



CHARYL STOCKWELL ACADEMY  
DISTRICT

**CSA Concurrent Teacher Performance Review  
Teacher Evaluation: Postings and Assurances  
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool**

*Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers. Complete language (including requirements) for MCL 380.1249 can be found [here](#).*

*This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to CSA Concurrent Teacher Performance Review.*

**Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]**

Vision of the CSA Concurrent Teacher Performance Review

The Charyl Stockwell Academy District recognizes that the professional development of the teaching staff is vital to the quality education that we provide to students that will result in mastery level student achievement. One of the most important skills of a professional educator is self-reflection and self-evaluation<sup>1</sup> within the context of the mission, the core philosophies and best practices of the academy. Reflection and evaluation occur within the context of a working environment that promotes and facilitates high expectations and a community of learners. The purpose of the Concurrent Teacher Performance Review is to facilitate the final phase of the reflection process through focused dialog with school administration culminating in individual professional development goals and specific student achievement targets.

---

<sup>1</sup> Danielson, L. "Fostering Reflection." *Educational Leadership*, February 2009, Volume 66, No. 5.

Because the research on teacher quality indicates that multiple observers and multiple observations with timely feedback are connected with increased student achievement<sup>2</sup>, the CSA concurrent review process employs a process which reflects a belief that teachers are capable professionals with unlimited potential. This process is ongoing, purposeful, highly-collaborative, and incorporates data related to student achievement in all areas of the whole child.

### Concurrent Performance Review Framework

The evaluation is a description of the practices and beliefs that reflect the core philosophies that have informed the design and operations of the academy. These five philosophies are high expectations, developmental appropriateness, caring for the whole-child, continuous progress mastery learning and internal motivation psychology. The five core philosophies, and the research behind them, underpin the performance framework in that they guide the reflective process that occurs throughout the year and guide teacher behaviors and establish a common understanding of practice at the academy and to encourage continuous improvement and excellent academic achievement.

The CSA concurrent review process is the result of more than 25 years of administrative experience in traditional school districts and with the intent of developing teachers as professionals who can actively influence and adjust not only their own practice, but the academy's as a whole. The framework meets the design standards recognized as having value and impact on not only student achievement but teacher job satisfaction.<sup>3</sup>

The framework also attempts to reduce complexity as well as provide an accurate, and therefore improvable assessment of teacher success<sup>4</sup>. Teachers have clear understanding of expectations for teaching and learning in the academy and can use the framework to guide their improvement and set professional goals.

The framework employs four categories within which teachers set goals and provide measurable evidence.

Professional Qualifications	Professional Indicators
	Quality Indicators
	Assessment Reporting Grid
	Individual PD Activities
Relationships with Children	Office referral data
	Communications from parents
	Student and family retention/attrition data
	Student matriculation and move-on data
	Student achievement in IEP's, classroom and unit assessments
Lesson Planning and Instruction	Year-at-a-Glance and Understanding by Design unit and lesson plans
	Student achievement data (multiple data sources in core content areas)
	Student portfolios
	Parent surveys from culminating events

<sup>2</sup> Bill & Melinda Gates Foundation, "Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains," January 2012, [http://www.metproject.org/downloads/MET\\_Gathering\\_Feedback\\_Research\\_Paper.pdf](http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf). And Thomas J. Kane et al., Education Next, "Evaluating Teacher Effectiveness: Can classroom observations identify practices that raise achievement?," 2011, [http://educationnext.org/files/ednext\\_20113\\_research\\_kane.pdf](http://educationnext.org/files/ednext_20113_research_kane.pdf)

<sup>3</sup> TNTP *Teacher evaluation 2.0*. 2010, Available at <http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf>

<sup>4</sup> TNTP *Fixing Classroom Observations*, 2013. Available at [http://tntp.org/assets/documents/TNTP\\_FixingClassroomObservations\\_2013.pdf](http://tntp.org/assets/documents/TNTP_FixingClassroomObservations_2013.pdf)

Communications with Stakeholders	Use of student information system for parent/student communications, report card comments
	Classroom newsletters and timely submissions to “Tuesday Times”
	Comprehensive student review schedules and summary reports
	Parent volunteer guidelines and scheduling

## Research and Resources to Support the CSA Concurrent Teacher Performance Review

The following resources inform teacher development, expectations, and evaluation.

