GLOBAL DESIGN FOR TEACHING AND LEARNING (GDTL) FRAMEWORK

This document contains a comprehensive overview of a Global Design for Teaching and Learning (GDTL) a Curriculum Instruction and Assessment framework designed to meet the learning modalities of all students in an ever changing classroom environment. The purpose of this document is to provide educators, working in grades K-12, with the norms and standards for establishing a vertically aligned academic accountability model developed to close the achievement gap, create critical thinkers and to prepare students for collegiate and career readiness in a competitive global society. The GDTL monitors compliance with local, state and national regulatory laws to meet targeted educational goals.
Global Design for Teaching and Learning Framework: A District-Wide Curriculum, Instruction and Assessment Model for Academic Accountability and Achievement

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"Always Striving for Better Results."
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ABSTRACT

Introduction: The GDTL Framework

The Global Design for Teaching and Learning (GDTL) Framework provides a comprehensive guide for establishing a district-wide model for academic accountability and achievement through providing educators, working in grades K-12, with the norms and standards for establishing a vertically aligned academic accountability model developed to close the achievement gap, create critical thinkers and to prepare students for collegiate and career readiness in a competitive global society. The GDTL incorporates the context for supporting the continuous delivery and evaluation of effective processes for implementing curriculum, instruction and assessments. The GDTL Framework monitors compliance with local, state and national regulatory laws which aligns with the Academy’s targeted educational goals.

The GDTL creates a district-wide vertical alignment model supported by data, international studies, national and state standards, professional literature and research, and scanning of trends and forecasts guides and established district-wide standards and performance expectations.

The framework addresses three modules identified as Curriculum, Instruction and Assessment which outline three levels of differentiation: remediation, instructional and advanced. It includes teacher preparation, professional development, techniques and strategies for educators to progress students beyond average academic grade levels. The GTDL uses a plan backward approach and design format influenced by the research and work of such experts as Nancy Frey, Doug Fisher, Bill Daggett, Charlotte Danielson, Grant Wiggins, Jay McTight, Robert Marzano, and John Dewey.

The quality and effectiveness of the GDTL Framework will be determined by the continuous success of current student academic matriculation and post-graduate productivity as measured by a broad array of indicators extracted from data. The evaluation process encompasses several areas, including student understanding of main concepts, mastery of established academic goals and objectives, summative and formative assessments as well as district-wide survey results from academy stakeholders. These data results drive decisions for determining effective instructional methods and assesses the effectiveness of implementing best practices for student success. The GDTL comprehensively shapes best processes in curriculum, instruction and assessment in a user-friendly guide.

Global Connections

Our students study the world through three main themes: global issues, global culture and global connections. The purpose is for the global curriculum’s essential ideas to correlate with the daily lives of students. Through this practice, students develop skills such as: issue analysis, problem solving, interpretation, reasoned persuasion, and research investigation. Students are encouraged daily to become actively involved at the local, state and national levels by practicing their civic duty through relationships with our economic, social and political systems.

From a global perspective the curriculum integrates, across all academic disciplines, global connections through:
Knowledge of Global Issues: Assist our students with understanding that global issues exist and how they affect our lives locally;

Global Issues Skills: Guiding our students necessary to investigate and research a topic, solve problems, analyze issues, interpret information and make a case for a point of view through reasoned persuasion without discrimination; and Participation in Global Issues: Encouraging our students to develop some sense of efficacy and civic responsibility by identifying ways they can make contributions to the resolution of local and global issues.

The GDTL Framework:

- Has been studied and reviewed consistently by Educators;
- Reflects best practices and current research in the field of education;
• Aligns to state (Michigan) and national standards;

• Developed through shared practices and collective creativity in Professional Learning Communities (PLC);

• Reflects a coherent journey of student knowledge and skills (a continuum);

• Involves all practitioners K-12 in an on-going, repeatable, collaborative professional development system of support; and

• Continually responds to student needs based on aligned student achievement data.

A district-wide School Needs Assessment Tool and various summative testing results will determine academic gaps within our academies and will be used to drive the continuous revisions necessary to align the curriculum with on-going changes in education.

The GDTL is an essential step in the process of ongoing curriculum development and implementation. However, to be effective, the GDTL must earn acceptance by teachers and must be deemed educationally valid by parents and the community at large. This acceptance will be far easier to attain because the GDTL is:

• consistent with what is known about child growth and development;
• compatible with the general philosophy of the school district;
• based upon clear evidence-based researched best practices on teaching and learning;
• representative of instructional activities to meet the needs of students with varying abilities and needs;
• articulated from kindergarten through grade 12;
• easy to use by all educators;
• filled with samples, examples, and suggested resources;
• developed collaboratively by a broadly-based committee of teachers and other interested stakeholders; and
• linked to teacher evaluation goals and professional development.
INTRODUCTION

Educational Service Provider: Solid Rock Management Company (SRMC)

Central Office Location:
3031 West Grand Blvd., Suite 524
Detroit, MI 48202-3008
313-873-7625

Solid Rock Leadership Team

Pastor Marvin L. Winans, President and Chief Executive Officer

Cindy Williams, General Manager

Latifah Walker, Business Manager

SRMC District Office of Curriculum Instruction and Assessment Organizational Chart

*The solid lines in this diagram indicate direct manager interactions. The dashed lines represent consistent 2-way communication/reporting between the linked roles.*
**Academies Managed by Solid Rock Management Company**

Marvin L. Winans Academy of Performing Arts Dominican Campus (K-5)
Marvin L. Winans Academy of Performing Arts Nevada Campus (6-12)
Rutherford-Winans Academy Campus (K-8)

**Academy Themes**

The theme adopted by each academy attracts students throughout the city due to unique features designed to meet the needs and talents of students and parents. The themes of the academies are designed to offer students a comprehensive, interdisciplinary educational program centered on specialized gifts or interests. The course of study creates a pathway for all students to take courses which are specifically centered on the theme throughout their educational journey. These additional academic strengths typically make students more marketable to higher education institutions. Some examples include: Performing Arts, Fine Arts, Sports, Mathematics, Science, Technology, Engineering, Journalism, Leadership and Green themes.

**Academy Profiles**

**Marvin L. Winans Academies of Performing Arts**

Academy Locations

K-5th Grade Elementary (Dominican Campus)
9740 McKinney
Detroit, MI 48224-2503
313-640-4610

6th-12th Grade Middle/High School (Nevada Campus)
7616 East Nevada
Detroit, MI 48234-3284
313-365-5578

**Theme:** Performing and Fine Arts

**Vision**
The vision of Marvin L. Winans Academy of Performing Arts (WAPA) is to open the doors to rigorous academics and to expose the students to the world through the arts.

**Mission**
The mission of Marvin L. Winans Academy of Performing Arts (WAPA) is to prepare students for academic and performing arts excellence and responsible citizenship in a global society.

**Motto**
“Give Us Your Child and We’ll Give You a Scholar.”

**Symbolization of Crest and Colors:**

Burgundy: Strength, Elegance, Richness, Refinement, Leadership
Gray: Conservative and Balanced
Creed:

I am a student of the Marvin L. Winans Academy of Performing Arts.
I am created in the image of a super intelligent God.
Thusly, I am educable, successful and strong.
Uniquely talented, I am disciplined and capable, willing to love,
learn and lead my generation; and this will I do so help me God.

Highlights:

Academic Accolades

- The Class of 2011 had a State graduation rate of 89% and an actual graduation rate of 100%;
- The 2011 graduating class received over $500,000 in scholarship monies, book awards and federal aid; and
- The Elementary and High School made AYP and received a “B’ on the state of Michigan report card in 2010-2011.

Performing Arts Accolades

- The High School Orchestra performed a musical selection for the Rosa Parks 5th Celebration of her legacy at Greater Grace Temple in Detroit, Michigan;
- Middle school Drama students performed children’s plays for the Corner Stone, Grosse Point Academy and the Winans Academy elementary students; and
- Winans Academy middle school orchestra and middle school choir students participated in the Music in the Parks Festival in Ohio achieving a “Superior” rating for the choir and a 1st place “Excellent” rating for the orchestra.

Rutherford-Winans Academy Location

Rutherford-Winans Campus
K-5th Grade Elementary
16411 Curtis Avenue
Detroit, MI 48235-3202
313-852-0709
Educational Beliefs *We believe...*

- A “Community of Learning” presents the opportunity to achieve success for students and staff;
- In providing a safe and secure environment which is conducive to learning for students and teachers;
- When home and school work together, children have a greater chance for success;
- Collaboration, cooperation and respect are essential elements of a successful school;
  - Students must have respect and acceptance for themselves and others;
  - All students can learn through the process unique to each student;
  - Students learn in different ways and through different methods;
  - As educators, we are role models for our students;
- Effective schools with high expectations promote good citizenship and are essential to fostering life-long learning;
- Providing parents with techniques for helping their child at home helps assure success for their student; and
- Consistency among teachers and administrators creates a successful academic school.

