Jay McTighe

Summer Conference 2017

Observation and Evaluation

Andrew Greene

OBSERVATION REPORT

NAME Mrs. Jones OBSERVER:	DATE OF OBSERVATION: SCHOOL:

GRADE LEVEL/CURRICULUM AREA OBSERVED

COMMENTS AND RECOMMENDATIONS:

Domain 1:
Planning and
Preparation
	Commendations: Mrs. Jones has a well oriented knowledge of her content area and the goals selected for the lesson were directly related to the curriculum standards. The materials needed for the lesson were all prepared ahead of time and there was a clear and coherent structure to the lesson. Students were assessed during the course of the period and an exit slip protocol was used as a closure activity.
	Recommendations: For the future: Mrs. Jones may want to consider
	The following:
	    • Prior to presenting the specific information, have students respond to the big idea of the lesson which was that "people's perception influences the ability to bring about change. The readings assigned could help students see if their predictions were accurate or if the information contained in the text presented a different point of view. Revisiting their initial views at the close of the period is a good meaning-making activity.
	    • As you plan your lesson, consider planning on additional opportunities for students to share their thoughts with a partner before a class discussion ensues (e.g., as they answer the questions regarding why are people resistant to change). This will help increase the amount of student/student interaction and will help students clarify their thinking.

Domain 2: **The Classroom** **Environment**	**Commendations:** A genuine caring atmosphere characterizes Mrs. Jones' classroom. From greeting students at the door as they entered, to the manner in which Mrs. Jones' responded to students questions, a positive learning environment was evident throughout the period. Student to student interaction was positive and they behaved well during the entire period. Procedures for transitional tasks were in place, which aided in the positive pacing of the lesson and were aware of the expectations that Mrs. Jones had for their work. **Recommendations: For the future,** Mrs. Jones may want to consider the following: • Withhold your judgment after a student responds to your question and you praise the answer. This will help students to extend their thinking.

	• Consider clarifying for your students the expectations you have for the equitable division of labor within each group.
Domain 3: Instruction	**Commendations**: Directions given to the students were clear and concise. Students had several opportunities to share their thoughts with their classmates and they were engaged in academic tasks during the entire period. The readings assigned help to extend and refine their understanding of the content and students were encouraged to reflect on their understanding during the period. In addition, the pace of the lesson was good and a jigsaw activity helped the students stay on task. **Recommendations: For the future,** Mrs. Jones may want to consider the following: • Try to avoid calling on the same students several times before other students have a chance to respond. • Have the students keep an academic vocabulary section in their notebook. Use the six step process to have them make meaning of important content area words (e.g., dilemma). • Have the students respond to the essential question that is aligned with the lesson (e.g., how does the worker view the union?). They could do this as a do now activity as well as a closure activity. • You may want to give the students some sentence stems so they can create questions about the topic they are studying. This will help them think through some of the more important concepts in the unit.
Reflection	Mrs. Jones as very insightful in our post observation and agreed with the recommendations made. In addition, she added other ideas that could be implemented in the future to enhance her vast plans. It is always a pleasure to discuss instructional strategies with Mrs. Jones.

Teacher's Signature   Date

NAME   **DATE OF OBSERVATION:**

OBSERVER: **SCHOOL:**

GRADE LEVEL/CURRICULUM AREA OBSERVED

COMMENTS AND RECOMMENDATIONS:

Domain 1: Planning and Preparation	**Commendations:** Teacher has an in-depth knowledge of her subject area. The goals that were created for the lesson was important and at the correct level of difficulty for the students. In addition, the examples used and the activities completed were directly tied into the objectives of the lesson. **Recommendations: For the future, teacher may want to consider the following:** • Consider posting your enduring understanding and your essential questions you created for the unit. Periodically, refer back to the EU's/EQ's to help students monitor their progress towards those goals. • As you plan your unit, consider including a pre-assessment around the main objectives you created for the period (e.g., foreground, values, illusion, etc) as well as having the students jot down their thoughts about the essential question you posted. This will help guide the activities you plan. • To help maximize the learning time during the period, have the students complete a "do now" activity as soon as they enter the room. This will also keep them engaged while you take attendance and handout the activity sheets you have. • To ensure that all students participate in the small group discussion, use a roundtable strategy which helps to increase the involvement level of the students and also helps to limit the "hitchhiker" problem.
Domain 2: The Classroom Environment	Commendations: A low-risk environment characterizes teacher's classroom. Student behaved reasonably well during the period and most of the procedures helped the class proceed with minimal loss of instructional time. **Recommendations for the future, teacher may want to consider the following:** • Encourage classmates to ask each other for help while

	they work in the small group before you respond to an individual question. This will help to foster more collaborative work between the students. • Be sure you do not talk over students when giving directions. Establish a quiet signal when you need their attention. • You may want to assign numbers to the students and have each number represent a role within the small group. This will limit the loss of instructional time and add accountability to each student. • When students report out to the larger group, ensure that they face the class, and speak loudly enough, that their classmates can hear them. It is important that they learn some public speaking protocols. • Consider establishing a greater "presence" in the classroom. Command the student's attention, clarify your expectations for the quality of work you expect, and focus on al quadrants of the room.
Domain 3: Instruction	**Commendations:** The directions given to the students were clear, and the pace of the lesson matched the complexity of the material. At a specific point during the lesson, teacher modeled the process she was teaching to the students and "talked out loud" about the thinking process she used while showing the students what they needed to do. **Recommendations: For the future, teacher should consider the following:** • Give all students time to think of an answer after you pose a question to the group. Use wait time before you name a student to respond, as well as, after a student shares their thoughts. • Call on non-volunteers with greater frequency and limit the amount of questions that any one student can ask during the period. We want to have equitable policies when it comes to student participation. • Incorporate a "write-pair-share" protocol at appropriate points during the lesson. This will help to keep students focused and on task. • Be clear on your expectation for the amount of work you expect to see them complete before the end of the period and the quality of the work they should product. • Incorporate a closure activity that has the students clarifying what the main goals of the lesson were as well as the progress they made for those goals.

Reflection	Teacher and I had a nice post-observation conference in which we reviewed the suggestions made above. She was in agreement with them and indicated to me she would integrate them into future lessons.

Teacher's Signature   **Date**

Administrator   **Administrator**
     Administrator

NAME: Mrs. Jones   **DATE OF OBSERVATION:**

OBSERVER: **SCHOOL:**

GRADE LEVEL/CURRICULUM AREA OBSERVED: Self Contained

COMMENTS AND RECOMMENDATIONS:

Domain 1: Planning and Preparation	**Commendations:** Mrs. Jones has a solid knowledge of the students in her class and she planned a lesson which was generally at the correct level of difficulty for their ability level. Several different resources were used during the period and the students were prepared and on task for the vast majority of the period.
	Recommendations: For the future, Mrs. Jones should consider the following:
	• It is important to clarify the understanding you want to the students to possess as a result of having them "compare and contrast immigration today with immigration in the mid 1800's." They need to understand the "why" behind doing the comparison.
	• Create some EU's and EQ for your unit and individual lesson.
	Some EU's examples might be as follows:
	• Immigration occurs in different waves for different reasons.
	• Immigrants had to overcome many obstacles in the United States.
	• The United States is a nation made up of many different and unique people.
	Some EQ's might be as follows:
	• Why do immigrants move to the United States?
	• What is the "American Dream"?
	• Is the "American Dream" equally accessible?
	• Should immigrants be forced to assimilated into American culture or continue to hold onto their former national culture or ethnic ties?
	• Create some "I can" statements based on the standards so students can track their progress against the goals of the lesson and learn the process of self-assessment.
	• Be sure to sequence the learning activities so that students have the prerequisite knowledge they need to

	complete their assigned task. In this lesson, the students did not have enough information about immigration "today" to complete an effective comparison.
Domain 2: The Classroom Environment	**Commendations:** Mrs. Jones has created a very positive classroom environment in which she demonstrates a genuine concern for her students. There was little loss of instructional time and students behaved well during the period. In addition, the 'U' shaped design of the students' desks helped Mrs. Jones work well with individual students. **Recommendations: For the future, Mrs. Jones should consider the following:** • Reinforce the idea that with hard work and a commitment to learn, the students can handle challenging material. • Use additional wait time after a question is posed to the class and a student is called on to respond. In addition, after a student gives an answer do not immediately say "good job." This has the effect of hindering the thinking of other students so withhold your judgment occasionally to encourage the other students to formulate an answer. • When having the students complete a task, you may want to give them a time limit to raise their level of concern and the need to stay focused on the task at hand.
Domain 3: Instruction	**Commendations:** Overall, the instructional purpose of the lesson was communicated to the students and the learning tasks assigned related to the objectives of the lesson. During the period, Mrs. Jones made minor adjustments to the lesson based on the needs of the students in her class. **Recommendations: For the future, Mrs. Jones should consider the following:** • Consider giving the students a short reading to do which describes the hardships that the immigrants faced as they came to America. The para could be assigned to a pair of students to help them make meaning of the material and you could create some text dependent questions which require the students to read

6/8/2017

	carefully and note important information. This will align with the standards you noted in your pre-conference form which stated that students need to "analyze two or more texts to address similar themes and topics in order to build knowledge." • After using direct instruction for 5-7 minutes, plan on implementing a "2 minute pause" to help students make meaning of the material that you presented. • Balance the amount of time that students are passive and acquiring information with the need to have them be active learners by reading, writing, or engaging in a pair discussion. • Be clear on the "performance of understanding" the students need to demonstrate to you that will yield solid information on how well they understood the material you presented. • If students are unsure of an answer to a question you posed, have them refer back to their notes. This will help reinforce the idea that taking down accurate information is an important part of being an effective learner.
Reflection	