### Human Development and Growth

Armstrong, Thomas. *The Human Odyssey: Navigating the twelve stages of life*. (2007) New York, NY: Sterling Publishing Co. Inc.

Whole child and human developmental stages.

Armstrong, Thomas. *The Best Schools: How human development research should inform educational practice*. (2006) Alexandria, VA: Association for Supervision and Curriculum Development.

Developmental psychology.

Blum, Deborah. *Love at Goon Park: Harry Harlow and the science of affection*. (2002) Berkley, CA: Berkley Books.

Genuine positive regard in the classroom and loving students.

Clark, Barbara. *Growing Up Gifted: Developing the potential of children at home and at school*. (1997) Columbus, OH: Charles Merrill Publishing Company.

Dweck, Carol. *Mindset: The new psychology of success*. (2006) New York, NY: Random House.

The importance of effort in success and how language we use can discourage or encourage effort.

Ellis, Albert; Harper, Robert Allan. *A New Guide for Rational Living*. (1961) New York, NY: Prentice Hall.

Internal motivation psychology and rational emotive behavior therapy.

Glasser, William. *Choice Theory: A new psychology of personal freedom*. (1998) New York, NY: Harper Collins.

Internal motivation psychology.

Glasser, William. *Choice Theory in the Classroom*. (1986) New York, NY: Harper Collins.

The needs fulfilling classroom.

Glasser William. *Getting Together and Staying Together.* (2010) New York, NY: Harper Collins. Understanding the five basic needs of each human.

Hannaford, Carla. *Smart Moves: Why learning is not all in your head.* (2005) Salt Lake City, UT: Great River Books.

The importance of movement and neurodevelopment.

Lezotte, Lawrence. *Learning for All.* Effective Schools Products. (1997)

A school improvement process that is data-based and data-driven, with effectiveness measured in terms of both quality and equity.

Lillard, Angeline. *Montessori: The science behind the genius.* (2008) USA: Oxford University Press.

Potential for all students to achieve at high levels, developmental psychology.

Pink, D. (2009) *Drive: The surprising truth about what motivates us.* New York, NY: Riverhead Books.

Internal motivation psychology and the effects of incentives on motivation.

Standing, E.M. *Maria Montessori: Her life and work.* (1957) London, UK: Hollis and Carter. Developmental appropriateness.

Wood, Chip. *Yardsticks: Children in the classroom, Ages 4-14.* (2007) Boston, MA: Center for Responsive Schools, Inc.

Human growth and developmentally appropriate routines, procedures and instruction.

### Instructional Methodology--All

Clark, Barbara. *Optimizing Learning: The Integrative Education Model in the Classroom.* (1986) Columbus, OH: Charles Merrill Publishing Company.

Costa, Arthur L. *Developing Minds: A Resource Book for Teaching Thinking.* (2001) Alexandria, VA: Association for Supervision and Curriculum Development.

Culham, Ruth. *6 + 1 Traits of Writing: The Complete Guide: Grades 3 & Up: Everything You Need to Teach and Assess Student Writing With This Powerful Model.* (2003) Scholastic Teaching Resources.

Denton, Paula. *The Power of Our Words.* (2007) Boston, MA: Center for Responsive Schools, Inc.

Erwin, Jonathon. *The Classroom of Choice: Giving students what they need and getting what you want.* (2004). Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, Eric. *Brain-Based Learning: The New Paradigm of Teaching*. (2008) Thousand Oaks, CA: Corwin Press.

Kryza, K., Stephens, J., Duncan, A. *Differentiation for Real Classrooms: Making it Simple, Making it Work*. (2009) Thousand Oaks, CA: Corwin Press.

Marzano, Robert. *The Art & Science of Teaching: A comprehensive framework for effective instruction*. (2007) Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J, Wiggins, G. *Understanding by Design*. (2004) Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J., Tomlinson, C. *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids* (2006) Alexandria, VA: Association for Supervision and Curriculum Development.