Educational Goals

**GOAL #1: Provide an educational environment that is conducive to learning and teaching that enhances the progress of the students.**

- Maintain a staff of competent, committed and confident instructors
- Provide professional workshops and in-service training for staff
- Attract and retain highly qualified and highly effective instructional faculty
- Provide a clean, safe and healthy environment
- Inspire students and teachers to utilize instructional technology
- Implement a comprehensive character development program for all students
- Continuous formative and summative assessment

**GOAL #2: Provide a well-rounded curriculum in Mathematics, Language Arts, Science, Social Studies and Performing Arts.**

- After school tutoring and remedial labs
- Curriculum to emphasize multiple perspectives
- Provide a quality and interdisciplinary academic program, where students become self-motivated learners
- Provide an educational program that teaches to varied learning styles
- Implement the State Core Curriculum
- Set high standards of performance

**GOAL #3: Establish a partnership with the corporate community to promote positive reinforcement and support to the staff, students and parents.**

- Provide mentors and tutors
- Provide incentives for high GPA attendance and positive behaviors
- Create scholarships for students
- Provide partners to share their expertise in the classroom
- Special activities/programs
- Provide parenting workshop
The Core Foundation for Academic Achievement

The above pyramid illustrates a district-wide implementation model for closing the achievement gap through establishing a tiered foundation of components which are essential for academic success. The absence of any of the above levels causes a destructive collapse in our system.
Vertical Alignment for Curriculum, Instruction, Assessment

The GDTL Framework monitors compliance with local, state and national regulatory laws which aligns with the Academy’s targeted educational goals. The framework creates a vertical alignment between curriculum, instruction and assessment which is used to measure the effectiveness of instructional methodologies and student mastery. By establishing content standards, stakeholders in the education system determine what students are expected to know and be able to do at each grade level. Educators are then expected to instruct the students using curricula that follow the national and state standards. Ultimately, assessments are used to hold the students and teachers accountable to the standards and GDTL Framework.

- National Standards
  Common Core Standards

- State Standards
  Grade Level Content Expectations (GLCES)
  High School Merit Requirements – High School Course Expectations (HSCES)

- District K-12 Course of Study

- District Curriculum
  Curriculum Maps

- District Units of Study

- Instructional Strategy Plans
  Lesson Plans, Instructional Methodology, Authentic Assessments

- Common Formative Assessments
  Testing Formats: Essay/Open Response/Multiple Choice
  Standard Rubrics

- Local Summative Assessments
  Performance Series
  NWEA

- National and State Standardized Assessments
  IBT
  NAEP
  SAT
  ACT
  SCAS
  PLAN
  EXPLORE
  MME
  MEAP

- Accreditation
  NCA
  IB
  AdvancEd (SPR 90)
The above continuum has been adopted as the district-wide model for incorporating the standards for the continuous linkage between the series of critical components of Curriculum, Instruction and Assessment (CIA) elements which are necessary for the successful implementation of the GDTL Framework.
**Academic Excellence Model**

**Culture and Climate: A Safe and Nurturing Environment**

A child comes to school naturally curious. The child’s experiences at school should help foster this curiosity and love of learning. Only students that feel safe will be able to step out of their comfort zone and truly expand and grow emotionally and intellectually. As a community, we create the emotional and social climate of safety that makes our academies a place for optimal learning. To assist with creating a positive environment, expectations are clear and well known to the students at the very beginning of the school year. Examples of positive and negative behavior and common courtesies are shared with an understanding of why each behavior is or is not acceptable and we model positive and authentic manners as professionals. In addition, positive interactions are constantly encouraged and reinforced through frequent authentic verbal praise. We respond to misbehavior unemotionally, clearly and directly, hence, we prove our commitment and fairness to every student to keeping the learning environment positive and safe. A safe and nurturing school is created by predictability, and predictability is created by consistent guidelines, rewards and consequences. Our most powerful nurturing tool is our genuine humanistic characteristics - our voices, smile, kind words and professional touch which make each child feel safe and important. We focus daily on the creating a safe and nurturing campus where everyone can and will exceed communal expectations and our students feel supported and empowered.

**A Student’s Home Away from Home: The Impact of Campus Aesthetics on Learning**

Clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning. We believe there may be a correlation between the cleanliness of a school's facilities and the academic achievement of students. External and internal campus cleanliness and comfort increases school pride and reduces disruptive behavior, aggression and vandalism. Comfort and cleanliness is an important factor in the physical learning environment and is a major element that impacts student achievement, as well as teacher effectiveness and staff efficiency. Each room’s aesthetics directly influences the health, morale, emotions, behavior, and performance of learners. A welcoming learning environment provides an unthreatening atmosphere that improves visual processing, reduces stress, and challenges brain development. Active learning walls throughout the campus makes stronger connections while fostering visual thinking, problem solving, and creativity. Our students are encouraged to be involved in creating the campus atmosphere and are proactive about cleanliness of their personal surroundings and campuses. Students gain a higher level of respect for shared spaces when they are well maintained; in turn students develop a sense of pride and take ownership of their school. As a community, we strive daily to enhance academic outcomes by creating conducive learning environments.

**Peer Interaction: Bullying**

SRMC has adopted a Board approved bullying policy and prohibits acts of harassment or bullying. A safe and civil environment in school is necessary for students to learn and achieve high academic standards; therefore, harassment or bullying, like other disruptive or violent behaviors, is considered as conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment.

**Professional Presentation: Student Uniform Code of Dress**

A uniform code of dress has been established for all SRMC academies. Each student enrolled is required to be in complete dress code daily, and to abide by the policies set by the school. The adoption of a dress code policy promotes school safety, improves discipline, and enhances the learning environment. The potential benefits of Dress Code Policies include:

- Abiding by the Dress Code Policy is a clear indicator of self-discipline;
- Decreasing violence and theft -- even life-threatening situations -- among students over designer clothing or expensive shoes;
• Prevent gang affiliations from wearing gang colors and insignia at school;
• Instilling students with self-discipline and self-governance;
• Supporting parents and students with resisting peer pressure;
• Helping students concentrate on their school work; and
• Assisting school officials with immediately recognizing intruders who attempt to enter the school.

Researched by the U.S. Department of Education

Uniform Closet Exchange Program

The program exists to assist parents and students with complying with the Academy dress code by making available used and new uniforms for economical prices. Families donate new or outgrown uniform articles, belts and shoes to the Closet for resale. Parents receive vouchers, for items accepted, for future purchases. All academies take great pride in the clean, gently used clothing we make available for our families. All proceeds are redirected to Closet purchases, student clothing scholarships and maintenance.

Maslow’s Hierarchy of Human Needs

Abraham Maslow’s Hierarchy of Human Needs theory addresses the prerequisite foundation necessary to obtain self-actualization. The pyramid orders and describes how Psychological Needs, Safety Needs, Belongingness and Love Needs, Esteem Needs, Need to Know and Understand, Aesthetic Needs and Self-Actualization Needs of a human being must be addressed prior to being more than functional in any institution. The theory indicates the lower hierarchy must be at least partially met before a person will try to satisfy higher-level needs. One of our ultimate goals in education is to aid students in maximizing their full potential through releasing the genius within.
**Physiological Needs**

Air, sleep, food, hunger, thirst and warmth --- It is impossible for students to advance to their highest learning potential if they are famished, parched, sleep deprived or cold. Understand that each student brings their own unique background to the classroom. A student’s readiness to learn is not solely dependent upon existing knowledge and skills. We must develop a relationship with the student in order to determine their state of mind.

**Personal Safety and Security**

Shelter, protection, safety and stability --- Students have to feel safe, both physically and mentally before they can let down their guard for teachers to teach them and for students to learn. Create a safe classroom environment which is consistent and predictable. Develop rules and procedures which provide a structured environment rich in routine and shared expectations. Develop and enforce rules prohibiting sarcastic, degrading, and berating remarks and comments by students directed at other students. Additionally, learn to use the PBIS system versus negative reinforcement to correct student behaviors. Lastly, provide copious amounts of praise through focusing on the students’ positive attributes and aid the student in developing an increased level of self-esteem. Become an advocate for all students. Take time out to let each student know how well they are doing. Both extrinsic and intrinsic motivation tactics are essential to create a safe learning environment. It is difficult to concentrate on concepts without the existence of trust.

**Love and Belonging**

Love, affection, family and relationships --- Encourage social affiliation. Students need to feel that they belong to a class and that they are accepted members of the group in such activities such as games, group work and teamwork exercises. Interaction helps students feel more involved. Make students feel that they are making a contribution and that they are valued as individuals can be done with simple praise. When feasible, provide student participation in the class decision making process.

**Esteem**

Self-esteem, status and reputation --- Let students know that we care about them and that we want them to succeed, whether it be to pass a test, or class, or graduate from college and establish a career. Let them know that we appreciate the quality work they produce on classwork and homework. Take the time out to explain issues and concerns with them. Praise, correct and engage in appropriate conversations with students.

**Self-Actualization**

Personal fulfillment --- The illusive concept of aiding students in maximizing their full potential through releasing the genius within produces productive and responsible global citizens. This stage relates to the ability to apply what students have learned and to be able to contribute and become involved with the betterment of the larger community.

**Feeding the Stomach First, Mind Second**

All of SRMC academies offer nutritious breakfast, lunch, snack and dinner programs for a nominal cost to support healthy eating habits for better learning.

Children of all socioeconomic levels are at-risk for poor nutrition. Some children do not get enough to eat each day because their families lack money to purchase sufficient food. Other children consume enough food but have high fat, sugar, and sodium diets putting them at risk of obesity or heart disease and other chronic illnesses. Furthermore, as the number of parents searching for work or actually working increases, more children are being left to fend for themselves for meals. Studies by the Sodexo Foundation (L. Brown, 2008) and other various organizations have shown hunger and poor nutrition have an adverse effect on cognitive ability and performance; also children who are hungry or undernourished also have more difficulty fighting infection. Therefore, they are more likely to become sick, miss school, and fall behind in class. More often, those students who regularly attend school hungry are unlikely to reach their full academic potential.
Education of Homeless Children and Youth: The McKinney Vento Program

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.), (McKinney-Vento Act). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –

- Children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals; or
  - awaiting foster care placement;

- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstances described above.

