

LEXINGTON SCHOOL COMMITTEE WILL MEET
Tuesday, January 7, 2014
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

6:30 p.m. Call to Order:

6:31 p.m. Executive Session:
Exemption 3 – Preparation for contract negotiations with Superintendent Ash

7:30 p.m. Return to Public Session and Welcome:
Public Comment – (Written comments to be presented to the School Committee;
oral presentations not to exceed three minutes.)

7:40 p.m. Superintendent's Announcements:
Recognition of Lexington High School Students Arman Bilge and Noah Golowich for
Winning Second Place Awards in the Siemens Competition in Math, Science, and
Technology

7:50 p.m. School Committee Member Announcements:

8:00 p.m. Agenda:

1. Superintendent's FY15 Recommended Budget (60 minutes)
2. Update on New Educator Evaluation System (20 minutes)
3. Vote to Approve Lexington High School Concert Tour and Cultural Exchange
Trip to China, April 16-26, 2015 (20 minutes)

9:40 p.m. Consent Agenda (1 minute):

1. Vote to Accept a \$100 Donation from Lueders Environmental, Inc.

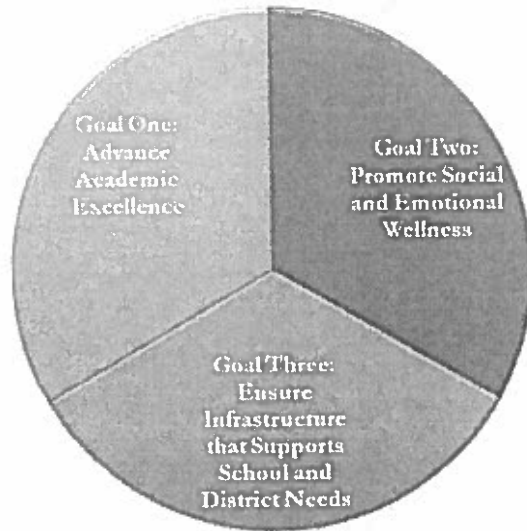
9:45 p.m. Adjourn:

The next meeting of the School Committee is scheduled for Tuesday, January 21, 2014, at 7:30 p.m. in the Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.

**Superintendent's
Recommended 2014-2015 Budget
Academic Excellence & Student Well-Being**

Lexington Public Schools
January 7, 2014



Budget Overview

- 1. FY 15 Available Funds**
- 2. Cost of the FY 15 Recommended Budget**
- 3. FY 15 Budget Highlights**
- 4. Major FY 15 Budget Drivers**
- 5. Recommended Operating and Capital Budgets (in detail)**

FY 15 Available Funds

FY 14 Budget	\$ 81,400,507*
FY 15 Available Funds	\$ 87,610,694
Difference	\$ 6,210,187
Percent Increase	7.63%

* Based on Summit 2 budget allocation model

FY 15 Recommended Budget

FY 14 Budget	\$81,400,507
New Funds Needed	\$ 5,552,843
FY 15 Budget	\$86,953,350*
Percent Increase	6.82%

* (Includes an additional \$150,000 for legal services less \$71,547 for one fewer contingency position)

Net Available Funds

FY 15 Available Funds	\$ 87,610,694*
FY 15 Recommended Budget	\$ 86,953,350
Net Available Funds	\$ 657,344

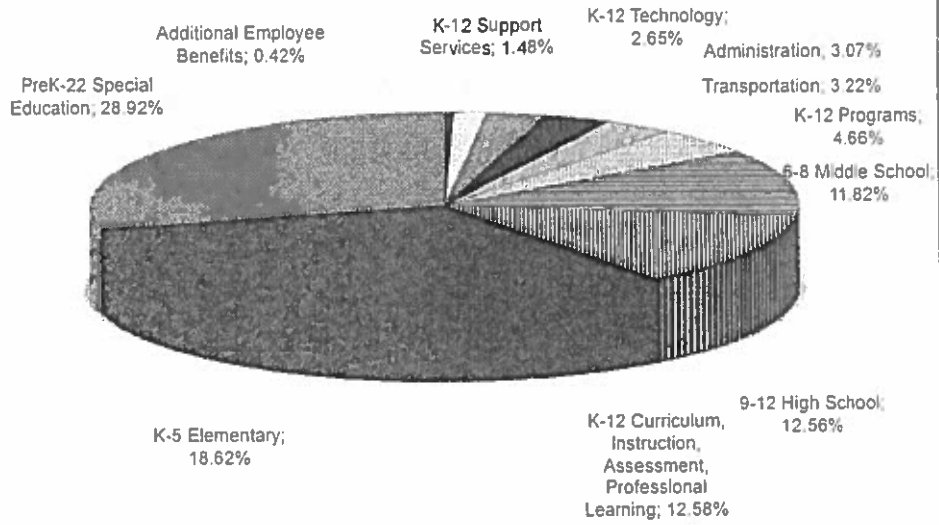
*** Based on Summit 2 budget allocation model**

