Track and measure the effectiveness of culture, community engagement policies, strategies and practices using surveys and other feedback from all FCS stakeholders.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Develop and distribute customer satisfaction surveys.	OIC Pupil Personnel Staff Parent Facilitators	Division A	Begin Fall 2014	

Goal 2 Develop a student-centered sustainable, multi-stakeholder community education and engagement model that is collaborative and meets the academic, basic and social needs of ALL FCS STUDENTS.				
Objectives: To acquire academic, health, business, and environmental partnerships to address all FCS need				
Measures: The data from our October student count day for the 2014-2015 academic year				
Strategy I Develop sustainable partnerships with internal stakeholders including: students, parents, teachers, principals, support staff, administrators, labor Unions and the Board of Education.				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
District and School staffs will actively seek faith-based and community partnerships.	School Staff District Staff including: Superintendent Pupil Personnel	Division A Title Budgets	Begin Fall 2014	
Strategy II Develop Parent/Teacher Home Visit programs in all FCS schools to engage parents as equal partners, build trust, share dreams and expectations and give feedback on their child's performance. Schools will tailor the program to the characteristics of their school environment.				
	Pupil Personnel Building Administrators Teachers Parent Facilitators	Division A Budget Title Budgets	Begin Fall 2014	
Strategy III				

Revitalize and expand the Parent University Program to educate parents on the FCS Education Plan and to promote understanding of Opportunities FCS offers to ensure that ALL FCS Students are college and career ready. The Parent University will be offered bi-annually, in the Fall and Spring.

<p>1) Parent Facilitators provide supportive resources for parents i.e. "Parent Engagement Play Book"</p> <p>2) Provide opportunities for parents to improve their own parenting skills</p> <p>3) Parent University will be offered bi-annually (Fall and Spring)</p> <p>4) Give Aways</p>	<p>Pupil Personnel School Staffs Title I Staff Community Partners</p> <p>District Staff including Parent Facilitators</p>	<p>Division A Budgets</p> <p>Title Budgets</p> <p>Donations</p>	<p>Panning to Begin July 2014</p> <p>Draft due November 2014</p>	<p>Participation data Community Resources Student Enrollment Data Partnerships acquired</p>
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Strategy IV

Develop sustainable partnerships with Government and Municipalities, Health and Human Services, and Youth Agencies to renew the "Full Service School" approach to meet the needs of ALL FCS STUDENTS, parents/families and the community. A resource guide will be provided to all schools and updated yearly.				
	Person(s) Responsible	Resources	Timeline	Success Indicators
	Superintendent Human Resources Office of Curriculum and Instruction Pupil Personnel Services Community Education	Division A Grant Funds	Begin immediately after staffing decisions are made for Fall 2014 or as designated by the Superintendent	
Strategy V Develop sustainable strategic partnerships with colleges, universities and vocational institutions to enable ALL FCS STUDENTS to access learning opportunities to become college and career ready. A resource guide will be provided to all schools and updated yearly.				
	Superintendent Human Resources Office of Curriculum and Instruction Pupil Personnel Services (Community Education?)	Division A Grant Funds?	Begin immediately after staffing decisions are made for Fall 2014 or as designated by the Superintendent	
Strategy VI: Develop sustainable partnerships with businesses and foundations to provide relevant real-world connections to curriculum, opportunities for internships and mentorships (to include all facets of the community) to support and augment learning opportunities for ALL FCS STUDENTS. A resource guide will be provided to all schools and updated yearly.				
	Human Resources Office of Curriculum and Instruction Pupil Personnel Services (Community Education?)	Division A	Begin immediately after staffing decisions are made for Fall 2014 or as designated by the Superintendent	
Strategy VII NEW POSITION RECOMMENDED - Customer Service Liaison Create District-level Parent/Families, Community Relations position. The individual selected for this position will				

report directly to the Superintendent.				
		Division A	Begin immediately after staffing decisions are made for Fall 2014 or as designated by the Superintendent	

DRAFT

Parent and Community Engagement and Communications

Goal 3:

Develop a robust, district-wide communications/marketing campaign to proactively tell about FCS successes, share our Educational Plan and provide accurate, timely information about our students, schools and district, and to promote transparency.