(McKinney Vento Act, 2002)

Michigan Professional Educator’s Code of Ethics

Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their performance.

Ethical Standards: The following ethical standards address the professional educator’s commitment to the student and the profession.

Service Toward Common Good - Ethical Principle: The professional educator’s primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society;
Mutual Respect – Ethical Principle: Professional educators respect the inherent dignity and worth of each individual;

Equity - Ethical Principle: Professional educators respect the inherent dignity and worth of each individual;

Diversity – Ethical Principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

Truth and Honesty – Ethical Principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.

Teacher’s Oath:

“I do solemnly swear (or affirm) that I will support the constitution of the United States of America and the constitution of the state of Michigan and that I will faithfully discharge the duties of the office of teacher according to the best of my ability.”

Professional Standards for Michigan Teachers

Standard #1: Subject Matter Knowledge-Base In General and Liberal Education: An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;

Standard #2: Instructional Design and Assessment: Facilitation of learning and achievement of all students;

Standard #3: Curricular and Pedagogical Content Knowledge Aligned with State Resources: Knowledge of subject matter and pedagogy with reference to the Michigan Curriculum Framework (MCF) and other resources for consistent and equitable learning in Michigan schools;

Standard #4: Effective Learning Environments: Management and monitoring of time, relationships, students, and classrooms to enhance learning;

Standard #5: Responsibilities and Relationships to the School, Classroom, and Student: Systematic reflection to organize and improve teaching and develop effective relationships;

Standard #6: Responsibilities and Relationships to the Greater Community Participation in professional, local, state, national, and global learning communities; and

Standard #7: Technology Operation and Concepts: Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication.

(Michigan Department of Education, 2012)
**Professional Efficacy**

Efficacy represents the internal optimistic attitude which reflects personal empowerment and self-confidence. Teacher efficacy is associated with positive teaching behaviors and student outcomes. The confidence teachers have to successfully achieve their goals related to classroom instruction, reflective teaching, classroom management, engaging students, motivating students in the educational process leads to gains in the classroom. A high level of efficacy is illustrated through a sense of commitment, competence, communication and customer service. It is a measurement of integrity which effects and influences student efficacy and student achievement. All stakeholders who believe they can achieve are most likely to be successful with implementing their instructional goals and witnessing significant student mastery. High efficacy is exhibited by exemplifying the following characteristics: high morale, work well with teams, displays a high level of critical thinking and problem solving skills, continuously strive to improve, are well organized and resilient.

Leaders Efficacy → Teachers Efficacy → Students Efficacy → Parents Efficacy

**Productive and Effective Teachers**

Teachers have the great responsibility and sometimes challenge to maximize every minute of the day. Pre-planning alleviates much of this pressure, additionally, this practice affords the opportunity for teachers to thoroughly pre-assess, set high standards, rigorous, engage, encourage, correct, provides feedback, facilitate learning, teach through relevancy, cultural relevancy and post-assess. Effective teachers demonstrate knowledge of and enthusiasm for the subject matter and teaching children, exemplify good organization of subject matter and course, effectively communicates, expresses positive attitudes toward students, demonstrates fairness in evaluation and grading and is flexible with approaches to teaching. An effective teacher adapts well to unpredictable circumstances. Teachers who adopt these types of characteristics earn the respect of children and consistently produce academic scholars.

**Ten Traits of Highly Effective Teacher**

1. **Trait 1: Mission-Decision and Passionate**
   - Teachers with a Calling
   - Dedication to the Field
   - Have a Clear Vision and Mission

2. **Trait 2: Positive and Real**
   - Respectful
   - Caring
   - Empathetic
   - Fair
   - The Positive and Real Teacher

3. **Trait 3: A Teacher-Leader**
   - Leading Students
   - Leading Parents
   - Leading Colleagues
   - A Person Influence

4. **Trait 4: With-It-Ness**
   - Classroom Organization
   - The Engagement of Students
Trait 5: Style
- Finding Your Style
- Humor
- Creativity
- Novelty
- Substance or Style

Trait 6: Motivational Expertise
- Personal Teaching Efficacy
- Life-Long Learner
- Expecting the Best in Student Behavior
- Expecting the Best in Academic Achievement

Trait 7: Instructional Effectiveness
- Communication Abilities
- Essential Teaching Skills
- Research-Based Teaching Behaviors
- Ability to Select an Appropriate Approach
- Ability to Apply the Principles of Learning

Trait 8: Book Learning
- Knowledge of Content
- Knowledge of Outcome
- Knowing Deeply and Well

Trait 9: Street Smarts
- Street Smart Teachers
- Reading to Learn
- Listen and Learn

Trait 10: A Mental Life
- Metacognitive
- Strategic
- Reflective
- Communicative
- Responsive
- Balanced Personal and Professional Life

Elaine McEwen, 2002

Setting High Standards and Expectations for Learning

A teacher’s personal beliefs about a student’s ability to succeed in school, directly influences the teacher’s actions and reactions to those students; which in turn impacts the student’s achievement. The teacher’s attitude towards teaching directly correlates with how a student reacts to the teacher and the learning process. If a teacher establishes high expectations for learning, the student usually sets high expectations for themselves. If a teacher shows signs of not believing in the students’ ability to succeed, the students seemingly imitates and manifests the thought of failure through underachievement. Hence, we look at our students’ individual strengths and believe in their ability to succeed.
Culturally Effective Communication and Instruction

Communication is a vital skill that should be utilized by all stakeholders. It is critical to be a culturally competent and sensitive communicator. It is also important to identify the belief systems of both the student and ourselves to spot cultural blocks in communication:

**ETHNOCENTRISM** - Inability to accept others culture’s world view;

**DISCRIMINATION** - Differential treatment of an individual due to minority status; actual and perceived

**STEREOTYPING** - Generalizing about a person while ignoring presence of individual difference;

**CULTURAL BLINDNESS** - Differences are ignored and one proceeds as though differences did not exist;

**CULTURAL IMPOSITION** - Belief that everyone should conform to the majority;

**BUILDING A CULTURALLY CONSCIOUS SCHOOL ENVIRONMENT (ETHNICITY)**

- **E** – Everyone has a culture
- **T** – Take the time to select relevant culturally diverse information, resources and postings
- **H** – Hold all judgments
- **N** – Notice and negotiate differences in understanding of teaching and learning
- **I** – Individuals must be culturally sensitive when participating in conversations
- **C** – Connect to the students
- **I** – Integrate global connections into assignments
- **T** – Teach through a culturally responsive perspective
- **Y** – Youth minds are impressionable

**Encouraging Conversations**

Appropriate interaction drives the establishment of healthy relationships with our students. Often times students rely on and innocently embrace the input of their teachers whether respected or not. We have the power to encourage or destroy our student’s through our words, interactions, beliefs and opinions. What we say verbally or non-verbally when delivering information or in casual conversations impacts their thought process consciously or unconsciously. We believe in exchanging positive and encouraging words. Our students are impressionable and when they find someone in their life that they trust and respect they admire and value their advice and contributions. We must assure our contributions are unbiased, age appropriate and professional. What we say to our children impacts who they become and the choices they make in their lives.
Consistency and Continuity

Creating a positive environment for a young child that is predictable, orderly, and has routines for necessary activities, yet is flexible, is imperative to high achievement. Children benefit from consistent environments, relationships, and interactions. Consistency provides repetition that strengthens connections in the brain. Positive consistent environments help children develop trust, emotional security, and secure attachments. Consistent environments give children the security to feel relaxed, be open to learning, and learn how to manage their own behavior and make good decisions.

Continuity across the district creates a community resilience for faculty and staff to come together in an effort to create a school more capable of resisting and, if necessary, quickly identifying and recovering from abnormal behaviors and other extreme events. By taking necessary actions to become better prepared now, we will be better equipped to protect and teach students and maintain an invincible school infrastructure, thereby securing a predictable future and preserving the integrity of our environment. Continuity assures that our operations and processes are consistent.
CURRICULUM (Organization) MODULE

Philosophy of Curriculum

The curriculum provides learners with a sequential course of study aligned with the national and state expectations. Implementation, of a inquiry based learning program which integrates thematic units, the use of research–based instruction and best practices, and assessment results are used to drive instruction, is guided by a student centered learning pedagogy. The curriculum is a responsive teaching model for culturally relevant teaching in the differentiated classroom.

Model for Curriculum Planning

National Standards/State Standards

Common Core State Standards (K-8th Grade)

"The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce..."

"These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

English/Language Arts Standards (Key Points):

Reading

- The standards establish a "staircase" of increasing complexity in reading skills, including comprehension, in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.

- "Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective."
• Mandated critical content:  ◦ foundational U.S. documents,  
  - American literature,  
  - the writings of Shakespeare, and  
  - classic myths and stories from around the world.

• The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

**Writing**

• Writing logical arguments – “The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.”

**Research**

• Annotated samples of student writing to help establish adequate performance levels in:  ◦ writing arguments,  
  - informational/explanatory texts, and  
  - narratives in the various grades.

**Speaking and Listening**

• Gain, evaluate, and present increasingly complex information, ideas, and evidence through listening, speaking, and media.

• Academic discussions in multiple settings.

**Language**

• Expanded vocabulary:  ◦ determine word meanings,  
  - appreciate the nuances of words, and  
  - steadily expand their repertoire of words and phrases.

• Use formal English in their writing and speaking.

• Make skillful choices among many ways to express oneself through language.