Nunley, Kathie. *Layered Curriculum: The practical solution for teachers with more than one student in their classroom*. (2004) From the author at Brains.org.

Schlechty, Phillip. *Working on the Work: An action plan for teachers, principals, and superintendents*. (2002) Hoboken, NJ: Wiley Publishing Company.

Stiggins, R, Aryer, J., Chappuis, J, Chappuis, S. *Classroom Assessment for Student Learning: Doing it right, using it well*. (2004) Portland, OR: Educational Testing Service.

Tomlinson, Carol. *How to Differentiate in the Mixed Ability Classroom*. (2001) Alexandria, VA: Association for Supervision and Curriculum Development.

Wahlstrom, Deborah. *Designing & Using High Quality Rubrics for 21st Century Skills*. (2009) Suffolk, VA: Successline Publications.

Winebrenner, Susan. *Teaching Kids with Learning Difficulties in the Regular Classroom: Ways to Challenge & Motivate Struggling Students to Achieve Proficiency with Required Standards*. (2009) Minneapolis, MN: Free Spirit Publishing.

Wong, Harry K., Wong, Rosemary. *The First Days of School: How to be an effective teacher*. (2009) Harry K. Wong Publications at [effectiveteaching.com](http://effectiveteaching.com).

Wormeli, Rick. *Fair is Not Always Equal: Assessing and grading in the differentiated classroom*. (2006) Portland, ME: Stenhouse Publishing.

### Instructional Methodology Elementary

Allington, R., Johnston, P. *Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms*. (2002) New York, NY: The Guilford Press.

Allington, Richard. *What Really Matters for Struggling Readers: Designing research-based programs*. (2001) Boston, MA: Allyn and Bacon.

Brady, K., Forton, M.B., Porter, D. *Rules in School: Teaching discipline in the responsive classroom*. (2011) Boston, MA: Center for Responsive Schools, Inc.

Clay, Marie. *Becoming Literate: The construction of inner control*. (1991) USA: Reading Recovery Council of North America.

Furr, David. *Reading Clinic: Brain research applied to reading*. (2000) Gaithersburg, MD: Neuro-Learning Systems.

Furth, Hans. *Piaget for Teachers*. (1970) Upper Saddle River, NJ: Prentice-Hall Publishers.

High Scope Early Elementary Model. Available at:  
<http://www.highscope.org/Content.asp?ContentId=243>

Kriete, R. Denton, P. *The First Six Weeks of School*. (2015) Boston, MA: Center for Responsive Schools, Inc.

Kriete, Roxanne. *The Morning Meeting Book*. (2014) Boston, MA: Center for Responsive Schools, Inc.

Kryza, K., Stephens, J., Duncan, A. *Inspiring Elementary Learners*. (2007) Thousand Oaks, CA: Corwin Press.

Montessori, Maria. *Dr. Montessori's Own Handbook*. (1914).

Pressley, M., Allington, R., Wharton-MacDonald, R., Collins Block, C. *Reading to Learn: Lessons from Exemplary First-Grade Classrooms*. (2001) New York, NY: The Guilford Press.

### Instructional Methodology Secondary

Anderson, Jeff. *Mechanically Inclined: Building grammar, usage, and style into writer's workshop*. (2005) Portland, ME: Stenhouse Publishers.

Atwell, Nancy. *Lessons that Change Writers*. (2002) Portsmouth, NH: Heinemann Publishing.

Cole, Ardith. *Better Answers: Written performance that looks good and sounds smart*. (2002) Portland, ME: Stenhouse Publishers.

Harvey, S., Goudvis, A. *Strategies that Work: Teaching comprehension for understanding and engagement*. (2007) Portland, ME: Stenhouse Publishers.

Kryza, K., Stephens, J., Duncan, A. *Inspiring Middle and Secondary Learners*. (2007) Thousand Oaks, CA: Corwin Press.

McMackin, M., Siegel, B. *Knowing How: Researching and writing nonfiction, 3-8.* (2002) Portland, ME: Stenhouse Publishers.