Objective: To acquire academic, health, business, and environmental partnerships to address all FCS need

Measures: To retain 98% (6978) of our current student population (exclude graduating seniors)
 To reclaim 120 of our resident students attending other schools
 To recruit 120 of our resident students attending other schools

Strategy I

Engage the community in multi-stakeholder summits, town halls and other mechanisms that provide opportunities for two-way communication, shared planning and shared decision-making.

Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
Activities may include: <ul style="list-style-type: none"> • Back-to-School Rally • Parent University • Black History Program • Kindergarten Round-Up • Spring Open House • Parent Teacher Conferences/Report Card Pick Up 	Pupil Personnel Central Office and Building Administrators Teachers Parent Facilitators	Division A Title Budgets Donations	Develop a calendar of events to beginning in August 2014	Participation data Community Resources Student Enrollment Data Partnerships acquired

Strategies 2-7 will be completed as part of multi-stakeholder teams focused on Communications and Transitions

Strategy II: Track and measure the effectiveness of parent/family and community engagement policies, strategies and practices using surveys and other feedback loops.				
Strategy III: Engage students in telling the FCS story (Past & present Gates Scholars; Lansing Government Delegation from FCS, Olympians...). <i>(The Multi-stakeholder Communications Team will flush out these strategies).</i>				
Strategy IV: Activate an engaged FCS Alumni Network that helps tell the FCS history, legacy and vision for the future.				
Strategy V: Research, develop and implement best-practice communication strategies and mechanisms <i>(The Multi-stakeholder Communications Team will flush out these strategies).</i>				
Strategy VI: Renew and leverage our existing communications mechanisms: FCS website, Newsletters, etc.				
Strategy VII: Secure 6 th graders in the District by developing a 7 th grade academy at Southwestern Classical Academy. <i>(The Multi-stakeholder Communications and Transitions Planning Team will flush out these strategies).</i>				
Activities	Person(s) Responsible	Resources	Timeline	Success Indicators
1) Parent Facilitators will provide support resources for parents i.e. "Parent Engagement Play Book"	Pupil Personnel Central Office and Building Administrators Teachers Parent Facilitators	Title Budgets	Panning to Begin September 2014	
2) Provide opportunities for parents to improve parenting skills		Division A		
3) Parent University will be offered bi-annually (Fall and Spring)		Donations		
4) Give Aways		Community Partners Service Agencies		

1) Parental Engagement Research:

FCS Draft Educational Plan

PR/Award # S377B140051

Page e358

- The Power of Family School Community Partnerships, A Training Resource Manual: http://www2.nea.org/mediafiles/pdf/FSCP_Manual_2012.pdf
- Here is a list of resources from the Harvard Family Research Project which highlights models and approaches for working with Families: <http://www.hfrp.org/family-involvement/publications-resources?topic=0>
- Tips and Strategies for Increasing Parent and Family Involvement in Virginia Schools: http://www.partnership.vcu.edu/documents/Partnership_Tips_and_Strategies_for_Increasing_Parent_Involvement.pdf
- National Standards for Family-School Partnerships: http://www.pta.org/files/National_Standards.pdf
- The Positive Relationship between Family Involvement and Student Success: <http://www.pta.org/programs/content.cfm?ItemNumber=1459>
- Research Spotlight on Parental Involvement in Education: <http://www.nea.org/tools/17360.htm>
- *A strategic guide to boosting student achievement through family involvement* (2009); by Dr. Patricia Edwards <http://edwards.wiki.educ.msu.edu>

2) Preparing Elementary Students for College:

- Elementary School Counselor's Guide – 8 Components of College and Career Readiness Counseling: http://www.wested.org/online_pubs/gf-07-02.pdf
- LA Unified School District College Month – Activities for Middle School (a bit dated from 2006 but the examples are good): http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/COMMITTEE_MAIN/COMMITTEE_CURR_INSTRUCT/COMMITTEE_CURR_INSTRUCT_AGENDA/TAB%20A-ATTACHMENT%20A%20-%20ACTIVITIES%20FOR%20ELEMENTARY%20SCHOOL.PDF
- UC Berkley Curricula and Lesson Plans for Elementary Schools: http://collegetools.berkeley.edu/resources.php?cat_id=126