_____

Teacher's Signature   **Date**

_____

Administrator   **Administrator**   **Date**

HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT

TEACHER'S LESSON PLAN FORMAT

NAME: _____ DATE: _____

PERIOD / SUBJECT: _____

LESSON / UNIT: PARTS OF AN ATOM/PHYSICAL SCIENCE MATTER	
DESIRED RESULTS What are the goals for the lesson? What do you want students to know, understand and be able to do? How does this lesson fit with a larger unit?	Students will understand that atoms are the basic unit of matter. Students will know that protons and neutrons make up most of the mass of an atom. Students will be able to calculate the number of protons, neutrons and electrons in an atom. This lesson fits into the larger unit of matter. The grade science curriculum focuses on physical science and matter. Students learned the properties of matter and how matter changes state. They learned about physical and chemical changes and how to measure matter using the Metric System. This lesson takes the concept of matter a bit further in that students will learn that the atom is the basic unit of all matter. In the future students will learn about the Periodic Table and that elements are made of one type of atom.
LEARNING PLAN How do you plan to engage students in the content? What will you do? What will the students do?	Students will enter the classroom and begin working on their "do now" task. The "do now" will ask students to review previous material about atoms. Specifically, students will be asked to identify the parts of an atom, their locations and charges. While students are completing their do now, I will be walking around offering praise and encouraging students to begin their work. We will review the "do now" activity using the projector and Lady Bug. Our discussion will lead into the PowerPoint presentation. I will give students a copy of the guided notes and ask that they follow along and complete the missing words. I will ask a student to read the learning goals out loud and put them in their own words. The PowerPoint presentation discusses the parts of an atom, charges of atoms, atomic number and atomic mass. It informs students on how to calculate the mass of an atom and calculate the number of protons, electrons and neutrons in an atom. In addition, we will complete three guided practice problems. I will model the first problem and the next two will be completed together. I will ask students to turn and talk to their partner and discuss how they found their answers. After the guided practice is reviewed, I will recap the lesson and handout the independent practice worksheet. I will ask a student to read the directions and we will complete one or two problems together. Students will complete the rest of the worksheet

	independently. During this time, the classroom paraprofessional and I will be walking around assisting students and providing individual clarification and encouragement. As students finish their work, they will be instructed to compare answers with their partner. We will review the worksheet answers using the ladybug. Finally, students will complete the exit slip to measure their understanding of the learning goals.
ASSIGNED EVIDENCE How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.) How do you plan to use the results of the assessment?	Student achievement of the goals will be assessed through their participation in the guided practice, independent practice and exit slip. Students will also be assessed individually through their homework assignment. This information will allow me to create leveled groups for the next day. I plan to pull small groups of students and review the concept using practice worksheets. In addition, those students will be invited to extra help.

HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT

TEACHER'S PRE-OBSERVATION FORM

NAME: SCHOOL/ ADMINISTRATOR: CANDLEWOOD MIDDLE SCHOOL MR. GREENE

DATE OF PRE-CONFERENCE: _____ DATE / TIME OF OBSERVATION:

GRADE LEVEL / CURRICULUM AREA OBSERVED: _____

1. Briefly describe the students in this class, including those with special needs? How have you used this information to plan for this lesson? (Component 1b)	There are thirteen students in this class with various disabilities and needs. Five of the students have one to one paraprofessionals. Their disabilities include autism, OHI, speech and language impairment, deafness, emotional disturbance, and intellectual disability. The students in this class require directions broken down and repeated. They benefit from teaching in small chunks and visual models. The students also thrive on positive reinforcement and praise. Some students require encouragement to stay of task. They often need assistance in organizing their notes and expressing their ideas. This information is crucial in planning the lesson. I know the goals need to be clear for students and in a language they can understand. I will stop often to remind them of the learning goals and assess their understanding. This will assist students in measuring their learning against the goals. In addition, the guided notes are provided to support students in attending to the lesson and emphasizing important concepts. The exit slip and guided notes will contain sentence stems to help students in expressing their ideas. Throughout the lesson I will be offering assistance and encouraging reluctant learners.
2. Why are these goals suitable for this group of students? (Component 1c)	The goals of this lesson are suitable for this group of students because the students need to develop an understanding of atoms and how they relate to elements in the Periodic Table. Students will need this information for their final exams and next year when they take the ILS state assessment.
3. How does this lesson support district priorities and state standards?	This lesson supports district priorities in supporting Candlewood's Learning Beliefs and Commitments. Specifically students will be given the opportunity to self-assess against clear learning goals. In addition, the students will be asked to use their prior knowledge about matter to help construct new knowledge. Specifically, we will discuss that students have been learning about matter all school year. We learned how to measure matter and the forms of matter. Students have also learned how matter changes form through physical and chemical changes. This lesson builds on that knowledge by adding that atoms are the basic unit of matter.

4. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	The goals of this lesson relate to the broader curriculum of matter. Specifically, students will understand that atoms are the basic unit of matter. As discussed previously, students have been learning about matter all year. The concept of matter will continue to appear during the periodic table and rocks and minerals units. The goals of this lesson will ask students to utilize their math skills. Specifically, students will utilize their understanding of addition and subtraction.
5. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)	Typically students struggle with applying the concept that the number of protons gives an element it's "identify" or atomic number. In addition, some students struggle to calculate the number of neutrons when given the atomic mass and protons. For this reason, I will supply students with a "cheat sheet" that they can use as a reminder. Also, during independent practice I will ask students to place an equal symbol above protons, electrons and atomic number. It is important to note that this concept may take several days of practice for a full understanding. I will continue to provide opportunities for practice
6. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)	For this lesson I will use a modified PowerPoint presentation from mainstream 7th grade science. In addition, I will utilize teacher made worksheets and guided notes. I will use the Ladybug and projector.
7. If applicable, describe how the planning of this lesson reflects recommendations made during prior informal/formal observations and professional conversations.	Mr. Greene recommended that I give students sentence stems to aid in their thinking when answering questions. I have included sentence stems in the exit slip. During an informal observation, it was suggested that students self-asses their learning. Self-assessment will take place throughout the lesson. It was recommended by Mr. to tell students where they are going to see this material again. I will be sure to remind students that this information will appear on their final exam and upcoming tests.

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator.
Paraprofessionals were recently removed from core-classes for four students. Although the students are able to function independently within the self-contained setting, it is important to note that they will need positive reinforcement for organization and behavior.

Observational Focus (optional):

1. Did the students learn what you intended for them to learn? What evidence do you have to support this?
The students seemed to learn what I intended for them to learn. In my planning, I stated that students should be able to create a graphic organizer to outline their own misunderstandings and strategies that they may use to resolve these confusions. In addition, my planning called for students to understand the importance of resolving their confusions. During the instruction, students completed graphic organizers that indicated the unknown terms and/or confusing moments in the reading. Students were engaged in discussion, with partners, about the times in the text that they were confused. The graphic organizers and observation of students' discussions provided me with the evidence that they did learn what I intended them to learn. Through group discussion, students were able to verbalize the importance of resolving confusion, as well as identify specific terms that caused them difficulty while they were reading. Students were also able to collaborate with their partners/triads to identify the most appropriate strategy, based on an initial list of possible strategies that were discussed during the lesson.

2. To what extent were your goals and objectives appropriate for your students?
The goals and objectives seemed appropriate for a majority of the students. My planning outlined the standards and district curriculum that the goals and objectives aligned with. During the instruction, the goals and objectives appeared to be appropriate within the context of a larger close reading unit. Students were able to participate in whole group and small group discussions with appropriate contributions. Instruction and questions provided the necessary scaffolding for specific students, and group work proved to provide students with relevant discussion to assist them with their own metacognitive processes. Upon reflection, there were several students in the class who did not appear to be challenged by the objectives of the lesson. There are two students in the class who were not actively engaged and claimed that they did not have many areas of confusion throughout the reading. The goals and objectives do not seem to have been appropriate for these students. However, aside from that select group of students, the goals and objectives were appropriate.

Please comment on different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson?

Activities: The planning of my lesson outlined the specific steps that would be included in my lesson. The planning included whole class discussion, student group work, and individual work. These activities seemed to support the learning goals throughout the lesson. The class discussion provided students with a model of the task that they were responsible for. The class discussions appeared to be productive and relevant, and students were engaged in all of the class discussions that we had. The group work was effective, however, I would do this differently in future uses of this lesson. Instead of having students work with their partners immediately, I would give students a few minutes to work individually to outline their own areas of confusion. I think that by having students work independently first, it would eliminate the possibility of students relying on each other to identify the initial misunderstandings. As I was conferring with students, it became clear to me that a few students relied on their partners' graphic organizer to complete their own. While during planning, I intended for this as a method of scaffolding and differentiation for students, I would have students compile a few moments independently before working with a partner.

Grouping of Students: The grouping of students were planned to be partnerships of two or three students. During instruction, students were in groups of two or three, however, I would have liked if the desks were arranged differently for this activity. I found that by sitting with three students across, in one group, the students had a difficult time communicating and collaborating with their partners. While I think that the number of students worked well, and the heterogeneous groups provided the appropriate amount of support for each student, I would change the physical arrangement of the desks.

Materials and Resources: My lesson plan called for students to complete a graphic organizer. In addition, I used the materials presented in the IBD training, as well as class charts that were maintained at the front of the classroom. The charts worked well, and students were able to refer back to charts that were created in previous lessons. However, students were confused how to use the graphic organizer. During instruction, it was my intention to have students create the title for the third column of the chart. Students worked their way, through questioning, to the idea that the next column was to be entitled "Strategies to resolve confusion". This did not translate on to the students' graphic organizers, even though a sample chart was posted on the board. Students were unclear where to write the strategies, if at all, and it created some confusion among the students. In the future, I would have to make sure that I provide explicit instructions on where to label the chart, as well as a place for students to write down the strategies that were presented in the whole class discussion. Aside from that, the materials and resources worked effectively for the lesson.