**Media and Technology**

• Skills related to media use:  
  - critical analysis and  
  - production of media.

**Mathematics (Key Points):**

• The K-5 standards founded in whole numbers, the four basic algorithms, and rational numbers – which help young students build the foundation to successful apply numeracy skills.

• In Kindergarten, standards follow international models by focusing work on numeracy:  ◦ learning how numbers correspond to quantities,  
  - learning how to put numbers together, and  
  - how to take numbers apart.
• K-5 students do hands on learning in geometry, algebra and probability and statistics.

• Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.

(Common Core State Standards: About the Standards, 2011)

Common Core State Standards (6th - 12th Grade)

The Common Core State Standards use two-year bands in grades 6 - 12 to allow schools, districts, and states flexibility in high school course design. The grades 6 -12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Reading

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.
Writing

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
**Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Literacy in History/Social Studies, Science and Technical Subjects**

**Reading**

**Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
**Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

**Text Types and Purposes**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Local Standards

State Standards/Common Core

The curriculum is mapped according to the Michigan Curriculum Framework (MCF) Standards and Benchmarks and the Common Core National Standards and Grade Level Content Expectations within this framework. The core curriculum consists of English Language Arts, Mathematics, Social Studies, and Science.

To ensure that the curriculum is being fully implemented into the classrooms, the following steps will be taken:

- All teachers will receive training on the Saginaw Valley State University curriculum;
- Lesson plans will be submitted and evaluated by an administrator to verify that the objectives are being addressed;
- An administrator will be present in classrooms on a monthly basis to ensure that lessons are being delivered appropriately;
- An administrator, to ensure that the curriculum is implemented effectively, will conduct quarterly informal formal teacher evaluations;
- Teachers will conduct weekly grade level meetings to plan lessons and thematic units;
- Teachers will meet with mentor teachers bi-weekly to evaluate how lessons are taught;
- Lesson plans will be posted and objectives and essential questions will be clearly indicated on classroom boards; and
- Pre and post-tests will be given to students to measure growth in the core content areas.

Pacing Guides

Curriculum mapping as well as scope and sequence are utilized to ensure that all teachers are on pace and all students are meetings guidelines. Students in targeted subgroups are pulled by para-professional staff for small group or one-on-one work to make sure that students in these groups are meeting requirements.

Scope – The breadth and depth of content to be covered.

Sequence – The order in which content is presented to learners over time.

Timeline – Course Description, Unit, Timeline (Month and Duration), Cross-Curricular Connections, Culminating Activity
Thematic Units (Curriculum, Strategic Instructional Plans, Rubrics, and Assessments)

Theme, Title of Unit, Common Core/State Standards, Essential Questions, Learning Goals, Vocabulary, Cross-Curricular Connection, Real-Life Connections, Homework, Assessments (Pre-Assessment, Post-Assessment, Ongoing Formative, Summative, Authentic), Re-Teaching, Accommodations, Acceleration, Adaptation, Resources

Personal and Social Achievement

Behavior Management: Positive Behavior Intervention Support (PBIS)

Our schools participate in a school-wide initiative called Positive Behavior Intervention Support (PBIS). PBIS is a program supported by the Michigan Department of Education, in which the goal is to promote and maximize academic achievement and behavioral competence. PBIS is a school-wide strategy for helping all students to achieve important social and learning goals. We know that when positive behavior and great teaching come together, our students will excel in their learning.

We have established several clear expectations for the behavior that we expect in all areas of our schools. We will plainly teach those rules to our students and positively reinforce for their great behavior. The expectations for all student behavior will be clear throughout the playground area, cafeteria, gymnasium, hallways, restrooms and classrooms.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. In order to help students adhere to the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate and frequent feedback.

Our school rules specifically address bullying behaviors, provide for a safer school environment, and give more time for instruction. We will apply consistent consequences that are in line with the Family Success Guides. In trying to minimize these behaviors, we have established school-wide systems of consequences.

In addition to having school-wide consequences, we have also established positive incentives as a rewarding and beneficial piece of following school-wide Positive Behavior Intervention Support (PBIS).

We believe by helping students practice positive behavior, we will build school cultures where all students have an environment where they can succeed and grow.

District-Wide Expectations, Rewards and Consequences

School-Wide Expectations
Be Proactive
Be Respectful
Be Responsible
Be Safe

Rewards
Winans Dollars/Gold Coins
Certificates
Gift Cards
Consequences

Infractions
Step 1: Warning
Step 2: Student Re-Focus
Step 3: Office Discipline Referral (ODR) and Parent Contact

Appropriate Classroom Behavior

Rising S.T.A.R.

S = Sit Up
T = Track the Speaker
A = Ask and Answer Questions like a Scholar
R = Respect for Self and Others

Appropriate Hallway Behavior

Walk Quietly
Respect all Hallway Displays
Transition on the Right Side of the Hallway
Report Problems to a Staff Member
Pick-Up Items within 3 Feet
Walk at a Safe Pace
Keep Hands, Feet and All Other Objects to Yourself
Refrain from Loitering

Appropriate Restroom Behavior

Respect the Privacy and Property of Others
Knock Upon Entering a Stall
Use the Time Appropriately
Make Sure You Flush
Report Damages or Disturbances to a Staff Member
Wash Hands with Soap
Do Your Part to Keep the Restroom Clean

Appropriate Cafeteria Behavior

Use Appropriate and Positive Language
Exhibit Good Manners
Follow All Staff Directives
Use Conversational Voices
Clean-Up After Yourself
Be Grateful, Not Wasteful
Get Permission to Leave your Table
Walk at a Safe Pace
Keep Hands, Feet and All Other Objects to Yourself
**Appropriate Emergency Circumstances Behavior**

Follow All Adult Directions  
Remain Silent and Safe  
Stay with your class  
Enter and Exit the Building Orderly

**Appropriate Playground Behavior (Where Applicable)**

Follow All Adult Directions  
Use Appropriate and Positive Language  
Handle Equipment with Care  
Report Disturbances, Accidents and Injuries to an Adult  
Keep Hands, Feet and All Other Objects to Yourself  
Enter and Exit the Building Orderly

**Appropriate Bus Expectations**

Follow All Adult Directions  
Use Appropriate and Positive Language  
Remain in Your Seat  
Keep Your Hands and Feet to Yourself and Inside the Bus  
Throw trash in the Wastebasket

**Educational Excursion/Expedition Expectations**

Follow All Adult Directions  
Use Appropriate and Positive Language  
Use Conversational Voices  
Throw trash in the Wastebasket  
Be Respectful to the Facility’s Property  
Keep Track of Your Belongings  
Remain with Your Assigned Group at All Times  
Be Active Participants

**Technology Usage Expectations**

Refrain from Using Social Media  
Respect the Technology Equipment  
Practice Proper Cyber “Netiquette”  
Keep Your Hands and Feet Away from the Wiring Connected to the Computer  
Refrain from Bringing Any Food, Drinks or Gum Inside the Computer Lab  
Stay in Your Seat and Raise Your Hand if You Have a Question or an Answer  
Refrain from Accessing Inappropriate Content on the Internet  
Abstain from Cyber Harassing or Bullying Other Students  
Ask Permission to Stream, Open Attachments, Download Programs or Documents  
Keep All Workstations and the Surrounding Floor Clean and Neat
### Common Courtesies

Mutual respect and consistent reminders of common practices, when interacting with anyone we encounter, sets the tone of mutual respect between all community members.

- Dr., Mr., Ms., Mrs., Chancellor
- Ma’am, Sir
- Please
- Yes or No
- You’re Welcome, Thank you or No Thank You
- Pardon me or Excuse Me

### Common Group Courtesies

- Encourage Orderly Discussions
- Support Your Classmates and Their Opinions
- Speak One at a Time
- Show Respect to Others
- Use Conversational Voice Levels, Appropriate Language and Tone
- Maintain On-Task, Relevant Conversation

### School-Wide Community Call-to-Order/Morning Meetings

Call-to-Order is a responsive, proactive, 10-15 minutes school-wide daily gathering that provides a predictable friendly start to each day. Call-to-Order/Morning Meeting offers an opportunity for students to get prepared mentally for the day, enjoy participating in a ritual greeting which includes the WAPA Creed and Pledge of Allegiance so everyone feels welcome at school. In addition, the event informs the students of important announcements, the regular expectations and schedule for each day.

### District-Wide Curriculum Model

#### Mathematics

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to conjecture, to reason logically and to use a variety of mathematical methods effectively to solve problems. Research-based approaches to numeracy development, promoting the use of higher level thinking skills assure students will become effective problem solvers. Students will recognize mathematics is a constant and important part of our daily lives. The ultimate goal is for all students to develop the mathematical power to manipulate numbers and participate fully as a citizen and worker in our contemporary world.

#### Science

Science and its applications play a significant role in our everyday lives, from the challenge of developing vaccines to exploring Mars. With appropriate guidance and experiences, students will recognize science as a means of gathering information and validating or challenging their current theories about life as we know it, the effect humans and other organisms have on the natural world, and begin to design solutions through science and technology. Students will combine processes and the scientific knowledge as they use scientific reasoning and critical thinking to develop an understanding of science. The ultimate goal is for all students to understand their surroundings and the relationships within inquiry process, inquiry analysis and communication, reflection and social implications.
**Literacy Program**

**Reading**

Students explore classic and contemporary literature and other texts to inspire them to ask questions, make meaningful connections, explore their world and imagine the future. Students will learn to construct meaning from text which is the essence of comprehension. Students are trained to set a purpose and think actively as they read. Students acquire and use comprehension strategies to develop self-monitoring or metacognitive strategies which they employ when checking their thinking and asking questions as they read. Comprehension strategies are developed to read both narrative and informational text and ultimately to use critical thinking skills to apply, analyze, evaluate, and synthesize new knowledge. The National Reading Panel’s five essential components of effective reading instruction—Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension—are all reflected in the curriculum. A comprehensive instructional delivery system includes direct explanation, teacher modeling, guided practice and application. Writing and discussing what they have read with peers provides opportunities for students to be reflective and transform their thinking, generating new insights and ideas. The ultimate goal for English language arts learners is personal, social, occupational, and civic literacy. These effective reading skills afford students the opportunity to pursue career pathways and can help them to realize life-long pursuits and to become lifelong readers and learners.