3) Mentoring Programs:

- Elements of Effective Practice for Mentoring: http://www.mentoring.org/downloads/mentoring_1222.pdf
- Building an Effective School-Based Mentoring Program: <http://www.massmentors.org/sites/default/files/Building%20an%20Effective%20School-based%20Mentoring%20Program-May%202011.pdf>
- The ABCs of School-Based Mentoring: http://educationnorthwest.org/webfm_send/177

4) Funding for Parent Teacher Home Visits:

One answer I found, which you are probably already aware of, is from an interview with Carrie Rose: Our partners all believe that staff participation should always be voluntary and compensated because visits take place outside of the scope of the regular work day (nights, weekends, etc). Over the years, participating districts have used various foundation, state and federal grants to fund home visit activity (as most grants have a parent engagement component) but the most sustainable source of funding has been Title I funding (which has a minimum 1% parent engagement mandate).

<http://engagingparentsinschool.edublogs.org/2010/04/05/parentteacher-home-visit-project/>

5) Community Partnership Rubric:

Strengthening Partnerships, Community School Assessment Checklist: http://www.communityschools.org/assets/1/AssetManager/strength_part_assessment.pdf

Framework for Building Partnerships among Schools, Families, and Communities: <http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Framework-for-Building-Partnerships-Among-Schools>

Achieving Results through Community School Partnerships, How District and Community Leaders are Building Effective, Sustainable Relationships: http://www.americanprogress.org/issues/2012/01/pdf/community_schools.pdf

Creating Effective Business and Education Partnerships:

<http://www.palmbeachschools.org/pao/businesspartners/documents/FallLeadershipWorkshopBusinessPartnershipPresentationforSY11-122222.pdf>

Appendix K BCPS Budget FINAL

BCPS Budget Proposal for the Turnaround School Leaders Program

Years 1-3

Principal Incentives	\$2,500.00 x 5	\$12,500.00
Aspiring Leader Incentives	\$1,000.00 x 20	\$20,000.00
Professional Development: Implementation of Leadership Evaluation Tools		
	\$64,400.00	\$64,400.00
Professional Development Supplies		
Books	\$6,000.00	\$6,000.00
Office Materials/Copies	\$800.00	\$800.00
Food	\$4,800.00	\$4,800.00
Subs for Aspiring Leaders to attend PD	\$18,000.00	\$18,000.00
Co-Director Stipend	\$10,000.00	\$10,000.00
Consultant	\$5,500.00	\$5,500.00
Indirect Cost	\$8,000.00	\$ 8,000.00
GRAND TOTAL		\$150,000.00

Appendix L FCS Budget FINAL

Flint Community Schools Three-Year Budget

	Number	Cost	Total Year 1	Total Year 2	Total Year 3	Total
Teacher leaders	20	2,000	40,000.00	40,000.00	40,000.00	120,000.00
Principals	5	2500	12,500.00	12,500.00	12,500.00	37,500.00
Secretarial Support ((\$22.00 per hour X 10 hours per month X 12 months)	1	2640	6,344.00	6,644.00	6,644.00	19,632.00
Project Manager	1	10000	10,000.00	10,000.00	10,000.00	30,000.00
Consultants	4	15,000	60,000.00	60,000.00	60,000.00	180,000.00
Mileage 2 X per year X 26 people	.55 per mile	1716	1,716.00	1,716.00	1,716.00	5,148.00
Books for research and study	3 books/year per teacher and principal	30.00	2,340.00	2,340.00	2,340.00	7,020.00
Laptop computer	1	1,500	1,500.00	_____	_____	1,500.00
Microsoft Surface Tablets and Keyboards	26	1,200	9,600.00	10,800.00	10,800.00	31,200.00
Printing (Office Depot) .02 BW per Copy	150,000 copies/year	3000	3,000.00	3,000.00	3,000.00	9,000.00