Robb, Laura. *Teaching Reading in Middle School: A strategic approach to teaching reading that improves comprehension and thinking.* (2000) New York, NY: Scholastic, Inc.

Tovani, Cris. *I Read It, But I Don't Get It: Comprehension strategies for adolescent readers.* (2000) Portland, ME: Stenhouse Publishers.

Urquhart, V., Frazee, D. *Teaching Reading in the Content Areas: If not me, then who?* (2012) Alexandria, VA: Association for Supervision and Curriculum Development.

Wormeli, Rick. *Differentiation: From Planning to practice grades 6-12.* (2007) Portland, ME: Stenhouse Publishers.

Zimmerman, S., Hutchins, C. *Seven Keys to Comprehension: How to help your kids read it and get it.* (2003) New York, NY: Three Rivers Press.

---

## **Identification and Qualifications of the Author(s) [Section 1249(3)(b)]**

### **Chuck Stockwell**

Chuck Stockwell has over 44 years of experience in public and private school education. He began working in Michigan Public Charter Schools in 1995, and was a 2003 recipient of the Michigan Association of Public School Academies Leadership Award. Mr. Stockwell is the Founder of Charyl Stockwell Academy, a high performing K-12 district that serves 1150 students. In addition to his work in charter schools, Mr. Stockwell has 25 years' experience in traditional K-12 public education as a teacher, ISD program developer and consultant, central office administrator, community college trustee, and elementary school principal. He also has experience in facilities development and construction, as well as district strategic planning including marketing and mission/vision development. He is an expert in the human growth & development approach in K-12 education, elementary and secondary education programming, and special education. Mr. Stockwell formed an Education Services Provider company that provides educational, business, and human resources to approximately 30 schools across Michigan, serving over 10,000 students and their families. In this role he directs the oversight and evaluation of school leaders.

### **Shelley Stockwell**

Shelley Stockwell has over 42 years of experience in public education, serving the last 28 years in school administration. Mrs. Stockwell is currently the Executive Director of K-12 programs in the Charyl Stockwell Academy (CSA) District, after serving 7 years as principal of the academy. In addition to her work at CSA, Mrs. Stockwell served as an administrator in the Livonia Public Schools for 12 years where she was a principal of two elementary schools, and principal of the magnet school for academically gifted students that also housed the regional center program for elementary age students with moderate cognitive impairments. Her administrative background also includes central office experience as the Special Education Administrator for elementary and secondary programs in the Lincoln Consolidated School

District. Mrs. Stockwell has extensive experience in developing, directing, and implementing innovative programs and processes at the elementary and secondary levels, and she has written and published curriculum endorsed at the district, university, and state levels. Mrs. Stockwell has lengthy experience in facility renovation, design, and management.

### **Lisa Pick**

Lisa Pick has been in the field of education since 1992. After earning her teaching degree from the University of Maryland, and later a Master's degree in Special Education from John Hopkins University, Mrs. Pick began her career as a teacher of students from preschool to fourth grade, and students with special needs through sixth grade. She added more knowledge and depth to her expertise at the early elementary level by earning certification as a High/Scope teacher and trainer. Mrs. Pick accepted a teaching position at Charyl Stockwell Academy (CSA) and served in that role for four years, during which time she also served as the Reading Specialist and High/Scope Consultant for the academy. After teaching eight years, she became an educational consultant for *Engage Learning*, training and working with teachers in North Dakota, South Dakota, Arizona, and New Mexico. Mrs. Pick returned to the CSA District and currently serves as the Director of Curriculum & Instruction, K-12, and Diploma Coordinator for the International Baccalaureate (IB) World Program at Charyl Stockwell Preparatory High School.