**Writing/Publishing/Speaking**

Writing provides students with opportunities to share their stories, ideas, and creativity. Writing instruction that spans across the curriculum enables students to solve problems, think critically, and construct knowledge in all subject areas. To assure mastery of essential writing skills, processes, and strategies, explicit and systematic instruction occurs at all stages of the writing process. Students will evolve in their ability to fluently compose clear, focused, and cohesive writings. Progressing through the grades, students will use the skills they have previously learned to refine, extend, and acquire new knowledge at the next grade level. Students develop their own voices by writing about ideas that are of great importance to them. Common experiences, issues and themes embodied in text will provide the context for teaching. Reading and exploring different types of writing, their purposes, structures and characteristics, helps students become proficient at narrative, informational, research, descriptive, persuasive, and argumentative writing. A deep knowledge of the writing elements: ideas and content, style and voice, organization and conventions will enable students to monitor, reflect, and adjust their own writing and critique the writing of others for clarity, coherence, correctness, purpose and audience. Mastery of these skills, processes and strategies will prepare students for future learning expectations and life-long pursuits.

**English/Language Arts (ELA)**

The area of ELA consists of the broad subject areas of spelling, grammar, mechanics and language usage. English language arts are the vehicles of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Our goal in ELA instruction is to give them the tools to communicate and effectively interpret the spoken and written word. In addition, to adopting a deep appreciation and understanding of both the beauty and practicality of carefully constructed stories, essays, poetry, novels and speeches. Through the English language arts, students will learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

PK-12 English Language Arts Model:

**Social Studies/History**

The purpose of the social studies curriculum and instruction is to develop a sense of global social understanding and civic efficacy. Students construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. The Social studies curriculum, instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen
involvement. Students will receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. Teachers utilize the following disciplinary processes with their students: acquiring, organizing, and presenting social studies information; conducting investigations on social studies questions; analyzing public issues in our various communities; engaging in constructive conversation around social studies topics; composing cohesive essays expressing a position on public issues and participating constructively as community members. The social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. Respect for the underlying values of a democratic society is developed through effective social studies education. The rigorous standards provide a framework for relevant learning experiences for students to become productive citizens.

**World Language**

Students are living in and contributing to an increasingly diverse society and interdependent community of nations in the new century. Students are expected to be able to realize their personal, social, and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. We model the curriculum on the National Standards for Foreign Language Learning and are organized around the 5Cs: communication - communicating in languages other than English; cultures - gaining knowledge and understanding of other cultures; connections - connecting with other disciplines and acquiring information; comparisons - developing insight into the nature of language and culture; and communities participating in multilingual communities at home and around the world. This imperative envisions a future in which all students develop and maintain proficiency in English and in at least one other language. The challenge of contemporary education is to prepare all students for life in this new world, therefore, students will linguistically and culturally learn to communicate successfully in a pluralistic American society and abroad.

**Fine and Visual Arts**

All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts. All students will apply skills and knowledge to create and perform in the arts. Students will analyze, describe and evaluate works of art. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts. Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. The allure of art, theater, dance, film, music and other forms of arts is that these activities allow our children to express themselves in a safe, positive medium. By tapping into latent creativity, students will learn to express their emotions in a healthy and creative way. Lifelong appreciation for art in many forms is cultivated through the performing and visual arts program. This encourages students to balance and prioritize their tasks so that they may reach their lifelong goals.

**Information and Communication Technology**

Technology literacy is the ability to responsibly use appropriate technology to communicate and collaborate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the new century. Students manipulate text, images and numeric data to create simple information products for specific audiences, exchange ideas and considered opinions with others through online forums and websites and apply techniques to locate more precise information from websites. They use accepted protocols to communicate regularly online with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences by interacting through innovative mediums of technology.
Physical Education and Health

Movement is critical to all aspects of a child’s growth and development. Physical education provides unique learning opportunities for students to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity. Students will demonstrate competence in motor skills; assess, achieve, and maintain physical fitness; apply cognitive concepts in making wise lifestyle choices; and exhibit appropriate personal/social character traits while participating in physical activity. Students will be equipped with the knowledge, skills, and attitudes necessary for lifelong physical activity and healthy eating habits. Students have the opportunity to participate in team sports, yoga, Pilates, kickboxing, and fit gaming systems that is reflective of fitness and healthy living across the globe.

Intervention: Response To Intervention (RtI)

The academies focus on identifying students requiring academic and behavior support through an Integrated Behavior and Learning Model. The model uses the elements of RtI as a method of academic intervention designed to provide early, effective assistance to children who are having learning or behavioral difficulties at the group and individual level. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

![Integration of Academic and Social Behavior Three-Tiered Continuum of Behavior Support](image)
There are several key features of an RtI model:

- Universal screening
- Data-based decision making and problem solving
- Continuous progress monitoring
- Focus on successful student outcomes
- Continuum of evidence-based interventions
  - A core curriculum is provided for all students
  - A modification of this core is arranged for students who are identified as nonresponsive
  - A specialized and intensive curriculum for students with intensive needs
- Focus on fidelity of implementation

(George Sugai, 2007)

Implementation of the multi-tiered model provides for three layers of support:

- Tier I.: Universal Level
  100% of students receive Universal Supports. This involves core instruction that is both preventative and proactive.
  
  Universal supports are the core programs and intervention strategies provided to all students within the school building in order to promote successful student outcomes and prevent school failure. An integrated model not only views behavior and reading as components of the same support system, but these components also influence one another. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in escaping academic tasks.

- Tier II.: Secondary Level (Targeted Group)
  About 15% of students receive Secondary Supports. This is supplemental support that reduces risk.
  
  Secondary supports are the additional programs and intervention strategies provided to students who require supports in addition to universal supports. The purpose of secondary supports is to reduce the risk of academic or behavior problems.
  
  The secondary support system creates the next layer of a multi-tiered, school-wide model. Programs and strategies that make up the secondary supports can be described as programs in which students are placed based on identified need.

- Tier III.: Tertiary Level (Individual Interventions)
  Roughly 5% of students receive Tertiary Supports. This instruction is functionally based and highly specific.
  
  Tertiary supports are the intensive programs and intervention strategies provided to students who require individualized supports in addition to universal and secondary supports. The purpose of tertiary supports is to reduce the severity of academic or behavior problems.
  
  The tertiary support system creates the final layer of a multi-tiered, school-wide model. Programs and strategies that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

(Michigan Department of Education, 2011)

Students who do not show a response to effective interventions are likely (or, more likely than students who respond) to have biologically-based learning disabilities and may be in need of special education services. Referrals to the RtI process may be made by parents or school personnel. Concerns about academic performance or emotional, social or behavior problems will be discussed by a team which includes teachers, family support services staff, administrators and other appropriate school personnel in an attempt to resolve any problem. All referrals for special education must be made through RtI.
INSTRUCTION (Delivery) MODULE

Philosophy of Instruction

We believe instruction emulates a manner in which the instructors are facilitators. Instructors deliver content using a clear and concise methodology that is driven by data. The environment is positive both emotionally and socially. The classroom is student-centered where the students take ownership of their learning. Instruction uses effective research-based strategies that are systematically conveyed, culturally relevant, rigorous and engages relationships. The classroom activates prior knowledge, is differentiated and meets the needs of all students for mastery and real-life application.

Knowledge, Skills and Disposition

Teachers and other professional school personnel working in SRMC managed schools know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Core Knowledge

Teachers possess knowledge of the following:

1. The construct of worldview and its application to various groups of learners
2. Culturally-Responsive instructional strategies
3. Elements of effective communication
4. Research relative to learning style differences across cultures as well as the complex characteristics of a variety of cultural groups in the U.S.
5. Research relative to cross-cultural assessment bias in education
6. Cultural identity and its application to various groups of learners
7. Concepts such as Racism, Privileged, Classism, Institutional Power and their pervasive impact on traditional educational settings
8. Common barriers/challenges to effective cross-cultural education
9. Impact of disabilities, immigration, poverty, and sociocultural powerlessness on students’ learning

Core Skills

Teachers should demonstrate facility with the following:

1. Development of curricula tailored to the needs of diverse groups of learners
2. Communication and consultation techniques useful for working with diverse groups of learners, school personnel, and community members
3. Inclusive and culturally sensitive language
4. Development of activities designed to facilitate their students’ growth
5. Engagement in a wide variety of verbal and nonverbal teaching styles
6. Exercise of institutional intervention skills on behalf of students when needed
7. Methods of instruction that meet the needs of learners who are diverse in terms of abilities.