3. Please comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Students are familiar with the classroom routine, so little time was wasted as students were entering the classroom. Students quickly sat down and copied the learning goals, and began working on the Do Now. The fact that students are familiar with completing a Do Now allowed me to refer back to the Do Now during the lesson. I think that the students benefitted from a relevant Do Now that was beneficial at a later point in the lesson. Students participated and were engaged throughout the lesson. The fact that they are familiar with annotating greatly enhanced this lesson. Students were annotating their copies of the text while I was reading aloud. There was little discussion necessary on how to "mark up" the text to make sense to them. The physical space allows for access to all students, which was helpful during this lesson. I was able to easily confer with every student group, as well as discreetly redirect students needed redirection during the lesson. The fact that students, generally speaking, were engaged throughout the lesson greatly added to student learning.

4. Did you alter your plan? If so, how, and why?

My plan was altered from the initial plan. In the initial lesson plan, students were going to work with the whole article. However, I found that it was necessary to alter this plan to only focus on one section of the text. This gave me more opportunity to model for the students what was expected of them, as well as a way to focus the students' work. I felt that the article was too long for students to analyze the entire article in one sitting. By chunking, students were not overwhelmed by the amount of confusing moments that they had to identify

Understanding by Design Planning Questions

Here are the current UbD template elements framed as questions, for idea-generation and double-checking one' draft plan:

- Bottom line, what should learners be able to do with the content?
- What content standards and program – or mission-related goal(s) will this unit address?
- What thought-provoking questions will foster inquiry, meaning-making, and transfer?
- What specifically do you want students to understand? What inferences should they make? What misconceptions are predictable and will need overcoming?
- What facts and basic concepts should students know and be able to recall and use long-term?
- What discrete skills and processes should they be able to use, with good judgment and on their own?
- What criteria will be used in each assessment to evaluate attainment of the desired results?
- What assessments will provide valid evidence of the goals?
- What other evidence will you collect to determine whether goals were achieved?
- How will you pre-assess and formatively assess? How will you adjust, if needed (as suggested by feedback)?
- Does the learning plan reflect principles of learning and best practices?
- How will you fully engage everyone and hold their interest throughout the unit?
- How must the plan be tweaked, in light of recent results (and based on ongoing student needs and interests)?
- Is there tight alignment across goals, assessments, and learning?

So, how do you plan? Here are some of the questions that I think we need better answers to:
1. Do you plan each day? Weekly? By the unit?
2. How often do you adjust your future plans based on formative results?

3. How often is a textbook the source of the plan? What % of the plan is directly from a textbook?
4. How free are you to plan your own course/units/lessons?
5. How often is district curriculum and/or course map referenced in your own planning?
6. How detailed are your plans?
7. What's the role of templates and checklists in your planning?
8. How do you think, ideally, you *should* plan for optimal preparation and good results?
9. How much of the planning process, ideally, should be mandated or at least recommended?

Planning Checklist Questions

- Have I unpacked my standards and used them to design my unit/lesson?
- Have I used the Backwards Design process to plan my unit?
- Have I a plan to make clear my learning goals to learners?
- Have I clarified the vocabulary words I need to focus on [CC and Tier 3 words]?
- Have I developed higher level questions and activities that will be addressed during the lessons?
- Have I planned on a balance between whole class/pair/ group and individual learning tasks?
- Have I carefully planned the "best practices" I want to infuse in my lessons?
- Have I planned strategies that will help ensure I connect with students who are having difficulty?
- Have I built in time to give feedback to students during the period?
- Have I thought through the likely rough spots and misconceptions that might require feedback and adjustment?
- Have I determined what kind of evidence I have before, during and after the lesson? [e.g., pre-assessment, post assessment]

Teacher Name _____ Date _____ Period ____

Informal Observation Form

Student Orientation Towards Work

- **F** – Are students focused, instructionally oriented, paying attention?

- **SA** – What are the students doing? What is the task? How are they receiving the information?

Curriculum Design Points

- **AMT –** Are students acquiring information (declarative/procedural), making meaning (extending and refining), or transferring (using knowledge meaningfully)?

- **C1** – What content is being taught?

- **C2 –** Cognitive type…what level of thinking is the lesson at **Bloom-remember, understand, apply, analyze, evaluate, and create. Depth of Knowledge DOK-Recall-Skill/Concept…Strategic Thinking…Extended Thinking.**

- **SPI** – Which content standard/performance indicator(s) are being addressed?

- **DC** – Which Domain/Component/Element does the lesson align with?

Lesson Segments [Marzano]
- **Routine Events-learning goals/tracking progress**

- **Content-new knowledge/deepen knowledge**

- **Enacted on the spot-engagement/rules/relationships**

Instructional Decisions
- **T** – What teaching practices are being used e.g., lecture, modeling, cooperative learning, etc?

- **DI** – How is the teacher differentiating the lesson?

Walk the Walls/Physical Space
- **WW** – What is displayed in the room?

- **SA** – How are the students organized?

Ideas for future practice

Interoffice
MEMO

TO: Non-Tenured Teachers

FROM: Andrew Greene, Principal

DATE: March 7, 2017

RE: Summative Evaluation

In a continuing effort to make the summative process less cumbersome and more directive, I have put together a few documents that I hope you will find helpful.

- Page 1 gives you the basics...what form has to be filled out and who should get the form.

- Pages 2-3 contains a series of questions under each domain that you can refer to as you write your reflection. Obviously you do not have to answer all of them but you may find a few of the questions spark your thinking for the domain.

- Pages 4-5 is our Mission/Learning Beliefs/Commitments which you should refer to as you complete your reflection.

You will be notified of your summative conference meeting date which will be scheduled some time end of May.

AG/ad
Attachments

The Summative Process is as follows:

All Non-Tenured Teachers

- **Teacher Evaluation Domain Reflections form** is to be completed and forwarded to Mr. Greene one day prior to your summative conference meeting. The Domain Reflections form can be downloaded on the HHH website under "Staff Downloadable Items" (copy of the form is attached).
- You may add on to your formative evaluation items that occurred since the formative conference took place. You will need to complete a written reflection on Domains 1-4. You do not need to reflect on each component, just on the overall Domain.

These two statements will be used for the comment section of your summative evaluation form:

The first statement is for people who go "above and beyond" in their reflection
Mr. Smith's reflection on his practice was insightful, revealing, perceptive and well-developed. He aligned his reflection accurately with his own performance and related it thoroughly to our mission, vision, and commitments as well as his professional responsibilities. Additionally, Mr. Smith was thoughtful, clear, and on target with what he plans to extend and refine for the next school year. Mr. Smith's overall performance as it relates to the observation process is considered highly effective as reflected by his score of _____.

The second statement is for staff members who meet the standard for reflection.
Mr. Smith's reflection on his practice was organized and provided some insight into his practice. He generally aligned his reflection with his own performance and related it to our mission, vision, and commitments as well as his professional responsibilities. Additionally, Mr. Smith targeted areas where he plans to extend and refine for the next school year. Mr. Smith's overall performance as it relates to the observation process is considered effective as reflected by his score of _____.

Domain 1
Planning and Preparation
- *In what ways have you extended your knowledge of your content area? What resources have you found helpful?*
- How have you gained knowledge of your students through formal and informal means? How has this knowledge helped you provide appropriate instruction?
- *How have you grown in the manner in which you create lessons/units, and how do you decide which instructional goals are most appropriate?*
- What resources do you use to enhance your lesson/unit plan? Where do you look for the resources?
- *How do you ensure that your assessments are adapted for the various ability levels in your class, and how do the assessment results impact your future plans?*
- *What strategies have you employed to assess student understanding-and misunderstanding-of upcoming topics [e.g., pre-assessments]?*
- How have you used technology to enhance the learning of your students?
- *How do you plan to balance the students' acquisition of knowledge, their ability to make meaning of the content, and the need to have them apply their learning?*
- *How do you ensure that your lessons are based on students accomplishing a task versus having them engage in an activity?*

Domain 2
Classroom Environment
- *What are some of the ways that you create a comfortable classroom environment for your students? What has worked, and what needs to be modified?*
- *How do you encourage students to self-assess their work, track their progress, and submit quality work to be graded?*
- How have your class routines contributed to the smooth operation of your class, and minimized student off-task behavior?
- What seating arrangements have you used to increase student/student interactions? What has worked and what needs to be modified?
- How have you balanced individual, group, and full class activities into your lesson plans?
- How do you incorporate character education topics into your classroom?
- *What instructional strategies do you employ that encourages students to be active participants in the classroom?*

2

Domain 3
Instruction
- How do you go about formulating questions that push students into thinking more deeply about the content? What techniques have you employed to encourage students to create high level questions themselves?
- *How do you tailor your lesson plans so that they are responsive to the varied learning abilities of your students?*
- What would cause you to adjust your lesson?
- What have you found to be successful in the way you design your assessments?
- *How do you use the results of your assessments to improve student learning?*
- How do you ensure the pace of the lesson is commensurate with the complexity of the material covered?
- *What diagnostic tools do you use to assess students understanding of critical material [pre/post/formative assessments]?*
- *How do you let students know where the unit is going, why they are studying the topic, and what their performance obligations are?*
- *How do you address students' misunderstandings that may exist in the unit?*

Domain 4
Professional Responsibilities
- *How have you modified your teaching based on the reflections you have done on your lessons during the year?*
- *How have you incorporated the suggestions that have been made to you from the formal/informal observations you have had?*
- *How have you adhered to the agreements we made as a faculty and that are outlined in our mission vision, and commitments?*
- What methods have you found most helpful in communicating with families?
- How frequently do you contact parents? What strategies have found most helpful?
- What kinds of activities have you engaged in that goes beyond your normal job responsibilities?
- What professional opportunities have you taken advantage of beyond the mandatory PDP requirement?
- How have you used the information from the courses/books/workshops you have attended in your daily lesson plans?
- What leadership role have you taken with your colleagues?
- How do you motivate collaboration with your colleagues?
- What leadership activities have you engaged in with the faculty?
- *Where have you volunteered your time in and around the school/district?*

CANDLEWOOD MIDDLE SCHOOL
2016-2017
Mission, Learning Beliefs, Commitments

MISSION:
At Candlewood Middle School, our mission is to graduate lifelong learners who exhibit competence as critical thinkers, effective problem solvers, and creative individuals who effectively use key content to guide their decision-making. It is our expectation that our students will possess the ability to self-assess and make the necessary modifications to succeed in the contemporary workplace. We also expect that our graduates will proactively contribute to the global community.