FY 15 Recommended Budget

Salary & Wages	\$ 73,869,168
Expenses	\$ 13,084,182
FY 15 Budget	\$ 86,953,350*
Percent Increase	6.82%

*** (Includes an additional \$150,000 for legal services less \$71,547 for one fewer contingency position)**

2014-15 Budget By Program



Program Level	Line #	Program	Sum of % of Budget
6-8 Middle School	7	Clarke	0.96%
	8	Diamond	0.80%
	14	6-8 ELA/Lang Arts	1.88%
	16	6-8 WORLD LANGUAGE	1.80%
	17	6-8 Math	2.33%
	18	6-8 Science	2.17%
	19	6-8 Social Studies	1.89%
6-8 Middle School Total			11.82%
9-12 High School	9	Lexington High School	1.54%
	21	9-12 ELA/LANG Arts	2.13%
	22	9-12 WORLD LANGUAGE	1.93%
	23	9-12 Math	2.11%
	24	9-12 Science	2.71%
	25	9-12 Social Studies	2.06%
	25.1	DEBATE & COMPETITIVE SPEECH	0.08%
9-12 High School Total			12.56%
Additional Employee Benefits	61	Additional Employee Benefits	0.42%
Additional Employee Benefits Total			0.42%
Administration	46	LEGAL SERVICES	0.43%
	48	Adminstration	2.65%
Administration Total			3.07%
K-12 Curriculum, Instruction, Assessment, Professional Learning	29	K-12 CURRICULUM	2.85%
	30	LIBRARY/MEDIA	1.31%
	32	ENG LANG LEARNER EDUC	1.10%
	33	PE/Wellness	2.71%
	34	VISUAL ARTS	1.86%
	35	K-12 Performing Arts	2.41%
	36	Athletics	0.33%
K-12 Curriculum, Instruction, Assessment, Professional Learning Total			12.58%
K-12 Programs	38	Health Services	1.19%
	39.1	K-5 Guidance	0.00%
	39.2	6-8 Guidance	0.00%
	39.3	9-12 Guidance	0.01%
	39.4	K-12 Guidance	3.46%
K-12 Programs Total			4.66%
K-12 Support Services	45	PRINT/COPY CENTER	0.42%
	47	Teacher Substitutes	0.96%
	56	Telephone	0.09%
	58	Prior Year Unpaid Bills	0.00%
	59	REVOLVING FUND PROGRAMS	0.00%
	60	Emergency Planning & Training	0.01%
K-12 Support Services Total			1.48%
K-12 Technology	31	TECHNOLOGY	2.65%
K-12 Technology Total			2.65%
K-5 Elementary	1	Bowman	2.58%
	2	Bridge	2.91%
	3	Estabrook	2.53%
	4	Fiske	2.52%
	5	Harrington	2.36%
	6	Hastings	2.59%
	10	K-5 ELA/Lang Arts	1.89%
	11	K-5 Math	0.91%
	12	K-5 Science	0.18%
	13	K-5 Social Studies	0.15%
K-5 Elementary Total			18.62%
PreK-22 Special Education	37	Early Childhood Program	1.21%
	40.1	K-5 Student Services	5.18%
	40.2	6-8 Student Services	10.15%
	40.3	9-12 Student Services	3.70%
	40.4	K-12 STUDENT SERVICES	2.51%
	41	TUITION	5.52%
43	Special Educ. Consultants	0.66%	
PreK-22 Special Education Total			28.92%
Transportation	42	Transportation: Special Education	1.44%
	42.1	McKinney-Vento Transportation	0.04%
	44	Transportation: Regular Education	1.73%
Transportation Total			3.22%
Grand Total			100.00%