Core Disposition

Teachers should demonstrate willingness to continue a lifelong pursuit of the following:

1. Attitudes that include (a) valuing of difference, (b) appreciation for inclusive schools and classrooms, (c) valuing of inclusive and culturally sensitive language, and (d) celebration of cultural difference
2. Awareness of own biases and prejudices and ability to suspend these in order to be nonjudgmental; self-reflective
3. Awareness of own background/experiences and how they influence learning process and attitudes
4. Respect for indigenous practices and traditions
5. Valuing of bilingualism
6. Involvement with minority groups outside of work role (community events, neighbors, etc.)

Highly Qualified Instructors

Certification Credentials

The federal No Child Left Behind Act (NCLBA) requires that all K-12 public school teachers of core academic subjects meet the "highly qualified teacher" (HQT) requirements of the Act. Core academic subjects/areas are: English language arts (including ESL), math, science, social studies (i.e., history, economics, geography, and civics and government), reading, foreign languages, art, music, and the generalist endorsement areas of elementary education and early childhood education (grades K-3 only).

Michigan law requires that a person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit or occupational authorization valid for the positions to which he is assigned.

Parents Right to Know

Parents have the right to know the professional qualifications of the classroom teachers who instruct the students enrolled in the academies. Federal law allows parents to ask for certain information about their child’s classroom teachers, and requires us to give them this information in a timely manner upon request. Specifically, parents have the right to ask for the following information about each of their child’s classroom teachers:

- Whether the Michigan Department of Education has certified the teacher for the grades and subjects he or she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being certified under State regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subjects of the degrees.
- Whether any teachers’ aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

National Certification

National Board Certification is an advanced teaching credential. It complements, but does not replace, a state’s teacher license. It is valid for 10 years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs.

National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do.

As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge.
Candidates must meet the following requirements prior to applying:

- Hold a bachelor’s degree
- Have completed three full years of teaching/counseling experience
- Possess a valid state teaching/counseling license for that period of time, or, if teaching where a license is not required, have taught in schools recognized and approved to operate by the state

Certificates Currently Available:

- Art - Early and Middle Childhood, Early Adolescence through Young Adulthood
- Career and Technical Education - Early Adolescence through Young Adulthood
- English as a New Language - Early and Middle Childhood, Early Adolescence through Young Adulthood
- English Language Arts - Early Adolescence, Adolescence and Young Adulthood
- Exceptional Needs Specialist - Early Childhood through Young Adulthood
- Generalist - Early Childhood, Middle Childhood
- Health - Early Adolescence through Young Adulthood
- Library Media - Early Childhood through Young Adulthood
- Literacy: Reading/Language Arts - Early and Middle Childhood
- Mathematics - Early Adolescence, Adolescence and Young Adulthood
- Music - Early and Middle Childhood, Early Adolescence through Young Adulthood
- Physical Education - Early and Middle Childhood, Early Adolescence through Young Adulthood
- School Counseling - Early Childhood through Young Adulthood
- Science - Early Adolescence, Adolescence and Young Adulthood
- Social Studies/History - Early Adolescence, Adolescence and Young Adulthood
- World Languages Other than English - Early Adolescence through Young Adulthood

Note: Age Categories

- Early Childhood (Ages 3-8)
- Middle Childhood (Ages 7-12)
- Early & Middle Childhood (Ages 3-12)
- Early Childhood through Young Adulthood (Ages 3-18+)
- Early Adolescence (Ages 11-15)
- Adolescence and Young Adulthood (Ages 14-18+)
- Early Adolescence through Young Adulthood (Ages 11-18+)

National Board Certification Process:

1. **Submit Forms and Fees to NBPTS:**
   - Application and Eligibility Forms (Jan. 1 - Dec. 31)
   - Nonrefundable application processing charge ($65)
   - Nonrefundable initial fee ($500) (Jan. 1 - Mar. 31)
     - Balance of full fee (totaling $2,500)

2. **Develop and Submit Portfolio Entries to NBPTS** (Jan. 3 - June 15):
   - Receive portfolio box after submitting initial fees.
   - Gather all evidence of your work with students during the 12 months prior to the March 31 deadline.

3. **Schedule assessment center exercises** (Jan. 1 - Jan. 31):

4. **Obtain scores online** (Dec. 31):
   - Access My Profile to learn about scores and certification status.
Once a teacher applies for National Board Certification and submits all eligibility forms, it may take up to three years to complete the certification process.  (NBPTS: Become a Candidate, 2011)

**Professional Learning Community (PLC)**

Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to re-culturing. It is an ongoing process used to establish a school-wide culture that is based on a fundamental belief in building teacher leadership in school improvement efforts. Through participation in PLCs, teachers enhance their leadership capacity as they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning. The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. The faculty poses, What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own school? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative.

As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond to a student who has exemplified mastery of the standard on a pre-assessment?

The staff addresses these questions by designing strategies to ensure that struggling and advanced students receive additional support, no matter who their teacher is. The implementation is systematic, timely and school-wide.

PLC’s:

- Build a Culture of Collaboration;
- Focus on School Improvement;
- Remove Barriers for Success;
- Judge Effectiveness Based on Results; and
- Work Hard and Commit to Change.

**Professional Learning**

Professional Learning is a planned, purposeful and sustained system designed by workplace teams and individuals. Educators engage in Professional Learning in order to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Professional Learning as defined by Learning Forward (formerly the National Staff Development Council) means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. This definition focuses on the staff that has the most direct impact on students and learning and is consistent with the emphasis of work funded and supported by the United States Department of Education.

**Standards for Professional Learning:**

**LEARNING COMMUNITIES** - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
LEADERSHIP - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Classroom Environment

Instructional Efficacy

Focus on Instruction: The Six Essential Areas

1. Reading Fluency
2. Vocabulary Knowledge
3. Domain-specific and domain-general content knowledge
4. Higher-level reasoning and thinking skills
5. Cognitive strategies that can be applied to enhance reading comprehension
6. Motivation and engagement

Strategies for Teaching High Mobile Students

The National Center for Homeless Education (NCHE) advocates tailoring strategies to address three areas of unique need for highly mobile students.

Affective needs involve issues of emotional security and motivation. Teachers should:
- Create a stable learning environment with a structured routine;
- Assign a “buddy” to new students to introduce them to the classroom and school;
- Handle disruptions in a private and respectful manner;
- Make time to talk to students on a personal level;

If a student suddenly leaves school, have farewell letters inserted in the student’s records for forwarding to his or her new school.

Academic needs deal with teaching strategies. In seeking to meet them:
- Create a stable learning environment with a structured routine;
- Plan mini-lessons and units that can be completed in limited periods of time;
- Include a variety of levels in reading materials about the same content;
- Assess these students’ interests to hook them into learning;
- Give students credit for partially completed work.

**Technical needs** include supports for students’ general well-being. In seeking to meet them:

- Keep a supply of healthy snacks and extra school supplies;
- Identify and connect with school and district support staff, including guidance counselors, homeless liaisons and the district’s director of special services;
- Consider fostering a partnership with a community tutoring program.

(Startegies for Teaching Highly Mobile Students, 2010)

**Classroom Environment Staples**

**Clean and Clear**
Floors Clean, Walls Lean (Well Organized)

**4 Core Walls**
Content Specific Wall, Marzano/Word Wall, Quality Work Wall, Data Wall

**Content Specific Wall**
Analog Clock with Second Hand Numbers Displayed

Word Wall
Marzano Content-Based Common Vocabulary, Alphabetically Listed

Student Work Wall/Bulletin Boards
Objective, Quality Work

Data Wall
Student Codes, Pre and Post Assessment Scores, 80% Mastery (Teacher Maintained)

Board Configurations
Theoretical Frameworks for Learning

Bloom’s Taxonomy : Rigor and Relevance Framework : Dr. Williard R. Daggert

Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school to watch the teacher work. The International Center’s Rigor/Relevance Framework is a powerful tool that has captured the imagination of teachers to aspire to teach students to high rigor and high relevance. All educators can use the Rigor/Relevance Framework to set their own standards of excellence as well as to plan the objectives they wish to achieve. This versatile Framework applies to standards, curriculum, instruction, and assessment. When planning a lesson using the Rigor/Relevance Framework, it is important to maintain a consistent level of rigor and relevance. For example, if a teacher has lofty curriculum objectives in Quadrant D but develops instruction and test questions that are in Quadrant A, it is unlikely that students will reach the teacher’s high expectations. Similarly, if a teacher designs high-rigor instructional activities but uses a low-rigor assessment tool, the test will not be an accurate measure of what students have learned.

When implementing the Rigor/Relevance Framework it is of great importance to design instruction and develop assessments that measure Quadrant D skills. This enables students not only to gain knowledge, but also to develop skills such as inquiry, investigation, and experimentation.

Knowledge Taxonomy

There is a continuum of knowledge that describes the increasingly complex ways in which we think. In defining rigor in this framework, we use the Knowledge Taxonomy, which is based on the six levels of Bloom’s Taxonomy:

1. Knowledge/Awareness
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation
The low end of this continuum—levels one and two and, to a degree, level three—involves acquiring knowledge and being able to recall or locate such knowledge in a simple manner. Just as a computer completes a word search in a word processing program, a competent person at this end of the continuum can scan through thousands of bits of information in the brain to locate desired knowledge.

The high end of the Knowledge Taxonomy— which includes high-level activity at level three as well as at levels four through six—labels more complex ways in which individuals use knowledge. At this end of the continuum, knowledge is fully integrated into one’s mind, and individuals can do much more than locate information. They can take several pieces of knowledge and combine them in both logical and creative ways. Assimilation of knowledge is a good way to describe this high level of the thinking continuum. Assimilation is often referred to as a higher order thinking skill: at this level, the student can solve multi-step problems and create unique work and solutions.