Misc. Supplies USB drives, chart paper, markers, pens, etc.		3000	3,000.00	3,000.00	3,000.00	9,000.00
TOTAL			150,000.00	150,000.00	150,000.00	450,000.00

Appendix M References

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Turnaround School Leaders Program

Developing a Leadership Pipeline and Turning Around Schools Simultaneously

Western Michigan University

In partnership with

Battle Creek Public Schools

Flint Community Schools

General and Priority Requirements

General Requirements	Pages
<p>Requirement 1: Demonstrating Capacity to Develop and Implement a Leadership Pipeline System</p> <p>The applicant must demonstrate such capacity by providing evidence of each of the following:</p> <p>a. An existing evaluation system that measures teacher and leader effectiveness.</p> <p>b. Commitment to implement and sustain the proposed plan by the applicant. To demonstrate this commitment, an applicant must include with its application a Memorandum of Understanding (MOU), or, if the applicant is an LEA, a letter of commitment, signed by the superintendent and (if applicable) school board president of each LEA to be served by the project and by an appropriate representative of the applicant (if not an LEA) and any other partner entity, outlining the terms and conditions of the partnership.</p> <p>c. A reasonable opportunity for the public, including teachers and school leaders, to provide feedback on the applicant’s proposed leadership pipeline plan as demonstrated by evidence, for instance, that forums designed to inform and engage school staff and community stakeholders have been held.</p>	<p>5</p> <p>5; Appendix, B & C</p> <p>26; Appendix D</p> <p>25; Appendix G</p>
<p>Requirement 2: Sustaining the Leadership Pipeline</p> <p>The sustainability plan must include each of the following:</p> <p>a. A description of the data that the applicant will use, and how the applicant will use the data, to inform its continuous improvement of the leadership pipeline after the grant award period ends.</p> <p>b. A description of the actions that the applicant will undertake to continue to select, prepare, place, support, and retain school leaders in SIG schools and/or SIG-eligible schools after the grant award period ends.</p> <p>c. A budget narrative that identifies and aligns resources to sustain the system after the grant award period ends.</p>	<p>26</p> <p>17</p> <p>17, 26</p> <p>28; Appendices E, F, K & L</p>
<p>Requirement 3: Describing the Leadership Pipeline</p>	<p>2-7</p>

<p>The grantee must use grant funds to develop and implement or enhance and implement a leadership pipeline that:</p> <p>a. Selects school leaders using locally adopted competencies identified by the applicant as necessary to turn around a SIG school or SIG-eligible school;</p> <p>b. Provides comprehensive and differentiated professional development to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools;</p> <p>c. Places school leaders in SIG schools and/or SIG-eligible schools, and provides them with ongoing individualized support based on the LEA’s plan for turning around its SIG schools and/or SIG-eligible schools; and</p> <p>d. Retains effective school leaders, using financial or other incentives, and replaces ineffective school leaders.</p>	<p>3</p> <p>3, 5</p> <p>7</p> <p>5</p>
<p>Requirement 4: Determining leadership effectiveness</p> <p>The grantee must use data (which may include data from the evaluation system that measures teacher and leader effectiveness) to inform selection, placement, retention and incentive decisions.</p>	<p>5, 7, 13, 18, 31</p>
<p>Requirement 5: Continuous project improvement</p> <p>The grantee must identify and use data to inform continuous improvement of its leadership pipeline during the award period.</p>	<p>5, 7, 13, 18, 31</p>
<p>Requirement 6: Extension of Autonomy to School Leaders</p> <p>The grantee must ensure that school leaders placed in SIG schools and/or SIG-eligible schools have decision-making autonomy (with regard to staffing, school schedules, and budgeting).</p>	<p>Appendices I and J</p>
<p>Priority Requirements</p>	
<p><i>Absolute Priority I</i></p> <p>Non-Rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program, consortium of a non-profit university and two LEAs with 5 priority schools.</p>	<p>39</p>
<p><i>Competitive Preference Priority I</i></p> <p>Existing Policy Conditions That Can Be Leveraged To Ensure Success and</p>	<p>39</p>