FY 15 Budget Highlights

Goal 1 – Advance Academic Excellence

Supervision and Evaluation

- Fully implement all of the new DESE evaluation requirements (Cohort 1 and Cohort 2)
- Provide on-going professional support
- Work collaboratively with the teachers' union on the implementation process, assessment of year 1, and negotiate on-going contract language

FY 15 Budget Highlights ... continued

Goal 1 – Advance Academic Excellence

Curriculum and Instruction

- Continue curriculum reviews (Social Studies, 3rd year; Guidance, 2nd year)
- Prepare for the new State assessment (PARCC) in 2015 (that may replace MCAS)
- Continue to design district-wide intervention protocols (Rtl)

FY 15 Budget Highlights ... continued

Goal 1 – Advance Academic Excellence

Special Education

- Implement the first phase of the high school Intensive Learning Program
- Hire a full-time Transition Coordinator in April of 2015
- Restructure K-5 Occupational Therapy Services (+2 OTs – 3 OT Assistants)

FY 15 Budget Highlights ... continued

Goal 1 – Advance Academic Excellence

Technology (Staffing)

- Increase technical and instructional supports in all schools and district-wide

FY 15 Budget Highlights ... continued

Goal 2 – Promote Social and Emotional Wellness

Special Education

- Expand the capacity of the K-5 Therapeutic Learning Programs for students with emotional and behavioral needs (Bridge and Estabrook)
- Increase social and emotional supports for the Therapeutic Learning programs at Clarke and Diamond (2.0)

FY 15 Budget Highlights ... continued

Goal 2 – Promote Social and Emotional Wellness

General Education

- Add a 0.5 Social Worker at the high school
- Include a 0.5 Social Worker for homeless and low income children (contingency position)

Employees

- Expand the Wellness Program for employees

FY 15 Budget Highlights ... continued

Goal 3 - Ensure Infrastructure to Meet District Needs

- Ensure sufficient time for professional feedback, teacher growth, and accountability (1.30 LHS Department Head allocation)
- Expand and reorganize the Guidance administrative structure (1.5 to 2.0)
- Create a K-12 Director of Planning and Assessment

FY 15 Budget Highlights ... continued

Goal 3 - Ensure Infrastructure to Meet District Needs

- Add a part-time Communications Specialist who will expand the district's capacity to communicate with school and district constituencies (0.4)
- Reorganize the administrative structure for Special Education (no net change in staffing levels)

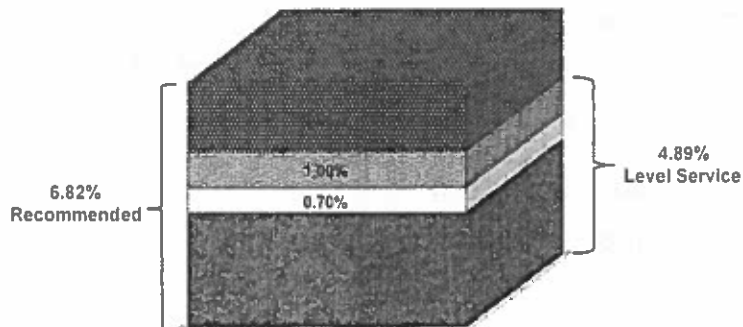
Major FY 15 Budget Drivers

- **Legal Requirements**
 - Special education
 - Transportation contracts
 - Collective bargaining contracts
- **Enrollment Increases**
 - Adherence to class size guidelines
- **Program Improvements**
 - Academic Excellence and Social and Emotional Well-Being
 - Health and Wellness
 - Leadership Capacity
 - Supervision and Evaluation

2014-15 Budget Context

FY 15 Budget Recommendation - \$5,552,843

- Contractual Increases
- Enrollment Increases
- Legal Requirements
- Program Improvements



2014-15 Budget Context

Category	\$ Change/ Salaries	\$ Change/ Expenses	\$ Change Total	% Increase over FY14 ATM
Contract Requirements	\$3,155,709	\$(562,350)	\$ 2,593,359	3.19%
Legal Requirements	\$ 157,676	\$ 408,254	\$ 565,930	0.70%
Enrollment Increases Program Improvements	\$ 672,507	\$ 145,495	\$ 818,002	1.00%
Total Recommendation	\$5,133,294	\$ 419,549	\$ 5,552,843	6.82%

Major FY 15 Budget Drivers

Legal Requirements **\$157,676**
(2.84 new positions)