**Application Model**

The second continuum, created by the International Center, is known as the Application Model. The five levels of this action continuum are:

1. Knowledge in one discipline
2. Apply knowledge in discipline
3. Apply knowledge across disciplines
4. Apply knowledge to real-world predictable situations
5. Apply knowledge to real-world unpredictable situations

The Application Model describes how knowledge is put to use based on the levels of relevance. While the low end is knowledge acquired for its own sake, the high end signifies action: using the knowledge to solve complex real-world problems and to create projects, designs, and other works for use in real-world situations.

When instruction moves to high relevance, it is generally defined as “real-world,” meaning the students’ work is similar to that done by adults outside of school. The advantage of this is that students are more likely to be motivated to engage in learning since it is easier the see the purpose for learning. High-relevance learning also helps students retain their learning beyond the end of a chapter or completion of a test. Moving to higher relevance begins with an integrative approach including two or more disciplines, such as math and science, or history and language arts.

**Using the Rigor/Relevance Framework**

The Rigor/Relevance Framework, illustrated below, uses four quadrants that represent levels of learning. On the Knowledge axis, the framework defines low rigor as Quadrants A and B and high rigor as Quadrants C and D.

On the Knowledge axis, Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant A is labeled “Acquisition” because students gather and store bits of knowledge and information.

The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning or student performance at that level.
On the Knowledge axis, Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant A is labeled “Acquisition” because students gather and store bits of knowledge and information.

Quadrant C, “Assimilation,” represents more complex thinking, but still knowledge for its own sake. In Quadrant C, students extend and refine their acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and to create unique solutions.

Quadrants B and D represent actions or high degrees of application. In Quadrant B, “Application,” students use acquired knowledge to solve problems, design solutions, and complete work.

In Quadrant D, “Adaptation,” students have the competence to think in complex ways as they apply knowledge and skills they have acquired to new and unpredictable situations. Students create solutions and take actions that further develop their skills and knowledge.

For students to become lifelong learners, problem-solvers, and decision-makers, Quadrant B and D skills are required. In effect, our students need to know what to do when they do not know what to do. The Rigor/Relevance Framework provides a structure to enable schools to move all students toward that level.

(Daggert, 2009)
Howard Gardner’s Multiple Intelligences

Howard Gardner, a professor at Harvard’s Graduate School of Education, theorizes that people are intelligent in different ways. According to Gardner’s theory, each person is born with a full range of capacities and aptitudes; though some are naturally stronger, and some naturally weaker in each individual. These differences do not indicate that one person is more or less intelligent than the next, but simply that each one learns, thinks, processes, and produces differently.

A person’s preference for a particular intelligence greatly influences how that person learns. Our goal is to recognize and take advantage of the natural learning styles of all of our students, while helping them to improve the skills that are weaker. The more skillful we become at working with multiple intelligences, the more our students will learn, and the livelier and engaging our classrooms will be. Research has shown that many discipline “problems” can also be understood and dealt with by applying the theory of multiple intelligences.

Below we have outlined Gardner’s different types of intelligence, and for each type, a brief description and a variety of classroom activities through which students can demonstrate their learning:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Demonstrate Mastery through:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual/Spatial</strong></td>
<td>• Drawing or painting a picture, poster, chart, or sketch representing what they have learned.</td>
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<td></td>
<td>• Making a three-dimensional model such as a physical map.</td>
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<td></td>
<td>• Creating colorful designs, shapes, and patterns to illustrate a scene from nature or history.</td>
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<td></td>
<td>• Imagining and visualizing how literary or historic figures might have changed events.</td>
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<td>• Taking photographs or using a video camera to create a pictorial report.</td>
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<td></td>
<td>• Constructing props and costumes to dramatize an event.</td>
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<td></td>
<td>• Creating Venn diagrams or concept maps to explain information to others.</td>
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<td></td>
<td>• Developing color-coding systems to categorize information.</td>
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<tr>
<td></td>
<td>• Building a shadow box or diorama display.</td>
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<tr>
<td>• Focus on the visual arts or the use of objects in their learning.</td>
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<tr>
<td>• Acute perception of form, shape, depth, color, and texture.</td>
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<tr>
<td>• Form clear images in their minds.</td>
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<tr>
<td>• Active imaginations.</td>
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<tr>
<td>• Adept at expressing themselves through original drawings, paintings, sculptures, design patterns, and color schemes.</td>
<td></td>
</tr>
<tr>
<td>• Respond well to visual aids such as overhead projectors, maps, posters, photographs, and videos.</td>
<td></td>
</tr>
<tr>
<td>• Find it difficult to read long passages that are not accompanied by illustrations, to write, or to communicate in general with words.</td>
<td></td>
</tr>
</tbody>
</table>
| Naturalist | • Recognize and discriminate among objects found in our natural world.  
• Watch and observe the environment.  
• Appreciate and discern differences among living things.  
• Keen interest in the laws and forms of nature.  
• Enjoy going on hikes and being outdoors.  
• Care for the classroom pet and plant  
• Organize and sort classroom collections of rocks, shells, leaves, insects, and other items from nature.  
• Categorize anything.  
• Going on field trips and nature walks.  
• Forecasting and tracking the weather.  
• Observing the sky, clouds, stars, and space.  
• Hiking in natural surroundings.  
• Reporting on nature videos.  
• Listing attributes of objects.  
• Recording changes or development over time.  
• Photographing nature.  
• Devising classifications.  
• Sorting and categorizing items.  
• Caring for plants and animals.  
• Using graphic organizers.  
• Reconstructing the natural setting in a historical place.  
• Predicting the effects of extreme natural phenomena. |
| Musical | • Enjoy rhythm, melody, and music.  
• Sing, hum, listen to music, and/or play instruments.  
• Good at picking up sounds, remembering melodies, noticing rhythms, and keeping time.  
• Can easily memorize words that have been set to music.  
• Prefer to tell or hear information aloud rather than read silently.  
• Soft music in the background helps them focus and concentrate on their work.  
• Playing instruments.  
• Composing music that conveys the theme or mood of the lesson.  
• Researching, comparing, and contrasting music of different cultures or time periods.  
• Identifying rhythmic patterns in music or poetry.  
• Creating a rhythmic way to remember information.  
• Performing a rap or song that summarizes information.  
• Use mnemonic devices and put words to melodies. |
| Logical/Mathematical | • Develop strategies.  
• Perform experiments.  
• Reason things out.  
• Work with numbers.  
• Ask questions.  
• Explore patterns and relationships.  
• Highly methodical.  
• Good at deciphering codes.  
• Determining what their next move will be.  
• Sequential.  
• Questions assignments or become immobilized if directions are too open-ended.  
• Categorizing or classifying new information.  
• Working with abstract patterns, symbols and formulas, complex problems, logic games, and puzzle,.  
• Work well with problem-solving tools such as computers and calculators.  
• Want to solve problems in their own way and might argue with a teacher who cannot accept alternative methods.  
• Challenge any concept that does not make sense immediately according to their own ordered universe.  
• Easily bored by repetitive activities and need to be engaged in the challenge of problem solving in order to connect to their work.  
• Developing crossword and other puzzles for classmates to solve.  
• Constructing a time line and filling in details.  
• Writing how-to books.  
• Investigating authentic problems and developing possible solutions.  
• Mapping a location.  
• Diagramming procedures.  
• Creating a “web” organizer or Venn diagram to organize information to present to others.  
• Using pattern blocks, unifix cubes, Legos, and other math manipulatives to demonstrate concepts.  
• Playing calculator games.  
• Conducting research and laboratory experiments.  
• Categorizing facts and information.  
• Composing analogies.  
• Creating trivia games that others can play. |
<table>
<thead>
<tr>
<th>Bodily Kinesthetic</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
</tr>
</thead>
</table>
| - Feels a compulsion to bridge the gap between mind and body.  
  - Learns through touching, physical movement, manipulating concrete objects, and interacting with his/her environment.  
  - Feel most comfortable in a classroom environment where they have the freedom to stand, stretch, and move at regular intervals. | - Communication, positive interaction, and the formation of positive personal relationships.  
  - The ability to see situations from various perspectives.  
  - The desire to motivate others towards a common goal.  
  - Team players.  
  - Possess strong leadership qualities.  
  - Preference for solving problems by discussing them first in a group and coming up with a common solution.  
  - Skilled at understanding people, organizing, collaborating, communicating, and mediating conflicts.  
  - True concern for others can lead them to ignore their own needs.  
  - Enjoy cooperative learning, one-on-one peer tutoring, and exercises that ask them to identify with a character or figure they are studying. | - In tune with one’s emotions, thought processes, attitudes, and reactions.  
  - Taking responsibility for one’s choices and actions, especially for one’s learning.  
  - Strong will, control over his/her emotions.  
  - Plan in advance and set independent personal goals.  
  - Interests may take them in directions that have little relationship to class goals.  
  - Generally prefer to work alone.  
  - Need a lot of one-on-one interaction, guidance, and reinforcement from their teacher.  
  - May feel uncomfortable in groups and may not voluntarily participate in class discussions.  
  - Stimulated by thought-provoking questions. | - Dramatizing a literary or historical event.  
  - Role playing.  
  - Creating a dance or movement that tells a story.  
  - Going on field trips to appropriate sites.  
  - Participating in learning centers.  
  - Learning outdoors.  
  - Acting out vocabulary words or a sequence of events.  
  - Constructing projects and making diagrams, models, or replicas of systems or procedures.  
  - Building puppets and putting on a show related to content.  
  - Pantomiming a sequence.  
  - Playing charades.  
  - Activities that tap into this type of intelligence include dancing, role playing, drama, gesticulations, physical exercise, sports, mime, and martial arts.  
  - Role playing  
  - Cooperative learning activities  
  - Trace new letters in a box of sand or on sandpaper.  
  - Shape their bodies like those letters. | - Participating in jigsaw activities, where each person in a group is responsible for specific tasks.  
  - Working on interactive computer software, e-mail, and the Internet.  
  - Joining any group project.  
  - Sharing cooperative learning strategies.  
  - Identifying with figures in art or literature.  
  - Studying or creating oral histories.  
  - Interviewing or creating imaginary interviews with relevant people (real, historical, or literary).  
  - Constructing a family tree.  
  - Peer tutoring. | - Writing journal entries that summarize content and any personal reactions to content.  
  - Completing independent assignments.  
  - Meeting with the teacher outside of class.  
  - Investigating complex problems.  
  - Researching topics of interest.  
  - Reflecting in a journal about their learning process.  
  - Creating personal files of topics they have studied.  
  - Writing first-person accounts of events.  
  - Personalizing a character and writing his/her “autobiography.”  
  - Constructing a bibliography that can be used by others.  
  - Self-assessing projects and products to determine how to improve learning. |
Instructional Methodologies