<p>Sustainability of a Turnaround Leadership Pipeline</p> <p><i>Competitive Preference Priority 2</i></p> <p>Record of Preparing and Supporting Turnaround School Leaders Who Have Demonstrated Success in Increased Graduation Rates and Academic Growth</p>	<p>39-40</p>
<p>Selection Criteria for the Program Narrative</p>	
<p><i>Quality of the project design</i></p> <p>1. The extent to which the applicant proposes to select and place school leaders using locally adopted competencies identified by the applicant as being necessary to turn around SIG schools and/or SIG-eligible schools.</p> <p>2. The extent to which the applicant will provide comprehensive and differentiated professional development to prepare and support school leaders who are placed in SIG schools and/or SIG-eligible schools.</p> <p>3. The extent to which the proposed project is supported by a strong theory (as defined in 34 CFR 77.1(c)).</p> <p>4. The extent to which the design of the applicant’s proposed project will address the needs of traditionally underserved populations (including students with disabilities and English learners), such as by recruiting, incentivizing, and selecting special education teachers and those in language instruction educational programs to be school leaders.</p> <p>5. The extent to which the applicant will use data to inform professional development, retention and incentive decisions.</p> <p>6. The extent to which the applicant plans to identify and use data to inform continuous improvement of its proposed leadership pipeline during the award period.</p>	<p>1-5</p> <p>5-12, 31</p> <p>12-15</p> <p>4, 15-17</p> <p>9, 11, 17-18</p> <p>11, 19-20, 31</p>
<p><i>Significance of the project</i></p> <p>In determining the significance of the proposed project, we consider the extent to which the applicant’s proposed leadership pipeline is likely to produce best practices and lessons learned that promote and support reforms in the turnaround field.</p>	<p>20-22</p>
<p><i>Capacity to implement the proposed project</i></p>	

<p>1. The extent to which the applicant has a system in place that determines teacher and leader effectiveness.</p> <p>2. The extent to which the applicant demonstrates that decision-making autonomy (with regard to staffing, school schedules, and budgeting) will be extended to school leaders placed in SIG schools and/or SIG-eligible schools.</p> <p>3. The extent to which the proposed project will be coordinated with committed partners as evidenced by Memoranda of Understanding, signed by the superintendent and (if applicable) school board president of each LEA to be served by the project and by an appropriate representative of the applicant (if not an LEA) and any other partner entity, which outline the terms and contributions each partner will make to support full and effective implementation of the leadership pipeline for SIG schools and/or SIG-eligible schools.</p> <p>4. The extent to which the applicant offers a reasonable opportunity for the public, including teachers and school leaders, to provide feedback on the applicant’s proposed leadership pipeline plan as demonstrated by evidence, for instance, that forums designed to inform and engage stakeholders have been held.</p>	<p>22-23</p> <p>24</p> <p>24-25</p> <p>25-26</p>
<p><i>Sustainability of the proposed project after the award period ends</i></p> <p>1. The adequacy of the applicant’s plan to sustain the leadership pipeline it develops and implements or enhances as a result of the grant.</p> <p>2. The adequacy of the proposed budget that indicates how the applicant will identify and align resources to sustain the leadership pipeline after the grant award period ends.</p> <p>3. The adequacy of the applicant’s plan to sustain stakeholder support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of the LEA’s superintendent, local school board president, and any other partner entities.</p>	<p>26-27</p> <p>28-29</p> <p>29-30</p>
<p><i>Quality of the management plan</i></p> <p>1. The extent to which the applicant’s plan is likely to achieve the objectives of the proposed project on time and within budget, including how likely the plan is to result in the applicant carrying out clearly defined responsibilities, meeting articulated timelines, and achieving specified and measurable</p>	<p>30-34</p>

<p>milestones for developing and implementing the leadership pipeline for SIG schools and/or SIG-eligible schools.</p> <p>2. The adequacy of the time commitment and qualifications of the project director and key personnel, including relevant training and experience, to continuously implement the proposed project and to support project participants.</p>	35-39
Individual Resumes for Project Directors and Key Personnel	Appendix H
Memorandum of Understanding	Appendix D
Description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.	GEPA Statement