Specific student outcomes related to Mission: Students will:
- Effectively apply their learning in authentic situations where purpose, setting, and audience matter
- Assess how their work measures up to quality professional and age-appropriate level work
- Develop into thinkers who are both disciplined and imaginative in a multitude of scenarios
- Recognize that effort contributes to their academic success
- Gradually take more responsibility for their learning
- Be increasingly aware of their academic strengths and weaknesses and make modification as needed to improve
- Approach all problems with an open mind, a rich repertoire of problem-solving strategies, and persistence of vision
- Successfully communicate for various purposes and audiences
- Possess the abilities to adapt to working with others who possess different skills sets and communication styles

Learning Beliefs: We believe that students learn best when they are:
- Asked to transfer and apply their knowledge into worthy, challenging, and creative tasks
- Provided with regular, timely, and specific feedback
- Given opportunities to self-assess and set challenging goals for themselves
- Expected to produce quality work that meets high standards
- Given clear learning goals and readily accessible examples of quality work
- Motivated and influenced by their emotional state, beliefs, interests and goals as well as habits of mind
- Engaged in individual, group, and class interactions
- Asked to use their prior knowledge to help construct new knowledge
- Able to understand that best effort is comprised of hard work and persistence
- Able to understand that novice learners may need to acquire factual knowledge in tandem with conceptual understanding in order to be able to think effectively
- Given ample time to process out information

Commitments: To accomplish our mission, we will, as educators:
- Use best practice to enable learners to respond to 21st century challenges
- Establish clear expectations through the use of exemplars, models, and rubrics
- Balance direct instruction, meaning-making opportunities, and transfer activities into our instructional program
- Use the backwards design process to develop units and lesson plans
- Differentiate instruction as needed for all students
- Use pre, formative and summative assessments to assess students and inform instruction
- Provide specific, timely, constructive and transferable feedback
- Release responsibility gradually so that students can take greater responsibility of their learning
- Employ all available, current technological resources to enrich learning and deepen understanding
- Support character development and positive habits of mind
- Regularly communicate with families

2016-2017

In order to honor our mission, learning beliefs and student outcomes we will:

Consistently model professional behavior
For example we will:
- Arrive on time for extra help sessions.
- Return student work in a reasonable time frame.
- Complete all required paperwork on time.
- Complete all "non-teaching" responsibilities as obligated to do.
- Exhibit professional preparedness at parent and team meetings.

Collaborate with colleagues
For example we will:
- Share our work space in a sense of harmony and flexibility.
- Share what we have learned from professional development activities with our fellow content area teachers and team members.
- Work interdependently.
- Recognize the role that each of us plays within the system.
- Be thoroughly honest in all our relationships by honoring those who are not present.
- Read and research best practice to enhance learning for all students [be a continuous learner].
- Take risks attempting to practice new instructional methodologies.

By honoring these commitments continuously, we will continue to create a positive learning environment for everyone.

INFORMAL OBSERVATION SCHEDULE 2016.2017

Week of	Andy	Valerie	Robert	
19-Sep	Art/PE/F&CS	Lang Arts/Rdg.	Music/Tech/Health	
26-Sep	Science	Math	S.S.	
3-Oct	World Language/Guidance	Spec. Ed.	Art/PE/F&CS	
10-Oct	Lang Arts/Rdg.	Music/Tech/Health	Science	
17-Oct	Math	S.S.	World Language/Guidance	
24-Oct	Spec Ed.	Art/PE/F&CS	Lang Arts/Rdg.	
31-Oct	Music/Tech/Health	Science	Math	
7-Nov	S.S.	World Language	Spec. Ed.	
14-Nov	Art/PE/F&CS	Lang Arts/Rdg.	Music/Tech/Health	
21-Nov	Science	Math	S.S.	
28-Nov	World Language/Guidance	Spec. Ed.	Art/PE/F&CS	
5-Dec	Lang Arts/Rdg.	Music/Tech/Health	Science	
12-Dec	Math	S.S.	World Language/Guidance	
19-Dec	Spec Ed.	Art/PE/F&CS	Lang Arts/Rdg.	
2-Jan	Music/Tech/Health	Science	Math	
9-Jan	S.S.	World Language	Spec. Ed.	
16-Jan	Art/PE/F&CS	Lang Arts/Rdg.	Music/Tech/Health	
23-Jan	Science	Math	S.S.	
30-Jan	World Language/Guidance	Spec. Ed.	Art/PE/F&CS	
6-Feb	Lang Arts/Rdg.	Music/Tech/Health	Science	
13-Feb	Math	S.S.	World Language/Guidance	
27-Feb	Spec Ed.	Art/PE/F&CS	Lang Arts/Rdg.	
6-Mar	Music/Tech/Health	Science	Math	
13-Mar	S.S.	World Language	Spec. Ed.	
20-Mar	Art/PE/F&CS	Lang Arts/Rdg.	Music/Tech/Health	
27-Mar	Science	Math	S.S.	
3-Apr	World Language/Guidance	Spec. Ed.	Art/PE/F&CS	
17-Apr	Lang Arts/Rdg.	Music/Tech/Health	Science	
24-Apr	Math	S.S.	World Language/Guidance	
1-May	Spec Ed.	Art/PE/F&CS	Lang Arts/Rdg.	
8-May	Music/Tech/Health	Science	Math	
15-May	S.S.	World Language	Spec. Ed.	
22-May	Art/PE/F&CS	Lang Arts/Rdg.	Music/Tech/Health	
29-May	Science	Math	S.S.	
5-Jun	World Language/Guidance	Spec. Ed.	Art/PE/F&CS	

Feedback – Pop-Ins

Note #1

- Nice "feeling tone"
- "Does anyone have something different?" – good question
- Agree/Disagree – nice technique
- Nice movement around the room
- "What was Louisiana Law?" – You may want to have "pairs discuss" before calling on individual students

Note # 2

- Good use of a graphic organizer
- Nice "sentence stem" for your objective
- Good pair/square activity
- How do you have the students "reflect" on the nice enduring understanding you had on the board?

Note # 3

- Nice task
- Good "do now"
- Nice feedback to the students
- You may want to model one for the group (ex: economic issues) before having "pairs discuss".
- Push the non-volunteers to respond (look at the picture, think of another similar situation, etc.)

Note # 4

- Good "pair task"
- Nice use of wait time
- You might want to model "one thing the government should do" with the class
- Nice "3Rs"
- For a future task you might want them to consider how the depression differs from what is happening in our country today (similarities/differences)\

Note #5

- Nice activity to have partners complete the "notes"
- Good technique of having 2 students share one book
- Good "sponge activity" for those who finished early

Mathematical Classroom Observations

- Students transitioned from group work to individual work smoothly with minimal loss of instructional time
- Algebra tiles were used to model balancing and solving linear equations
- Alternative approaches of solving a given problem were not only accepted but encouraged
- An example of being permitted to get onto a ride at Great Adventure was compared to mathematical inequalities
- Significant wait time was permitted to students when responding to class questions
- "Why?" and "Why not" was often used to encourage additional student clarification
- Cartoon characters representing each of the PEMDAS letters were created and cut out so that students could move them around into the correct order
- Students completed a puzzle of matching questions with answers on the side of a cut out square. Each square built upon another square totaling 9 different squares for the entire puzzle
- Students received timely and specific feedback from the teacher while working on the task at hand
- Students presented completed projects to their classmates
- Students were able to share information on-line utilizing a "web-locker"
- An incorrect student response was discussed and analyzed as a class in a comfortable environment
- Big Ideas were posted at the front of the classroom regarding the current topic at hand
- Students were provided time to explore the available resources posted on a teachers website
- Time was devoted to elaborate and clarify on a student's comment
- Mathematical inequalities were compared to that of the heights requirement for riding on a roller coaster at Great Adventure
- Algebra tiles were utilized with students while solving equations with variables on both sides of the equation
- Transitions from group work to a class conversation was smooth

Pre-Observation Protocol

1. Welcome teacher – offer coffee, tea, etc.
2. Sit beside the teacher, not across the desk
3. Have your material out in front of you
4. Review the protocol for the conference-teacher reviewing the important information from Form A and B, questions that you may pose regarding the plan, agreement on where you will sit and what information the teacher will give to you as you enter the room (e.g., handouts), process that will occur after the observation is completed
5. During the pre-conference, ask clarifying questions, do not change the teachers lesson plan
6. Inform the teacher that after the lesson they need to highlight the rubric in terms of where they place themselves and that they should be prepared to cite the evidence that supports their rating
7. Inform the teacher that they need to complete form E-the reflection on the lesson and email it to you before the post conference
8. Ask the teacher if he/she has any questions
9. Thank them for their effort and let them know that you are looking forward to a good professional dialogue about their practice