Personnel

- 9-12 Board Certified Behavior Analyst (0.2)
- K-5 Special Educator (0.5)
- K-12 Social Worker (0.4)
- K-12 Instructional Assistant (1.74)

Major FY 15 Budget Drivers

Enrollment Changes **\$672,507**

9.33 new positions

- 6-8 English Teacher (-0.5)
- 6-8 Health Nurse (0.6)
- 6-8 Math Teacher (-0.5)
- 6-8 Social Studies Teacher (-0.5)
- 6-8 Science Teacher (-0.5)
- 9-12 English Teacher (0.05)
- 9-12 Math Teacher (1.0)

Major FY 15 Budget Drivers

Enrollment Changes **\$672,507**

- 9-12 Science Teacher (1.0)
- 9-12 Social Studies Teacher (1.0)
- 9-12 World Language Teachers (0.4)
- K-5 Administrative Assistant (0.23)
- K-5 Classroom Teachers (3.45)
- K-5 Unallocated Teacher (2.4)

Major FY 15 Budget Drivers

Enrollment Changes **\$672,507**

- K- 12 Fine Arts (0.4)
- K-12 PE/Wellness (0.4)
- K-12 Performing Arts (0.4)

Major FY 15 Budget Drivers

Program Improvements **\$1,147,402**
15.50 Positions

- 6-8 Administrative Assistant (0.50)
- K-8 Social Worker (4.0)
- K-12 Social Worker (0.5)
- K-5 Instructional Assistant (-3.2)
- K-5 Special Education Teacher (0.5)
- Reorganization of support staffing for students with emotional/behavioral needs (net = 2.76)

Major FY 15 Budget Drivers

Program Improvements \$1,147,402

- Communications Specialist (0.4)
- Transition Coordinator (0.25)
- Director of Planning and Assessment (1.0)
- K-12 Coordinator & 9-12 Dept. Head (1.3)
- K-12 Art Teacher (0.4)
- Student Support Instructor (0.84)

Major FY 15 Budget Drivers

Program Improvements \$1,147,402

- LHS Department Head of Guidance (0.75)
- K-12 Assistant Director of Guidance (0.25)
- 6-8 Assistant Director of Guidance (-0.5)
- K-12 Music Teacher (0.25)
- K-12 Field Technician (2.0)
- K-12 Instructional Technology Specialist (FTE)
- K-12 Systems Network Associate (1.0)
- K-12 Wellness (0.2)

Major FY 15 Budget Drivers

Expenses	\$419,548
• Per Pupil Allocation	\$ 80,860
• K-5 ELA/Lang Arts	\$ 76,450
• 6-8 Math Textbooks	\$ 80,000
• 9-12 Math	\$ (45,946)
• K-12 Curriculum	\$ (52,249)
• K-12 Technology	\$ 106,600
• K-12 Performing Arts	\$ 7,500
• K-12 Health Services	\$ 2,287
• 6-8 Student Services	\$ (30,000)
• K-12 Student Services	\$ 61,711

Major FY 15 Budget Drivers

Expenses	\$ 419,548
• Special Education Tuition*	\$ (470,253)
• Transportation:	
– Special Education	\$ 230,000
– McKinney Vento (new line)	\$ 5,000
– Regular Education	\$ 123,254
• Legal Services	\$ 150,000
• Administration	\$ 55,575
• Telephone	\$ 44,760
• Emergency Planning & Training	\$ (6,000)

* Due to the FY14 increase in State Circuit Breaker reimbursement from 70% to 75% and students turning age 22

FY 15 Budget Highlights ... continued

<u>School Capital Budget</u>	\$1,457,094
▣ Technology	\$ 1,110,000
▣ Furniture	\$ 286,594
▣ Traffic Study	\$ 30,000
▣ School AED Replacement	\$ 30,500

FY 15 Budget Highlights ... continued

School Capital Budget

Technology **\$1,110,000**

- ▣ Replace 520 oldest technology workstations
- ▣ Purchase additional technology for 5 elem. schools (equity)
- ▣ Expand individualized iPad initiatives in Grades 8 and 9
- ▣ Replace old printers, document readers, projection systems
- ▣ Maintain and upgrade network
- ▣ Install interactive projector/whiteboard units in 50 classrooms

FY 15 Budget Highlights ... continued

School Capital Budget

Furniture **\$ 286,594**

Replace worn out cafeteria tables,
classroom furnishings, whiteboards,
and fitness equipment