### **Steven Beyer**

Steven Beyer has been in the field of education since 1988. After earning his teaching degree from Central Michigan University, he accepted a high school teaching position in Lake City Area School District, located in northern Michigan, followed later by his acceptance of a position at Boyne City High School where he assumed additional responsibilities as the At-Risk Coordinator and Athletic Director for the district. In 1995, Mr. Beyer earned a Master of Arts degree in Educational Administration from Michigan State University, and in 2001 he was appointed Associate Principal at Utica Community Schools (UCS), the second largest school district in Michigan. For seven years he served as Associate Principal, and then was appointed Principal of 2,100 student Henry Ford High School in UCS. In 2013, Mr. Beyer accepted the position of Principal of Charyl Stockwell Preparatory Academy (CSPA), where he has moved forward the high expectations mission-driven academy to offer a comprehensive secondary program that includes a full array of Honors and AP courses, a world class Robotics program, a strong Performing Arts Program and a robust Athletic Program that has membership in MHSAA. In addition, Mr. Beyer's leadership has resulted in steady growth in enrollment, high student retention, and student achievement that places CSPA as one of the top-performing public schools in Michigan. Mr. Beyer was also instrumental in the successful initiative of CSPA high school achieving the highly distinguished designation as an International Baccalaureate (IB) World School, offering the Diploma Programme.

### **Jessica Mocerri**

Jessica Mocerri has been in the field of education since 2005. After earning her teaching degree from Western Michigan University, Mrs. Mocerri accepted a teaching position at Charyl Stockwell Academy (CSA) where she received extensive training on the Stockwell Model philosophies and best practices, including differentiation, continuous progress mastery learning, internal motivation psychology and teaching the academically gifted. Mrs. Mocerri quickly



became a lead teacher and began mentoring and leading professional development to new faculty and staff. In 2010, she completed her Masters in Educational Leadership with a focus on urban education. In 2012, Mrs. Mocerri left the classroom to serve as a Stockwell Model consultant working to implement several of the best practices utilized by CSA in schools located in urban areas. In 2014, Mrs. Mocerri accepted the position as Principal of CSA elementary school and is currently leading the charge in continuing CSA's commitment to educational excellence and learning for all.

### **Deborah Skolnik**

Deborah Skolnik has been in the field of education since 1996. After earning her teaching degree from Eastern Michigan University, Mrs. Skolnik accepted a teaching position at Charyl Stockwell Academy (CSA) during its opening year (1996) as a public charter school. Mrs. Skolnik served as a teacher at the early elementary level for ten years, and was instrumental in helping to grow, refine, and operationalize the CSA mission, core philosophies, and best practices of the academy. She assumed teacher leader roles by serving on the School Improvement Team, Staff Advisory Team, Literacy and Mathematics Committees, Teacher Mentor, and Supervisor of the After School Care Program. During this same time, Mrs. Skolnik also was a Michigan Literacy Progress Profile Regional Trainer at the Livingston County Intermediate School District, and achieved certification in the High/Scope Model, and Choice Theory / Reality Therapy. Her extensive background includes teaching positions in the Livingston County Head Start Program, and the Huron Head Start Program. In 2007, Mrs. Skolnik joined the CSA District administrative leadership team and soon earned her MA degree in Educational Leadership. She currently serves as the CSA District Director of Education Services.

---

### **Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]**

Just as the developers of the 5D Evaluation Rubric recognized challenges in developing a reliable teacher evaluation rubric<sup>5</sup>, so the developers of the CSA Concurrent Review Evaluation Process used their collective experience as teachers and leaders to devise a system where actionable feedback and data could be used to drive continuous improvement of the evaluation process.

Administrators who are responsible for evaluating teachers are developed through the CSA professional development schema that actively endeavors to train them in the processes, teacher behaviors, school culture, and student experiences that reliably result in student achievement. Chief among these is the unique structure of CSA that employs a multi-age classroom model with two teachers per classroom. Therefore, evaluators are experts in both the stages of human development and pedagogy that encourage emotional, intellectual and physical development of children.

---

<sup>5</sup> Center for Educational Leadership. *CEL Rater Reliability Research Overview: Recommendations for Achieving Increased Reliability in Classroom Observations for Teacher Evaluation*. Available at [https://www.k-12leadership.org/sites/default/files/cel\\_rater\\_reliability\\_research\\_overview.pdf](https://www.k-12leadership.org/sites/default/files/cel_rater_reliability_research_overview.pdf)

This system is revised and refined annually based on numerous data factors: student achievement; student retention and attendance; teacher retention and attendance; and stakeholder surveys. CSA will continue to collect data in each of these areas to continuously improve its teacher evaluation model.