Post-Observation Protocol

1. Welcome teacher – "hi line, feel fine, outline"
2. Prior to the post-observation conference the teacher should have been directed to highlight the rubric and be prepared to discuss the evidence that supports their rating. In addition, they can bring any samples of student work produced during the period
3. Sit alongside the teacher-not across the desk...have all your material in front of you (script tape, questions, suggestions, and handouts that you want to give to the teacher).
4. Give an overview of what will take place in the conference
5. Start with Domain 1-ask the teacher what he felt positive about regarding his plan, ask him what changes he would make based on the lesson, give you positive points about the plan, and be prepared to pose your questions or give suggestions regarding areas that could be extended and refined this is where your knowledge of best practice that is aligned with the rubric comes into play
6. Share your "highlights" from the rubric for Domain 1 and ask the teacher to share his-seek agreement on the evidence that supports your rating and be prepared to address any areas that the teacher's rating was not supported by the evidence
7. Domain 2 and 3...follow the same protocol-teacher positives, teacher modifications, your positives, your questions/suggestions, a review of the rubric based on the evidence
8. Closure-review the positive points of the overall lesson, as well as the suggestions made. Go over the ratings once more and ask for agreement with all the suggestions that were made
9. Inform the teacher that the written document will be given to them within the week and if they have any questions after reviewing it, they should see you
10. Other-depending on the experience and expertise of the teacher, the post conference may be more directive, or more question based. For lessons that were not as effective, the suggestions may be more prominent than a teacher who is highly effective. In that case, it may become more of a conversation

Jay McTighe

Summer Conference 2017

Leadership

Andrew Greene

Agree/Disagree Questionnaire

Listed below are some statements related to the role of an academic leader. Please respond if you agree or disagree with each statement. If you agree, discuss an "if/then" scenario related to the statement. If you disagree, be sure to clarify why.

1. One of the most significant priorities of an academic leader is to ensure that his/her teachers strive to be the best that they can be.

A_____ D_____

2. Ensuring that teachers who teach the same grade level and content area agree on the goals of the unit, the content to be taught, the assessments that are given, and the grading practices used should be a priority of an academic leader.

A_____ D_____

3. Academic leaders need to develop a consistent hiring protocol that is based upon an agreed set of "lookfors" tied into the mission, vision, and commitments of a district/building.

A_____ D_____

4. An academic leader should be able to present best practice information based on the most current thinking in the field in front of his/her faculty/department.

A_____ D_____

5. The vast majority of faculty/department meetings must be learning opportunities – not a forum merely to disseminate information.

A_____ D_____

6. "Academic leadership must be based primarily on clarity about the goals of the school, analysis of current results, and purposeful actions to close existing gaps between the desired results and present reality."

A_____ D_____

7.   "Academic leaders must ensure that the culture of a school is mission-focused."

A_____ D_____

8.   Academic leaders should clarify to teachers that academic freedom does not mean that teachers can teach what they want...rather after teachers agree on content, assessment, and grading, they can decide how they want to deliver the instruction based on their style.

A_____ D_____

9.   If an academic leader wants a collaborative culture, he/she must be willing to confront behaviors that are not collaborative.

A_____ D_____

10.   The supervision and evaluation process should be used as a critical component of improving teacher's practice, extending and refining the school's mission, and addressing issues of consistency.

A_____ D_____

What is a Professional Learning Community?

"A PLC is defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLC operate under the assumption that they key to improve learning for students is continuous, job-embedded learning for educators."

Building Blocks of a PLC

Mission-why do we exist?

Vision-what do we hope to become?

Commitments-what commitments must we make to create the school or district that will improve our ability to fulfill our purpose?

Goals-what goals will we use to monitor our process?

School's Fundamental Purpose

To ensure that all students learn at high levels and the future success of students will depend on how effective educators are in achieving that fundamental purpose.

Grant Wiggins Jay McTighe

- Academic Excellence and intellectual preparation for higher education
- The development of mature habits of mind
- Artistic and aesthetic ability and sensitivity
- Health, wellness and athletic development
- Character-mature, social, civic and ethical conduct
- Personal skill development and professional direction

Members of a PLC work together to do the following:

- Clarify exactly what each student must learn
- Monitor each student's learning on a timely basis
- Provide systematic interventions that ensure student's receive additional time and support for learning when they struggle

- Extend and refine learning when students have already mastered the intended outcomes

Essential Questions:

- What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
- How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?
- How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
- How will we enrich and extend the learning for students who are already proficient?
- What would it look like if we really meant what we said?
- What specific actions can we expect to see in light of our priorities?

Quotes:

"More commonly, however, educators fail to build upon the foundation. They mistake writing a mission statement for living a mission, substitute crafting a vision statement for taking purposeful steps to create a more powerful school or district, settle for identifying collective commitments rather than honoring them, or confuse the announcement of joint projects with the collective pursuit of results-oriented goals that foster interdependence and mutual accountability. Written documents will never improve an organization unless they serve as a catalyst for action."

"It is impossible for a school or district to develop the capacity to function as a professional learning community without undergoing profound cultural shifts."

"A district that embraced the Genius of And would not seek a middle ground; it would hope to have strong leaders *and* empowered teachers, insist on consistency in important elements of district practice *and* champion both school-based and individual autonomy."

"The words of a mission statement are not worth the paper they are written on unless people begin to do differently."

"Great schools "row as one"; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools we visited were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff-a clear sense of "we."

"If the school improvement train must wait until every member of the staff is on board, it will never leave the station. We achieve consensus when all points of view are heard, and the will of the group is evident even to those who most oppose it."

"When members of an organization understand its purpose, know where it is headed, and then pledge to act in certain ways to move it in the right direction, they do not need prescriptive rules and regulations to guide their daily work [here the promises we made to one another, and we need you to honor them]."

"Even worse, educators can spend an entire career in the profession and never know how well they teach a particular concept in comparison to their colleague teaching the same concept in the classroom across the hall. The scant indicators of learning that do exist are often dismissed as irrelevant. For example, anyone who has been in this profession for any length of time has witnessed teachers justify a significantly higher failure rate than their peers in the same school with the explanation that they have "higher standards." Those same teachers routinely either expect the administration to resist the pleading of students and their parents for transfers to another classroom, or they are indifferent to the exodus that occurs on an annual basis. They are indeed protected or "buffered" from inspection of or interference in their classrooms. As a result, classroom teachers are far too often immersed in a "culture of privacy and non-interference (that) is the best friend of the status quo."

"Teachers can be working together in close proximity in rooms adjacent to one another. They can be working very hard in pursuit of the same goals—helping all students learn their math facts in third grade or write a persuasive essay in ninth grade. Nevertheless, they are not a team. In both instances the missing element is *interdependence*. The success or failure of a teacher in one classroom has no impact on the others.

"First, educators often substitute congeniality for collaboration. If the members of a group get along with one another or perhaps read the same book, they are satisfied they are a collaborative team. They are not-just as good friends or the members of Oprah's Book Club are not collaborative teams."

"Collaboration in a PLC entails working together interdependently in systematic processes to analyze and impact professional practice to improve individual and collective results."

"It is not "do we collaborate," but rather "what do collaborate about?"

"After the team has reached agreement on what students must learn and on the strategies for assessing their learning, each member of the team has the autonomy to select and implement the instructional strategies he or she believes will yield the best results."

3

"Placement of one student above another is often determined by a hundredth of a percentage point. This very precise ranking is, of course, based on the disjointed and dissimilar criteria used by dozens of teachers who are not required, expected, or even encouraged to come to a common understanding of how students should be assessed, the rigor of their classroom assessments, the criteria to be used in determining the quality of student work, or the factors to be used in deciding student grades. Hundreds of subjective judgments by disconnected teachers contribute to the establishment of a final class rank that is then presented under the pretext of objectivity.

"The use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have work judged according to the same criteria. "If every teacher has license to assess whatever and however he or she wishes, according to criteria unique to and often known only by that teacher, schools will never be institutions that truly model a commitment to equity."

"Which assessment is likely to be of higher quality—one written by a teacher working in isolation or one developed by a team working together to clarify what students must know and be able to do, studying and discussing the best strategies for gathering evidence of student learning, developing common criteria for judging the quality of student work, and critiquing, challenging, and expanding upon one another's suggestions for assessing their students?

"Therefore, as teachers in a PLC approach each unit, they begin with the end in mind. They make certain their students understand 1) what they will know and be able to do as a result of the unit, 2) why it is important, 3) how they will demonstrate their knowledge and skills, and 4) what specific criteria are being used to assess the quality of their knowledge and skills.

- *If* we believe that "a key goal of schooling is fluent and flexible transfer-successful used of one's knowledge and skill on worthy tasks in situations of importance," *then* we should see instruction and assessment geared towards students demonstrating their understanding of content through application, knowledge utilization, and important problem-solving opportunities. Classrooms will be dominated by inquiry based methods and students will be given several opportunities within each unit to make meaning from the declarative and procedural knowledge they are exposed to.

- *If* we believe that "success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills and experiences so that new challenges can be met and understood" , *then* we should see instruction and assessment focused on the ideas, concepts and enduring understanding that helps students "connect the dots." Classroom instruction will focus on providing opportunities for students to apply what they are learning in new situations, and during the course of the unit, less scaffolding will take place to determine if students have more than surface knowledge of important concepts.

- *If* we believe that "learner required regular, timely feedback and user friendly feedback in order to understand goals, produce quality work, and meet high standards," *then* we should see comments from teachers to students that focus on effort, process and criteria related to the task at hand. Feedback must be specific and related to our goals if it is to be effective.

- *If* we believe that "learner need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence", *then* we should see teachers sharing their expectations in a form similar to a "course syllabus" that you would get in a college course. In addition, we should continually share our expectations regarding the quality of work we want to see from our students.

- *If* we believe that "learning is enhanced when it is personalized-that is, when learners' interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored," *then* we should see learning activities and assessments designed to include student's interests, learning profile, and background information as part of the overall unit plan. This would include learning inventories, pre-assessments, student's names in examples, celebrations of students' achievement of goals, etc.