Traffic Study **\$ 30,000**

School AED Replacement **\$ 30,500**

FY 15 Budget Highlights ... continued

DPF Capital Budget **\$2,303,050**

■ School Building Flooring Program \$ 125,000

■ Interior Painting Program \$ 153,750

■ School Window Treatments Repair \$ 50,000

■ School Paving Program \$ 100,000

FY 15 Budget Highlights ... continued

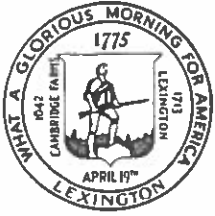
DPF Capital Budget

- School Building Envelope & System Program \$ 220,000
- LHS Heating System \$ 75,000
- Middle School Science, Performing Arts and General Spaces (Study) \$ 40,000
- Hastings Renovation (if needed) \$1,100,000

FY 15 Budget Highlights ... continued

DPF Capital Budget

- Middle School Nurses Stations \$ 45,000
- Clarke Elevator Upgrade \$ 275,000
- Renovation & Update of Diamond Kitchen and Cafeteria \$ 25,000
- Clarke Gymnasium Dividing Curtain \$ 25,000
- Clarke Auditorium Audio Visual System \$ 69,300



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Carol A. Pilarski
*Assistant Superintendent for Curriculum, Instruction,
and Professional Development*

(781) 861-2580
email: cpilarski@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: Dr. Paul B. Ash
Members of the Lexington School Committee

From: Carol A. Pilarski

Re: Update: Educator Evaluation System

Date: December 17, 2013

As you know, the Department of Elementary and Secondary Education (DESE) recently adopted new regulations for the Supervision and Evaluation requirements of all licensed educators. The Lexington Public Schools has done much to ensure that the expectations of these requirements are met, but most importantly, that they are met in a way that will contribute to continued professional growth and the advancement of student learning.

I have attached to this memorandum a copy of the "Teacher Rubric At-a-Glance," in order to give you an idea of what standards are being assessed, along with the accompanying performance measures. All professional staff members, in addition to being measured on four standards, are assessed on a student learning and professional practice goal. The state has provided such rubric samples for many role descriptions, including Superintendent, Specialized Instructional staff, Administrators, and several others. For many categories (eg. Guidance, Speech, etc.), the state has left the rubrics to local districts to create.

Our district's commitment to this new Supervision and Evaluation process has been immensely collaborative. Administrators, supervisors, teachers, and the leadership of the Lexington Education Association have worked hand-in-hand to acknowledge the importance of this effort, to provide appropriate and adequate time and training to ensure effective implementation, and to work together to make any necessary modifications along the way.

The purpose of Tuesday's School Committee presentation on this topic will be to give a brief update on the status of our progress. There have been multiple opportunities and offerings targeted at supervisory and teacher educational trainings and many collaborative meetings with LEA leadership and representative members. Listed below are some of the initiatives that will be highlighted at Tuesday evening's meeting:

- Preliminary Training to introduce the Joint Council and LEA leadership to the essential elements of the new requirements (Fall 2012);
- LEA/LSC agreement to run a "pilot" program with 57 teachers (January 2013) prior to implementation for Cohort 1;
- Establishment of an AdHoc Committee in February 2013 to monitor, advise, and refine the "piloteer" implementation process;

- Specific full-day training for “piloteers” (Spring 2013) to support their own work, as well as the work of their Cohort 1 colleagues in the 2013-14 academic year, in the first year of implementation;
- Six (6) full-day summer training sessions for members of Cohort 1: June 25, 26, 27, 28, July 11, August 22, 2013;
- Two full-day training sessions (Part 1 & 2) for all supervisors and evaluators: June 25 and August 19, 2013;
- New to the district teacher training (full-day) August 27, 2013;
- November 21, 2013, all-day professional development: Cohort 2 training in the Supervision and Evaluation requirements; Cohort 1 technical training in the use of Baseline Edge, the district’s selected web-based program designed to warehouse all submitted teacher/supervisor documents;
- Expansion of the AdHoc committee to increase its membership in 2013-14 as the district moves towards full implementation in 2014-15;
- Three joint communiqués were issued to staff from Dr. Ash and LEA President, Phyllis Neufeld to emphasize the shared nature of this effort.