---

### **Evaluation Framework and Rubric** [Section 1249(3)(d)]

The following rubric is intentionally conversational in that it is intended to encourage dialog about what it means to be highly effective in the CSA District. Leadership at CSA is inspired by Charlotte Danielson's reflection that teaching is a complex profession requiring nuanced judgment and the performance within it cannot be reduced to behaviors on a checklist.<sup>6</sup> Ms. Danielson acknowledges that to be successful, teacher evaluation systems should be intellectual and embedded in a culture of professional inquiry. The process adopted by the CSA district supports such a method and the rubric reflects the development of teachers as they continue in the profession and is far more dependent on attitude and professional discipline than on behaviors that may or may not result in student learning but nevertheless qualify a teacher as "effective."

In addition to the descriptors below, each teacher sets a professional goal within each area that requires evidence of achievement. Utilizing a multi-tier observation feedback and discussion loop between the teacher and administrator(s), teachers experience opportunities throughout the school year to engage in purposeful reflection on their identified goals and their practice in the classroom. Also, as a significant culminating component of the concurrent review and evaluation process, all teachers engage annually in a 60- 90-minute review session with leadership to discuss their progress in meeting their goals as well as their professional aspirations, with the goal of empowering all teachers as leaders in their field. The school administrator/evaluator provides each teacher a copy of their individual formal evaluation summary report that includes their performance status rating.

---

<sup>6</sup> Danielson, Charlotte. "Charlotte Danielson on Rethinking Teacher Evaluation." *Education Week* online edition April 18, 2016. Available at <http://www.edweek.org/ew/articles/2016/04/20/charlotte-danielson-on-rethinking-teacher-evaluation.html>

	Highly Effective	Effective	Minimally Effective	Ineffective
<b>Professional Qualifications</b>	<p>The highly effective teacher regards herself as a professional, and her dress, workspaces, punctuality and attendance reflect a professionals' pride in her work. She manages her time well and can prioritize work so that phone calls and emails are managed in a timely fashion and deadlines are always met with quality work. As a professional, this teacher learns and embraces the mission of the school and actively works to move it forward by studying the philosophies, implementing CSA best practices in collaboration with all members of the faculty. To be highly effective, this teacher is a leader among their peers, staying abreast of and sharing research, engaging in problem</p>	<p>The effective CSA district teacher takes her job seriously and believes that she can continuously get better by embracing the mission of the school and engaging in the work with her colleagues. She treats all stakeholders with respect and is regarded by them as poised and polished at all times. She understands the reasoning behind the published professional guidelines and expectations in the district and adheres to them willingly and agreeably. Most importantly, the effective teacher brings an attitudinal approach to her work that is appreciated by her colleagues. She is a problem solver, she listens, and willingly assents to strategies agreed to by the group</p>	<p>The minimally effective teacher wants to get her work done but either can't prioritize or spends too much time on individual problems or issues that shouldn't consume excessive time. Teachers in this category change strategies too quickly without analyzing the reasons why programs, procedures or curriculum are not effective. This teacher may struggle at times to present herself as a professional in her dress and her communication. She has a hard time distinguishing what is appropriate for the workplace and how her dress, appearance and communications reflect upon her as a professional. Although she participates in professional development and collaborative time with</p>	<p>An ineffective teacher expects to be told what to do and sees problems as beyond her control. Rather than attempting to articulate problems and engage with colleagues to solve them, the ineffective resorts to blaming and talking behind backs. The ineffective teacher complains about workloads rather than developing systems and processes for increased efficiency.</p>