- *If* we believe that "students use what they already know as they construct new knowledge and that they acquire and use strategies and succeed when they get helpful feedback," *then* we should see teachers using KWL activities, open ended prompts, and other related means of the knowledge about the topic that students bring into the learning situation. In addition, the feedback we give students must be clear, related to the task, and timely.

- *If* we believe that "what and how much is learned is influenced by the learner's motivation and that motivation in turn is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking," *then* we should see classrooms characterized by safe, supportive environments, and teachers working with students on goal setting, using productive habits of mind, and assignments that take into account student interests.

Grand Island Public Schools
K–12 Social Studies Program PHILOSOPHY

The goal of social studies education is to prepare students to be responsible and productive citizens in a democratic society arid a globally interdependent world. Through an integrated study of social studies disciplines, students will acquire necessary knowledge, skills, and attitudes as they become lifelong learners.

Social Studies provides content that students will use to understand political, social, and economic issues and apply their knowledge and skills to make effective personal and public decisions. A standards based social studies curriculum builds knowledge of specific discipline content, thinking skills, commitment to democratic values, and citizen participation, all essential to maintaining a democratic way of life.

GIPS K–12 Social Studies Program BELIEFS

• **All students learn through a variety of relevant experiences.**
Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.

• **Research shows active learning is essential.**
Therefore, we will provide students with a variety of active, student centered, multi-sensory learning opportunities.

• **Instruction should be relevant, meaningful, and based on student needs.**
Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.

• **The world is constantly changing.**
Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.

• **We live in a culturally diverse society.**
Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.

• **Assessment should be ongoing, diagnostic, and aligned with instruction.**
Therefore, we will provide multiple authentic assessment tools.

• **The use of community resources is essential for effective instruction.**
Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.

• **Active and informed citizen participation is essential to democracy.**
Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.

Professional Learning Communities

"What would it look like in our schools if we really meant it when we said our fundamental purpose is to ensure all students learn? What would people see us doing?" Those are powerful questions. We offer the following answers.

If we really mean it when we say we want all students to learn, certainly we would create systems to ensure...

1. Every teacher is engaged in a process to clarify exactly what each student is to learn in each grade level, each course, and each unit of instruction.

2. Every teacher is engaged in a process to clarify consistent criteria by which to assess the quality of student work.

3. Every teacher is engaged in a process to assess student learning on a timely and frequent basis through the use of teacher-developed common formative assessments.

4. Every school has a specific plan to ensure that students who experience initial difficulty in learning are provided with additional time and support for learning during the school day in a timely and directive way that does not cause the student to miss any new direct instruction.

5. Every school has a specific plan to enrich and extend the learning of students who are not challenged by the required curriculum.

6. Every teacher receives frequent and timely information regarding the success of his or her students in learning the essential curriculum and then uses that information to identify strengths and weaknesses as part of a process of continuous improvement.

7. Building shared knowledge of best practice is part of the process of shared decision-making at both the school and team level.

8. Every practice and procedure in place in the school has been examined to assess its impact on learning.

Analyzing Mission Statements
A Concept Attainment Exercise

DIRECTIONS: *Examine the four Mission statements below. In what ways do #1 and #2 differ from the second two? What flaws do you notice in the first two? Be prepared to summarize your analysis.*

Flawed Examples

Mission Statement #1

******* High School is a school where students are invited to meet the challenges of a rich and rigorous college preparatory program, where opportunities for performance, applied, and service learning are integrated into the daily structure, and where choice and variety are maintained as genuine options. Moreover, the program incorporates meaningful service learning experiences and entrepreneurial learning into its offerings at every grade level. Greater variety and rigor in the academic program, in the form of the proposed International Baccalaureate curriculum, will offer talented students the external validation and rigorous challenge they need to feed their aspirations and ensure future success.

Mission Statement #2

****** Middle School will form a partnership with home and community to facilitate a positive and safe learning environment based on mutual trust, respect, and understanding. Each student will be provided educational opportunities that develop intellectual, social, emotional, and physical potential.

Strong Examples

Mission Statement #3
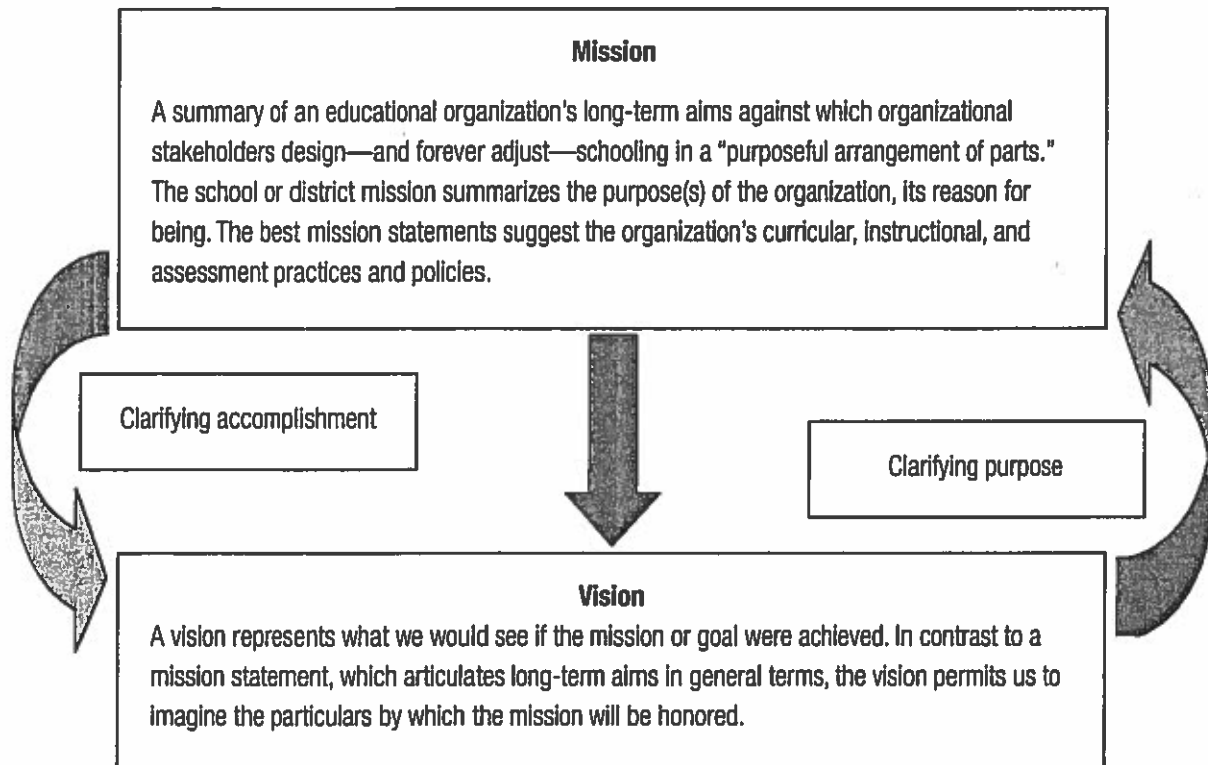
Bremen High School aims to develop students who:
- Exhibit creative and critical thinking
- Develop self-esteem, pride, and respect for themselves and others.
- Find a balance between academic success and involvement in extracurricular activities.
- Adapt to a continually changing technological world.
- Demonstrate the democratic living skills of consensus building and group problem solving in order to become active citizens in their community.
- Span the transition from competent student to productive, responsible citizen.
- Understand the value of education and the need for lifelong learning.

Mission Statement #4

The mission of the Memphis City Schools is to prepare all children to be successful citizens and workers in the 21st century. This will include educating them to read with comprehension, write clearly, compute accurately, think, reason, and use information to solve problems.

Figure 2.1

Clearing Up Terminology:
Relationship Between Mission and Vision

Mission

A summary of an educational organization's long-term aims against which organizational stakeholders design—and forever adjust—schooling in a "purposeful arrangement of parts." The school or district mission summarizes the purpose(s) of the organization, its reason for being. The best mission statements suggest the organization's curricular, instructional, and assessment practices and policies.

Clarifying accomplishment

Clarifying purpose

Vision

A vision represents what we would see if the mission or goal were achieved. In contrast to a mission statement, which articulates long-term aims in general terms, the vision permits us to imagine the particulars by which the mission will be honored.

Your Existing Vision:

Qualities of an Effective Vision
- Describes exemplary performance needed to achieve mission-articulated goals.
- Articulates the full range of goals included in the mission (both program goals and larger aims of schooling).
- Provides enough specificity so that it can be used to define the gap between exemplary and actual performance.
- Has commitment of key stakeholders to the scope of the vision statement for all learners.

Suggested Revisions:

What Mission Implies for Day-to-Day Schooling

1. Pick an aspect of our school's mission.

2. Develop a T-chart of what this desired aspect or trait should look like, and what we would see if that aspect or trait were absent in our school.

Aspect or Trait (e.g., critical thinking)	Absence of the Aspect or Trait (e.g., uncritical thinking)
Indicators/examples:	Indicators/examples:

3. What kinds of assessments will best reveal the presence or absence of the desired accomplishment? What kinds of tasks, situations, and challenges will demand and reveal whether or not a student has the desired ability?

   In your subject:

   In other subjects:

4. What instructional approaches and experiences will be needed regularly in class to develop the desired ability?

5. What current instructional and assessment approaches unwittingly hinder or overlook the development of this ability?

8th Grade Social Studies: U.S. History
Unit: The Civil Rights Movement
A Hundred Year Battle

After this unit students will:

Understand:
Students will understand that…
through united and dedicated action social and political change can occur.

Essential Questions:
- What are civil rights?
- What does "equality" mean?
- How did non-violent protests help African-Americans gain equality?
- Can racial divisions that have plagued American society be erased?
- Were the goals of the Civil Rights' Movement achieved?
- What are the obstacles we face today, and what changes could help provide a "bridge to a better more equal society?