Further details on each of the above listed efforts will be shared at Tuesday evening’s meeting. Suffice it to say, that our work has been entirely collaborative and as a result, is yielding good results. The most positive feedback the AdHoc committee receives, on a regular basis, is that the communication, conversation, and collaboration that this process has evoked have been enormously beneficial to supervisors and supervisees. As is true for any new implementation process, there are also challenges that face us and every other district in the Commonwealth, if we are to adopt, with fidelity, not only the criteria of the new regulations, but most importantly, the philosophical intent . . . to improve teaching and learning. Some of the challenges that the new system presents have to do mostly with time management, the volume of observations, responses, and conversations and the management of details related to the process.

I look forward to sharing more with you on Tuesday, December 17 and to answering any questions you might have.

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*



Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.					
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.	
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.	

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "is able to model."



Standards and Indicators of Effective Teaching Practice: Teacher Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>I-A-3. Rigorous Standards-Based Unit Design</p>	<p>Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.</p>	<p>Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.</p>	<p>Designs units of instruction with measurable outcomes and challenging higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</p>	<p>Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.</p>
<p>I-A-4. Well-Structured Lessons</p>	<p>Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.</p>	<p>Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</p>	<p>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</p>	<p>Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.</p>

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Teacher Rubric



Indicator I-B. Assessment: Uses a variety of informal and formal methods to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric



Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	1 In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing their responsibility for meeting their needs.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric



Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

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Update: Educator Evaluation System

Lexington School Committee Meeting
Tuesday, January 7, 2014

Presented by
Carol A. Pilarski and Phyllis Neufeld

Goal and Purpose

... " to improve student learning by supporting analytical conversation about teaching and leading that will strengthen professional practice."

Mitchell D. Chester
Commissioner of Education

Lexington's Implementation: *Planning & Process*

- ▶ Highly Collaborative effort
- ▶ Differences: Adaptive and Technical changes
 - Growth mindset
 - Highly interactive and participatory
 - Announced and unannounced observations, walkthroughs

Significant *"Technical"* Components

- ▶ Self-Assessment
- ▶ Professional Practice Goal & Student Learning Goal with identified action steps
- ▶ Educator Plan
- ▶ Submission of Evidence/Artifacts

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Curriculum Support	D. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration D. Decision-Making Indicator 1. Decision Making E. Shared Responsibility Indicator 1. Shared Responsibility F. Professional Responsibility Indicator 1. Judgment 2. Reliability and Responsibility

Background Information

- ▶ Piloteer Program – 2013
- ▶ Memorandum of Agreement (MoA)
- ▶ Division of staff into 2 cohorts
 - Cohort 1 – PTS and ALL non-PTS (2013–2014)
 - Cohort 2 – PTS and ALL non-PTS (2014–2015)

Implementation Plan

- ▶ Preliminary training sessions for all supervisors and *piloteer* volunteers in the new *Supervision & Evaluation Process*
 - Fall 2012
- ▶ *Piloteer* program begins
 - January 2013 - 57 volunteers
- ▶ AdHoc Committee established
 - January 2013
- ▶ Additional Training for *piloteer* teachers
 - May 2013
- ▶ Baseline Edge - pilot

Implementation Plan . . . *Year 1 - Cohort 1*

- ▶ Six (6) full-day summer training sessions for teachers in Cohort 1
 - June 25, 26, 27, 28, July 11, August 22, 2013
- ▶ Two (2) full-day training sessions, Part 1&2 for administrators and all supervisors and evaluators
 - June 25, August 19, 2013
- ▶ New to the district teacher training (orientation)
 - August 27, 2013

Academic Year 2013-2014 . . . *On-Going training and support*

- ▶ Expansion of the AdHoc Committee

- ▶ All Day Professional Development Day -
November 21, 2013
 - Cohort 2 - Supervision & Evaluation Core training

 - Cohort 1 - Technical Training in *Baseline Edge*

Collaborative Efforts

- ▶ AdHoc Committee

- ▶ Feedback requested by superintendent and LEA president from various constituents on 'roll-out' plan

- ▶ Collaborative agreements on procedures and processes for shared walkthroughs

- ▶ Joint Communiques from Superintendent and LEA President

Positive Feedback and Challenges to Consider

- ▶ Collaborative dialogue, professional learning, & sharing of ideas
- ▶ Full Implementation of both cohorts in 2014-2015
- ▶ Time management related to:
 - Volume of observations, responses/feedback, conversations/dialogue
- ▶ Management of details and collection of required information