	<p>solving through analysis, proposing strategies, and refining based on results. She is widely regarded by parents and colleagues as an expert in the core philosophies and how they are reflected in the practices and policies of the academy and can explain these with clarity and precision that is understood by all.</p>	<p>to improve student learning through a process of plan, do and review. She is recognized and respected as a reliable member of the team.</p>	<p>her colleagues, she is too reliant upon traditional means of “doing school” or seeking resources that are untested and by professionals. Instead of investing the time in studying research and consulting with leadership, she seeks answers from unreliable sources. She may lack a clear understanding of the expectations of parents and of leadership as well as what is expected at institutions of higher learning that CSA students should have access to upon graduation.</p>	
	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<b>Relationships with Children</b>	<p>A highly effective teacher understands the developmental stages of children and the kind of relationship that nurtures growing intellects and self-sufficiency. These teachers neither talk</p>	<p>An effective teacher at CSA understands that all aspects of the classroom influence student behavior. This teacher uses the spaces in his classroom to maximize student choice in a safe and</p>	<p>The minimally effective teacher doesn’t allow the time it takes to build classroom community and therefore does not own poor student behavior and classroom management issues. The minimally effective</p>	<p>The ineffective teacher resorts to coercion and a system of punishments and rewards that reduce student autonomy, industry, and initiative. When children misbehave, the teacher seeks others to control</p>

	<p>down to kids, nor expect behaviors or reasoning beyond their developmental stage. The highly effective teacher studies the components necessary for a needs fulfilling environment. He believes in the essential goodness of children and understands how to guide a child through love and high expectations. The highly effective teacher maintains classroom management by treating children with dignity at all times and by allowing student choice and ownership of their decisions.</p>	<p>orderly environment. This teacher has embraced the family model and works with his colleagues to create an environment where students practice caring habits with one another and with staff. He communicates regularly with families, establishes routines with his colleague(s) that increase student time on task, and uses the information from the academically gifted and/or teacher support team staff to individualize student needs.</p>	<p>teacher is inclined to under-challenge students as a means of getting behavioral compliance and does not adequately understand the connection between challenge and engagement.</p>	<p>or punish the child. The ineffective teacher believes that when children misbehave it is reflective of their whole person, rather than a manifestation of a low-quality world and this is evident in poor classroom management and student attrition.</p>
	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<b>Lesson Planning and Instruction</b>	<p>The highly effective teacher understands and embraces the goals of the CSA District to graduate students who are prepared for success in highly selective colleges and universities across the nation. As</p>	<p>In the CSA district, the effective teacher is one who actively and forthrightly engages with their colleagues to design units of study that provide opportunities for exceptional student</p>	<p>The minimally effective teacher errs in one of two directions—either she over or under challenges her students. In the case of the former, she has an incomplete understanding of what is</p>	<p>The ineffective teacher is one who fails to see the big picture in unit and lesson design. She does not grasp education as a journey that all human beings desire and views content as discreet bits of</p>

	<p>such, highly effective teachers understand that that preparation begins in kindergarten. These teachers maintain a “year-at-a-glance” document that catalogs major annual learning goals in each curricular area. This teacher leader works with colleagues to seek opportunities to create units of study at each level that are focused on enduring understandings, integrating <i>Habits of Mind</i>, integrating curriculum wherever possible, and designing culminating events that are rigorous, comprehensive and appreciated by children and parents alike. This teacher genuinely understands going deeper instead of wider and designs student experiences, student schedules, and classroom space to support investigation,</p>	<p>learning, allow access for all student abilities, encourage student inquiry and choice, and require high quality work for students to be successful. This teacher can recognize the difference between high and low expectation work and maintains a belief and practices that helps all students seek success in challenging work. The effective teacher participates in the analysis of assessment data and how to use it encourage learning—avoiding the traps of “teaching to the test.” She works with her colleagues to design effective lessons and engages students in setting goals for their own learning and in how to document and celebrate that learning.</p>	<p>developmentally appropriate for students with regard to the needs in the classroom for movement, social engagement, choice, and opportunity for mastery. In the latter, this teacher mistakenly believes that low-ability, easy “wins” for students will result in engagement. In general, this teacher has low-expectations for her students in that she fails to recognize that great learning transcends low-level practiced performance assessments that are not transferrable or engage wonder and awe to elicit engagement.</p>	<p>information that should be rolled out to students in teacher controlled bites that discourage student inquiry and involvement in learning. Her assessment proposals lack depth of knowledge and focus on teacher control. This teacher is not inclined to, or is incapable of, unpacking standards for their transferability and usefulness for students’ long-term success in an effort to inform content and instructional decisions. The ineffective teacher is not a student of learning and the environmental qualities that result in deep learning.</p>
--	---	--	--	---