Know:
- School segregation was declared unconstitutional as a result of Brown v. the Board of Education
- Through civil disobedience and non-violent protest, such as boycotts, sit-ins, freedom rides, and marches, civil rights activists helped persuade Congress to pass civil rights legislation.
- Civil rights participants were met with much resistance from white members of the community and the state governments.
- Leaders such as Martin Luther King, Jr. and Malcolm X disagreed on the approach taken to obtain civil rights.

Vocabulary

Terms	People	Events/Actions
• 13th Amendment • 14th Amendment • 15th Amendment • Segregation - Jim Crow Laws • Poll Taxes • Literacy Tests • Civil Disobedience • Integration • Civil Rights Act of 1964 • Voting Rights Act 1965	• Jackie Robinson • Thurgood Marshall • Dr. Martin Luther King Jr. • The Little Rock Nine • Freedom Riders • Black Panthers • Malcolm X • N.A.A.C.P.	• Brown vs. Board of Education (Topeka, Kansas) • Boycott Montgomery Bus Boycott • Greensboro Sit-Ins • Selma to Montgomery March • March on Washington • Affirmative Action

Civil Rights – Summary

African Americans had suffered from racism and discrimination since colonial times. The Civil Rights Movement picked up momentum following the end of World War II in 1945 & lasted throughout the 1960s. African Americans fought to end segregation and to obtain equal opportunities in jobs, housing, education, as well as, the right to vote. Martin Luther King, Jr., urged African Americans to use nonviolent methods in their struggle for equality. By using a variety of methods, African Americans won greater equality. The battle was hard fought, and the use of civil disobedience proved to be the movement's biggest ally. The Civil Rights Movement ended with African-Americans achieving both their political and civil rights. Throughout the 1960s and 1970s, American minorities of many different backgrounds worked to end social, political, and economic injustices.

Homework Assignments

Assignment #1 **Date Due: Tuesday, May 2nd**

Chapter 17: A Time of Change Section 17.1: The Civil Rights Movement

Click on the "Explore" tab and read page 8, *"Young Americans Leading the Movement"* and answer the questions below in complete sentences.

1. What was the purpose of the demonstrations and protests conducted by the activists?
2. What did the willingness of so many young participants in the movement demonstrate to the rest of society?
3. What was the purpose of S.N.C.C.?
4. Based on the text, what evidence is there to support the idea that the participants in the Civil Rights Movement had **strength** and were **determined**? *Cite **2 pieces of evidence** from the text.

Assignment #2 **Date Due: Friday, May 5th**

Read, *"The Mississippi Freedom Summer Project"* found in the **assignments section** of the Techbook. Use the information in the reading to answer the question below in complete sentences.

1. Who participated in Freedom Summer?
2. What was the primary goal of the Freedom Summer volunteers?
3. What steps did volunteers take prior to traveling to the South to participate in Freedom Summer?
4. Of the 17,000 African Americans who tried to register to vote, only 1,600 were accepted, why?
5. Many civil rights volunteers were driven by their personal beliefs about the importance of equality. What character traits did the civil rights participants need to have in order to be successful? **Use 2 specific details from the reading to support your answer.**

Assignment #3 **Date Due: Tuesday, May 9th**

Chapter 17: A Time of Change Section 17.1: The Civil Rights Movement

Click on the "Explore" tab and read page 14, *"The Movement Refocuses Again"* and answer the questions below in complete sentences.

1. What is the difference between **de jure segregation** and **de facto segregation**?
2. What became the focus of the civil rights movement after voting legislation was passed in 1965?
3. How did some cities avoid enforcing laws against segregation?
4. What were the Watts Riots?
5. What problems in Chicago did Martin Luther King Jr. and the **S.C.L.C.** try to address in 1966?

Test – Thursday May 11th

Covey

Principle Centered Power

Three types of Power

- Coercive Power-The leaders uses fear to lead [when they are afraid they won't get compliance]. This encourages deceit, dishonesty and suspicion.
- Utility Power-I will do something for you if you do something for me. Most organizations are held together by this. This kind of power can lead to individualism versus teamwork however.
- Legitimate Power-Based on trust and respect. Legitimate power is created when the values of the followers and leaders overlap.

Whenever a problem arises, leaders must make a choice on which power base to use-coercion, utility or legitimacy.

Trust in relationships cannot be fabricated. Sincerity cannot be faked for long.

Ten Power Tools-These 10 suggestions for processes and principles will help increase a leader's honor and power with others.

- **Persuasion-**which includes sharing reasons and rationale, making a strong case for your position or desire while maintaining genuine respect for followers' ideas and perspective.
- **Patience-** with the process and the person
- **Gentleness-**when dealing with the vulnerabilities and feelings that others might express
- **Teachableness-**operating from the assumption that you don't have all the answers
- **Acceptance-**withholding judgment and giving people the benefit of the doubt
- **Kindness-**sensitive, caring and remembering the little things in relationships
- **Openness-**
- **Compassionate Confrontation-**acknowledging error, mistakes in the context of care and concern

- **Consistency**-you don't "change in the wind"-principles and your personal code reflects who you are
- **Integrity**-honestly matching words with feelings-not being manipulative or controlling

Communication

The key to effective communication is the one-to-one relationship. The moment we enter into this kind of relationship we begin to change the nature of our very communication with them. We begin to build trust and confidence with each other. In this context consider the value of a private visit with each employee and be completely present with them. Communication operates at two levels-like an iceberg. The visible part is what people say but the part below the surface is how they feel. People behave more on the basis on how they feel than on how they think.

"Seek first to understand before being understood"...to be effective in presenting your point of view, start by demonstrating a clear understanding of the alternative points of view.

Methods of Influence

There are there basic categories of influence: 1] to model by example (others see]; 2] to build caring relationships (others feel); and 3] to mentor by instruction (others hear).

Example: Who you are and how you act

- Refrain from saying the unkind or negative thing
- Exercise patience with others
- Distinguish between the person and the behavior or performance
- Choose the proactive response
- Keep the promise you make to others
- Focus on your circle of influence

Relationship: Do you understand and care

- Assume the best of others
- Seek first to understand
- Reward honest, open expressions or questions
- If offended, take the initiative
- Admit your mistakes, apologize, ask for forgiveness
- Let arguments fly out the window
- Go one on one
- Be influenced by them first
- Accept the person and the situation

Instruction: What you tell me

- Prepare your mind and heart before you prepare your speech
- Avoid fight or flight-talk through differences
- Recognize when it is time to teach
- Don't give up, and don't give in
- Agree on the limits, rules, expectations and consequences
- Speak the language of logic and emotion
- Delegate effectively
- Train them in the law of the harvest
- Let natural consequences teach responsible behavior

Overcoming Three Big Mistakes

Mistake #1: Advise before understand-unless you understand me, you won't know how to advise or council me

Mistake #2: Attempt to build/rebuild relationships without changing conduct or attitude-"what you are shouts so loudly in my ears I can't hear what you say."

Mistake #3: Assume that good example and relationships are sufficient-we need to talk about mission, vision roles and goals

Abundance Managers

People with an abundance mentality realize that "my success does not mean failure for others, just as their success does not preclude my own."

People with a scarcity mentality see everything with a win-lose mindset. They believe "there is only so much; and if someone else has it, that means there will be less for me."

An abundance mentality springs from an internal security, not from external rankings, comparisons, opinions, possessions, or associations.

Characteristics of abundance managers:

- They sick solitude and enjoy nature
- They sharpen the saw regularly
- They maintain a long-term intimate relationship with another person
- They forgive themselves and others
- They are problem solvers

Law of the Farm

The only thing that endures over time is the law of the farm. I must prepare the ground, put in the seed, cultivate, weed, and water if I expect to reap a harvest. So also in a marriage, or helping a teenager through a difficult identity crisis-there is no quick fix, no instantaneous formula where you can just move in by getting psyched up at some positive mental attitude rally and a bunch of success formulas.

Chronic Problems in Organizations

- **No shared mission and values-a culture by definition assumes shared vision and values**
- **No strategic path-organizations have to begin with the end in mind [where do we want to be in 5 years]**

- Poor alignment-is the mission statement a constitution? If you don't have a shared mission, you have to implement rigid structures and systems to give "predictability."
- Wrong style-the management style is inconsistent with the shared values of the organization. They think efficiency with people and effectiveness with things when it should be the opposite.
- Poor skills-managers may lack the skills they need to create a successful organization.
- Low trust-there is a depleted emotional bank account; people walk on egg shells. [Trustworthiness is more than integrity; it also connotes competence].
- No self –integrity-managers who fail to live by principles

From:	Andrew Greene
Sent:	Wednesday, December 18, 2013 6:52 AM
To:	Candlewood Teachers

Good Morning!
I would like to clarify the difference between an Big Idea/Understanding, Essential Question, and a Lesson Objective.

- **Big Idea**-The insight/inference you want students to take away from the unit understandings: In a free market economy, price is a function of supply and demand. [The research is clear...if students understand the big idea related to what they are learning, they are better able to transfer their knowledge].
- **Essential Questions**: How would life be different if we couldn't measure time? [EQ's help students "uncover" the concept you are teaching].
- **Lesson Objective**: At the end of the lesson, students will be able to change telling sentences into asking sentences. [Help teachers narrow their focus for a particular lesson and enables students to track their progress].

These are examples that I have shared before but I thought a "revisit" would be helpful.

Faculty Meeting
Big Idea For the Year-Staff will understand that standards are not curriculum: curriculum needs to reflect best practice and user needs while also honoring standards.
Essential Question-What is understanding? What follows for curriculum and unit writing?
Faculty Meeting Instructional Objective-At the end of the meeting, staff will be able to identify the three types of "learning" for their upcoming unit: **acquisition, meaning-making, and transfer.**

Other example
Big Idea: Student should understand that good readers employ specific techniques to help them make meaning of what the text says.
Essential Question-What do good readers do, especially when they don't comprehend a text?
Lesson Instructional Objective-Student will be able to use identify the two persuasive techniques the author employs in _____.