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1386007327A1

DATE: 04/02/2013

ORGANIZATION:

Western Michigan University
 1903 W. Michigan Avenue
 3080 Admin. Bldg, MST 5203
 Kalamazoo, MI 49008-

FILING REF.: The preceding
 agreement was dated
 02/04/2013

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2009	06/30/2013	49.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2013	06/30/2015	50.00	On Campus	Orgn. Research & Inst
PRED.	07/01/2015	06/30/2017	51.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2013	06/30/2017	24.00	On Campus	Other Sponsored Act.
PRED.	07/01/2013	06/30/2017	24.00	Off Campus	All Programs
PROV.	07/01/2017	Until Amended		"Use same rates and conditions as cited for FYE 06/30/17."	

*BASE

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Health Insurance
Tuition Remission
Dental Insurance
Unemployment Insurance
Employee Assistance Program
Wellness Program

Applicability of Rates: Western Michigan University School of Medicine
(EIN:45-4135256).

This Rate Agreement is being issued to add the Other Sponsored Activities F&A rate of 24.0% and to add Disability Insurance to the list of fringe benefits.

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement requires prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Western Michigan University

(INSTITUTION)

(b)(6)

(SIGNATURE)

Jan Van Der Kley

(NAME)

Treasurer

(TITLE)

4-11-13

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

4/2/2013

(DATE) 5062

HHS REPRESENTATIVE: Theodore Foster

Telephone: (214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Western Michigan University – Dr. Elizabeth Whitten

U.S. Department of Education – Turnaround School Leaders Program

Budget Narrative

Personnel (\$153,964 in yr 1, \$156,997 yr 2, \$160,091 yr 3, - \$471,051 total)

Dr. Elizabeth Whitten, professor of special education, will serve as the project director. She will be responsible for supervising the function of the project; planning and coordinating the activities of the program; working directly with Battle Creek Public Schools in coordination of activities; reporting to the federal grant officer; and being in charge of financial matters. Dr. Whitten will spend 12.5% of her academic year time (one course release for one semester each year) and 75% of her summer time (three months, or 37.5% of her academic year salary with 2 percent annual increases in years 2 and 3) on this project.

Dr. Luchara Wallace, assistant professor of special education, will serve as project co-director. She will plan and coordinate the activities of the program and work directly with Flint Community Schools in coordination of their activities. Dr. Wallace will spend 100% of her summer time (4 months each year, 50% of her academic year salary with 2 percent annual increases in years 2 and 3).

Dr. Jianping Shen, professor of educational leadership, will serve as project co-director. Dr. Shen will be responsible for planning, coordinating, and carrying out the evaluation, research, and dissemination of the project, and assisting with reporting to the federal grant officer. He will spend 12.5% of his academic year time (one course release each academic year with 2 percent annual increases in years 2 and 3) on the project.

Four faculty members will help deliver 4 modules each summer. Each of these faculty members will spend approximately two months of summer work each on the project each year (22% of AY salary each with 2 percent annual increases in years 2 and 3).

A project manager will work 25% of her time (25% of fiscal year salary with 2 percent annual increases in years 2 and 3) on the project each year. The project manager will conduct the daily operations of the project.

A graduate student assistant will work 115 hours each year on the project (at rate of \$20/hour). This graduate student assistant will work on literature review, preparing training materials, and data entry and analysis, etc.

Fringe Benefits (\$43,036 in yr 1, \$44,632 yr 2, \$46,275 yr 3, - \$133,943 total)

Fringe benefits reflect established WMU assigned fiscal year and academic year (52.15%, 53.05%, 53.95%) and summer (24.15%, 24.55%, 24.95%) rates at the federal level for grant staff and faculty. The hourly graduate student assistant, as an enrolled student, is exempt from fringe.