	<p>inquiry, and student choice. A highly effective teacher makes curriculum and instructional decisions based on brain and developmental research about how people learn and gets the balance right between content and skill and uses their relationships with their students to encourage intellectual engagement in school work.</p> <p>The highly effective teacher sets aggressive student learning goals that she reflects on throughout the year, using resources available at the academy through leadership, colleagues, professional reading, and innovating practices at the school to provide more opportunities for students to learn.</p>			
	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<b>Communications with Stakeholders</b>	As a uniquely mission-driven organization, our communications with	The effective teacher maintains a professional approach to	The minimally effective teacher is one who meets the deadlines for	The ineffective teacher undermines his own professionalism failing

	<p>stakeholders is critical to the success of our students. A highly effective teacher doesn't just complete required communications in a timely fashion using communications guidelines, but filters all of his communications through the mission. In conversations with parents, children, and colleagues, he can explain student progress, school policy and procedures, and the rationale behind decision making at the academy to all stakeholders. Because this teacher not only understands the reasoning behind the mission, but believes in it, he treats all stakeholders as partners in creating exceptional student success.</p>	<p>communicating with stakeholders. In addition to timely, well-constructed communications to families, he employs the expected conventions for communication with families who view him as a professional that responds to them quickly and respectfully. The effective teacher knows that communicating with stakeholders is as much about listening as it is about messaging. He always displays patience and never talks down to families. His communications get to the point and clear up misconceptions and concerns rather than overcomplicate them.</p>	<p>required communications but fails to meet expectations regarding the tone and content of communications. This teacher may lack the depth of understanding to simplify for his audience the complexity of the philosophical underpinnings that help families quickly understand their student's day, their opportunities to interact with staff and to be involved in the academy and to provide feedback to the teacher and the school about their child.</p>	<p>to reply to parents or colleagues in a timely fashion, by neglecting to use the academy's established guidelines for stakeholder communication, on occasion adopting a defensive tone or one that is too casual, informal or colloquial. This teacher is likely to struggle to meet requirements of the weekly communications home as well as report card narratives and written components of the comprehensive student review. This teacher may have the belief that they know better than parents about education and adopt a dismissive stance when communicating with parents, instead of seeking to understand both parental concerns and how the mission of the school is designed to help all students excel in</p>
--	---	--	--	--



				partnership with families.
--	--	--	--	----------------------------

---

**Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]**

The concurrent review process is one that is based on a continuing cycle of reflection and dialog that starts from the moment a teacher is hired. First year teachers have a monthly orientation class in the five core philosophies that is designed to bridge the gap between theory and practice. Additionally, the team-teaching model allows new teachers to have a daily mentor to help them in understanding the expectations for teaching and learning at the academy. All teachers set goals based on their understanding and proficiency within the core philosophies and within the four areas of the concurrent review process.

Throughout the year teachers submit evidence of their work: lesson plans, student work, assessment data, and comprehensive student reviews. This work is reviewed and revised in collaborative processes that involve the teacher in a plan, do, review, revise process that seeks to empower teachers and remove the hierarchical structures that can have the effect of reducing employee morale and motivation. Furthermore, performance metrics are designed to help teachers understand and embrace that their career is one where mastery is an ongoing process that requires persistent, humble reflection.

---

**Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]**

The administrators in the CSA district are deeply connected with the expectations for teacher practices and spend the school year advising, coaching and mentoring all teachers. All leaders in the building who are responsible for the evaluation of teachers and guiding their growth are all well-versed in the mission of the academy. Leaders and teacher leaders meet monthly to discuss the state of learning in the school and to align professional development for staff accordingly. The academy has established extensive professional development time for teachers and administration to work together to solve problems, assess curriculum needs, revise assessments, and improve communications with stakeholders.

---