I hope this helps!

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From:	Andrew Greene
Sent:	Monday, September 29, 2014 7:02 AM
To:	Candlewood Teachers
Subject:	Mistake Free Cards

Good Morning Once again!

Each and every year I give out mistake free cards for those rare occasions when somebody makes an ill-advised decision or forgets to do something that they should be doing!!!!

They will be in your mailbox on Wednesday!!

There are small mistakes [like forgetting to sign in], and large ones [like screwing up your grade book]!

Small mistakes can generally be forgiven with one card whereas larger mistakes usually take three!

I thought for the sake of clarity I would list a few other potential mistakes that would qualify for use with mistake free cards.

Small mistakes

- Late to duty-while walking down the hall with Starbucks in your hand!
- Wearing jeans that look like you are hanging with the "crew"
- Forgetting to take attendance 'once in a while'
- Being late to advisory 'once in a while'

Large Mistakes

- Having to put out an APB for you several days in a row either for advisory, extra help, or duty!
- Texting your significant other about bringing home the milk when students are taking an exam!
- Failure to check email for 2-3 days!!!
- Not playing well with others!

I know this may be hard to believe, but even I can sometimes make mistakes!!! Yes it's true even I can make a faux pas once in a while!!

Since I have no cards to give myself, I do a little extra running at the gym, or deprive myself of something special like Key Lime Pie! Oh the horror!!!

So campers, let's all try to minimize the times when we forget to do something we should, and the first words that come out of our mouth sounds and rhymes with spit!

Enjoy your week!!!!

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Essential Questions

Would you describe your school environment has more in line with the growth or fixed mindset?

1. How do you let staff know that it's okay to make mistakes and that they should learn from those mistakes? Are there any specific situations you can recall?
2. Does your school-both staff and teachers-look honestly at areas of concern? Do they ask the tough questions to get at this reality [e.g., data]?
3. Do teachers and staff receive regular feedback? Is this feedback judgmental or presented in a way that promotes learning [e.g., observation/evaluation]?
4. How does staff generally respond to this feedback [e.g., email/notes]?
5. Do you as the leader surround yourself only with people that support you? Who do you have on staff that will give you honest feedback [e.g., building reps/veteran staff member]?
6. How do you as a leader present yourself as a resource for learning? Do you conduct staff development activities at departments and/or faculty meetings? If so, what have you done [e.g., faculty meeting agenda]?
7. As a leader, what are some things you could do tomorrow to show you value development of the teachers and staff? What could you do within the next six months?
8. Is the feedback you give your staff timely and regularly implemented [e.g., summative packet]?
9. Do you believe in your teacher's potential to become better teachers? How do you show this?
10. What kinds of interview questions could you develop to use when interviewing potential teacher candidates to see what kind of mindset they possess? What answers would you look for?
11. How do you praise and reward your teachers? Can you see the connection between the kind of feedback you give teachers and whether this inspires the growth or fixed mindset [e.g., notes after an informal visit/Weekly Planet]?

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Dear Mr. and Mrs. Jones,

I am writing this email in an attempt to once again discuss the concerns that the school personnel have with the behavior of James, and to work with you to develop a plan that will help him be successful.

For the sake of James and his success in school, I implore you to listen to the concerns of his teachers and administrators, and help us work with James so he can grow into a confident, respectful young adult. Up to this point, you have taken the stance that the school is wrong, the teachers are not fair, and that the system is against him. Despite several meetings with various staff members and hours of conversation, you have not demonstrated a willingness to get to the crux of the problem and support the school. It appears that James feels that he can get away with a great deal of misbehavior because you will support him. This sets up an untenable situation with school staff because he feels he does not have to abide by the rules of the school or his teachers.

If you would have allowed me to speak at our meeting last week-before you lost your composure and I had to cancel the meeting-I would have shared with you the following concerns. As a reminder, this was in response to your request during our phone conversation the day before. You had asked me to follow-up with the teachers and I did.

It was reported to me that James has exhibited the following behaviors on several different occasions:

- He is passive aggressive
- He refuses to do work
- He says inappropriate things to classmates
- He is disrespectful to adults
- He does not follow directions
- He uses his word processing on his laptop as a toy

We are well aware that James is a classified student, however that does not give him carte blanche to act disrespectfully.

The manner in which you interacted with me at our recent meeting is an indication how far apart we are in being on the same page with regards to the next steps we need to take with James. As I shared with you, the feeling from staff is that by not holding James accountable for his actions you are only increasing the likelihood that these inappropriate behaviors will be repeated in the future.

I ask that you reconsider the stance you have taken with the school and discuss with James the need for him to demonstrate respectful behaviors towards the adults in the building. He has the right to disagree, but he does not have the right to be insubordinate. I am sure that if you support the school, James will be much more likely to be successful in the future.

I would be happy to meet with you once again, if you will be open to discussing how we can refine James behavioral plan to help him achieve success. If you would rather not meet with me, please set up a meeting with Mrs. Smith and the James's teachers so we can move forward with a plan for James.

Blank,

I need your help.
I appreciate all the support you have given me but you are putting me in a
very uncomfortable situation. It is vitally important that you make it to
school and to your advisory, on time, every morning. If we are to have a
principle-centered environment, then all staff members should be held to the
same standard. It is equally important that we support each other whenever
we can. I am sure blank would appreciate having another person in the room
on a regular basis.

I decided to give you a note rather than speaking with you because I wanted
to give you some quiet reflection time. I realize that the blank teachers have
been under a great deal of stress, but I must be fair to all staff members.
When teachers see that their colleagues are held to a different set of
expectations, it is not good for the organization. It also puts me in a position
that I resent-taking time to speak to a teacher about what they should be
doing. Although I do not want to make this the "mother of all issues", it is
important that you do what every other teacher is required to do [this applies
to being on time to your p.m. duty as well.]

Maintaining a strong working relationship with you is very important to me,
but not at the expense of not doing my job. If you think that I am asking an
unreasonable request, please see me as soon as possible. This is one of those
occasions where the balance between courage and consideration is tested. I
want to be considerate of your feelings, but I must have the courage to
address an issue that has to be corrected. This also requires that you have the
ability to be honest with yourself, be considerate of my position, and realize
that what I am asking you to do is the only ethical course to take.

Please make a commitment to honor your obligation.
Thanks

Scoring Guide for Staff Members on Our Mission/Learning Beliefs/Commitments

Rating	Description
4. Exemplary	These staff members: ▪ Persistently extend and refine their instructional and assessments practices using the specific mission and vision statements to guide their efforts ▪ Refer to the agreed upon learning principles and commitments to focus their work ▪ Read educational literature on their own, field test best practice ideas, and gladly take a leadership role with their colleagues in PCP, team, department, and grade level meetings ▪ At these meetings, they are able to refer to the MLC and talk beyond a surface level about how the agreements the faculty have reached impact their work ▪ Perpetually positive, continual learners, and understand their role in the system ▪ "Seek first to understand before being understood," monitor their "air time" in group settings, and are extremely self-reflective. They welcome feedback. ▪ Are self-starters, who continually propose solutions to problems that may arise ▪ Take on additional responsibilities and encourage others to do so ▪ Radiate positive energy, project an image of happiness, never engage in idle gossip ▪ Represent our profession in the best light by dressing well
3 Proficient	These staff members: ▪ Use the MLC as they plan units and assessments ▪ Ensure that the agreed upon learning principles and commitments are referenced, and help other staff incorporate appropriate instructional strategies into their unit plans ▪ Regularly refer to the beliefs about student learning to ensure they are honoring some of the agreements that were reached ▪ Participate in discussions on important issues affecting their team, department, and/or grade level, while being good team members and colleagues ▪ Accept feedback without defensiveness ▪ Volunteer and assist in various events ▪ Periodically propose solutions to identified problems ▪ When given the opportunity, they work on extending and refining their instructional and assessment practices ▪ Sidestep negative energy and recognize their obligation to make the school a better place

2 On the Fence

These staff members:

- Are aware we have a MLC document and can discuss what is contained in the document on a very general level
- Do not fully buy into honoring the agreements that were reached and are not inclined to change their practice in major ways
- Occasionally, they will read current literature on best practice methodologies
- Do not regularly share constructive ideas in team, grade level, department, or faculty meetings
- Often point out problems without proposing solutions
- Lack involvement in planning building events, and do not volunteer to help in school-wide events unless they are approached by a colleague
- Sometimes engage in gossip, by speaking of colleagues and students who are not present
- Have a difficult time accepting feedback from colleagues, parents and/or students
- Inconsistently acknowledge colleagues in the hallway, but more often than not, they present an independent persona
- Dress is not always in the best of professional taste

1 Unacceptable

These staff members:

- Believe "this too shall pass" and cannot talk with any specificity about our MLC
- See themselves as individuals and do not subscribe to the idea that they are part of a system
- Misunderstand the concept of "academic freedom," by conflating freedom of speech with the professional obligation to teach and assess in a manner consistent with Mission and departmental goals
- May be negative, complain often, and appear to believe that they are the only ones who see things clearly
- Appear, by their words and actions, to have difficulty looking inward, interpreting any attempt to enhance their skill set as a waste of time
- Talk often as if the clients and other staff were adversaries
- Act inflexibly, and may not have questioned or changed their teaching style over time
- Do not take feedback well and rarely, if ever, seek it
- Do not participate and/or do not pay attention during meetings
- Do not field test new ideas, read current literature on educational practice, and/or consider new technology a necessary evil
- May arrive late, and/or leave as soon as the bell rings, and/or display an "us versus them" attitude
- Dress may be less than professional