Travel (\$8,500 in yr 1, \$8,500 yr 2, \$8,500 yr 3, - \$25,500 total)

Travel is budgeted for 2 team members to attend director's meetings with the USDE in Washington, DC (airfare at \$600/person/trip; lodging for 2 nights/trip at \$180/night; 3 days per diem at \$45/day, baggage, parking, and ground transportation).

\$4,000 is budgeted for team mileage and for overnight stays in case of inclement weather each year (@ .555/mile).

\$500 is budgeted each year for subsistence if budgeted for team members at training events and meetings with partner organizations.

Participant and Trainee Support (\$10,340 in yr 1, \$10,340 yr 2, \$10,340 yr 3, - \$31,020 total)

Mileage for participants is calculated at 140 miles per year X 50 participants X \$0.56/mile.

Participant subsistence is budgeted for two meetings (2 x 50 participants x \$25 per participant).

Materials and Supplies (\$9,000 in yr 1, \$5,000 yr 2, \$5,000 yr 3, - \$19,000 total)

\$5,000 is budgeted each year for consumables, including books for training, supplies and materials for modules. \$4,000 is budgeted in year one for a computer and a printer.

Other Costs (\$314,400 in yr 1, \$314,400 yr 2, \$314,400 yr 3, - \$943,200 total)

Facility rental fees for meetings are budgeted at \$4,000/meeting for two meetings each year.

\$6,400 each year is budgeted for substitutes for teacher leaders (\$40 X 40 X twice per year).

\$150,000 is budgeted each year for a sub-award to Battle Creek Public Schools. BCPS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

\$150,000 is budgeted each year for a sub-award to Flint Community Schools. FCS will provide a lead person to serve as their district-level co-project director, support the project team in selecting teachers

and principals for participation, provide incentives for teacher and leader participation and plan for sustaining the leadership pipeline after grant completion.

Total Direct Costs (\$539,240 in yr 1, \$539,869 yr 2, \$544,606 yr 3, - \$1,623,715 total)

Indirect costs (\$139,450 in yr 1, \$117,060 yr 2, \$119,476 yr 3, - \$375,985 total)

Indirect costs are calculated at WMU's federally negotiated rate of 50% year 1 and 51% years 2-3 of MDTC (total direct costs minus participant support and the amount of any sub-award above \$25,000).

Total Direct and Indirect Costs (\$678,689 in yr 1, \$656,929 yr 2, \$664,082 yr 3, - \$1,999,700 total)

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Western Michigan University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	153,964.00	156,997.00	160,091.00			471,052.00
2. Fringe Benefits	43,036.00	44,632.00	46,275.00			133,943.00
3. Travel	8,500.00	8,500.00	8,500.00			25,500.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	9,000.00	5,000.00	5,000.00			19,000.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	324,740.00	324,740.00	324,740.00			974,220.00
9. Total Direct Costs (lines 1-8)	539,240.00	539,869.00	544,606.00			1,623,715.00
10. Indirect Costs*	139,450.00	117,060.00	119,476.00			375,986.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	678,690.00	656,929.00	664,082.00			1,999,701.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Dept of Health & Human Services

The Indirect Cost Rate is 50.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Western Michigan University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Elizabeth	<input type="text"/>	Whitten	Ph.D

Address:

Street1:	1903 West Michigan Avenue
Street2:	<input type="text"/>
City:	Kalamazoo
County:	<input type="text"/>
State:	MI: Michigan
Zip Code:	49008-5258
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="269-387-5940"/>	<input type="text" value="269-387-5703"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text" value="hsirb.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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HSIRB Approval

The procedure for dealing with human subjects will be submitted to the Human Subjects Institutional Review Board at Western Michigan University for approval before any research and evaluation activities.

As part of the project, we will study the impact of the project on participants' leadership, the school process, and student achievement. We will survey principals and teachers. The data on student achievement will be extracted from Michigan Department of Education's database. Student data are anonymous as we only need to know the school to which the student belongs; we do not need to know the student's name or other individually identifiable information. We will observe all regulations and rules for research by submitting an application to the Human Subjects Institutional Review Board at Western Michigan University, and will conduct the research and evaluation activities after obtaining the HSIRB approval.