Robert Marzano: Meta-Analysis Strategies

1. **Advance Organizers**: Providing students with a preview of new content;

2. **Building vocabulary**: Using a complete six-step process to teach vocabulary that includes teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games;

3. **Complex cognitive tasks**: Working on complex tasks such as investigation, problem solving, decision making, and experimental inquiry;

4. **Cooperative learning**: Students working together in small groups;

5. **Cues and questions**: Using hints and questions to activate prior knowledge and deepen student understanding;

6. **Effort and recognition**: Reinforcing and tracking student effort and providing recognition for achievement;

7. **Engagement strategies**: Using activities designed to help capture students’ attention;

8. **Feedback**: Providing students with information relative to how well they are doing regarding a specific assignment;

9. **Graphic organizers**: Providing a visual display of something being discussed or considered (e.g., using a Venn diagram to compare two items);

10. **Homework**: Providing students with opportunities to increase their understanding through assignments completed outside of class;
11. **Identifying similarities and differences**: Identifying similarities and/or differences between two or more items being considered;

12. **Interactive games**: Using academic content in game-like situations;

13. **Kinesthetic activities**: Students representing new content physically;

14. **Nonlinguistic representations**: Providing a representation of knowledge without words (e.g., a graphic representation or physical model);

15. **Note taking**: Recording information that is considered important;

16. **Partial vocabulary**: Using one or more aspects of a six-step process to teach vocabulary which may include teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games;

17. **Practice**: Massed and distributed practice on a specific skill, strategy, or process;

18. **Setting goals/objectives**: Identifying a learning goal or objective regarding a topic being considered in class;

19. **Student discussion/chunking**: Breaking a lesson into chunks for student or group discussion regarding the content being considered;

20. **Summarizing**: Requiring students to provide a brief summary of content;

21. **Tracking student progress and scoring scales**: Using scoring scales and tracking student progress toward a learning goal;

22. **Voting technology**: Using interactive clicker technology to collect data regarding student knowledge during class;

### Instructional Strategy Plan Components

Each teacher and support staff member is required to turn in weekly lesson plans including the following components:

- Overall standard in each subject area
- Daily objectives
- Grade Level Content Expectation’s (GLCE’s)/High School Content Expectations (HSCE’s)
- Procedures
- Resources
- Essential Questions
- Technology
- Acceleration, Adaptation, & Accommodation (IEP Modifications)
- Real-Life Relevancy
- Cultural Relevance
- Assessments
- Bloom’s Taxonomy
- Multiple Intelligences
- Monthly Focus
- Focused Homework
Maximizing Instructional Time

Elementary Instructional Building Block

(Based on the Gradual Release of Responsibility Model)

I DO IT
(Direct Instruction)

Teacher
- Establishes Objectives
- Proposes Essential Question
- Models

Students
- Actively Listens

WE DO IT
(Guided Practice)

Teacher
- Works with Students
- Checks, Prompts, Clues
- Models

Students
- Asks Questions
- Responds to Questions
- Works with Assistance

YOU DO IT
(Collaborative Learning)

Teacher
- Moves Amongst Groups
- Clarifies
- Supports

Students
Shares Outcomes
Collaborates
Completes Task
Exchanges "On-Task" Dialog

YOU DO IT ON YOUR OWN
(Independent Work)

Teacher
- Provides Feedback
- Evaluates
- Determines Level of Understanding

Students
- Work Alone
- Applies Knowledge
- Synthesizes
### Middle and High School (6th – 12th) Bell-to-Bell Instructional Building Block

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1st Ten Brain Booster Journal Entry (Writing Across the Curriculum Response) - (i.e. Write HW, Vocab., Schedule, Writing Essential Question, Current Event, KWL)</td>
</tr>
<tr>
<td>2.</td>
<td>Brain Booster Discussion - (i.e. Small Group, Think-Pair-Share, Individuals, Check Results in Conversation)</td>
</tr>
<tr>
<td>3.</td>
<td>Revisit Previous Learning Objective - (i.e. Small Group Corner Questions, Create Own Test Question, Peer Teaching, Note Buddy)</td>
</tr>
<tr>
<td>4.</td>
<td>Homework Review - (i.e. Pair-Share, Switch Read - 3 Stars and a Wish)</td>
</tr>
<tr>
<td>5.</td>
<td>Quick Quiz - (i.e. Random Questioning, Ask Essential or 1 Question, Mind/Concept Map)</td>
</tr>
<tr>
<td>6.</td>
<td>Anticipatory Set</td>
</tr>
<tr>
<td>7.</td>
<td>Access Prior Knowledge</td>
</tr>
<tr>
<td>8.</td>
<td>Introduce Objective</td>
</tr>
<tr>
<td>9.</td>
<td>Sustained Reading</td>
</tr>
<tr>
<td>10.</td>
<td>Vocabulary Journal Entry</td>
</tr>
<tr>
<td>11.</td>
<td>Propose Essential Question</td>
</tr>
<tr>
<td>12.</td>
<td>Direct Instruction (Provide the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.) (Vocabulary Journals)</td>
</tr>
<tr>
<td>13.</td>
<td>Model (Knowledge) (Show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.).</td>
</tr>
<tr>
<td>14.</td>
<td>Check for Understanding (Comprehension)(Determination of whether students have &quot;got it&quot; before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.</td>
</tr>
<tr>
<td>15.</td>
<td>Reteach (If nessessary)(Small group option) If students do not understand the concept</td>
</tr>
<tr>
<td>16.</td>
<td>Guided Practice (Application) (An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed</td>
</tr>
<tr>
<td>17.</td>
<td>Collaborative Group Work (Analysis)</td>
</tr>
<tr>
<td>18.</td>
<td>Differentiated Assignment/Activity/Center (One-on-One/Small Group)</td>
</tr>
<tr>
<td>19.</td>
<td>Tiered Activity/Center</td>
</tr>
<tr>
<td>20.</td>
<td>Independent Practice &amp; Support (Synthesis) (Time to provide for reinforcement practice.)</td>
</tr>
<tr>
<td>21.</td>
<td>Mastery Evaluation Formative Assessment (Evaluation)(Informal or Formal)</td>
</tr>
<tr>
<td>22.</td>
<td>Closure (Answer Essential Question)</td>
</tr>
<tr>
<td>23.</td>
<td>Homework Lab</td>
</tr>
<tr>
<td>24.</td>
<td>Enrichment (Acceleration, Average, Adaptation)</td>
</tr>
</tbody>
</table>

Who says “Homework” is for at “Home”  
If it’s not working, why do we continue to do the same thing?  
(Maybe we should think about renaming it)  
Do we give “homework” for mastery or grade/submission purposes?  
Block Scheduling brings “home” to school
Differentiated Instruction

Differentiated instruction is a method of teaching that involves matching learning styles with abilities. It is best accomplished through intentional grouping of children at similar academic levels to better facilitate the learning process. It is inclusive of many strategies and techniques that best suit a class of students at any one time. Mostly, differentiated instruction is flexible and constantly changing to meet existing needs.

Planning

- Differentiated instruction requires careful planning. For it to be effective, a teacher must know how his students learn—kinetically, aesthetically, or visually. Once the teacher is aware of his class’s needs, they can design or research activities that will help students gain mastery of skills. Grouping

- Teachers determine students’ learning groups through the pre-planning. These groups are based on students who have similar learning needs and styles. It is very important to remember that these groups will often change. Students who progress at an advanced rate may move to a group that can learn more independently. Struggling students may need to be moved to a group that learns best through hands-on activities. A differentiated classroom will have groups that are flexible and free-flowing.

Implementation

- Differentiated instruction takes place during the normal, everyday process of teaching. When a skill is introduced to the whole group, the teacher and her assistant will take note of which students seem to understand and which students need to see more examples and application. These students will usually fall into three groups: below grade level, average and above grade level. This is a general grouping. Some classrooms may be more complex, having three above grade level groups that need to be taught how to apply a skill in various ways. Sometimes, there are more struggling students who need to have one-to-one intervention sessions with the teacher or a tutor.

Assessment

- Assessment drives the instruction in the differentiated classroom. These assessments may be informal, as in teacher observation checklists, or they may be in the more formal style of standardized tests. Assessment should be administered often so that students will be placed in the group that will best serve their needs at the present time.

Environment

- A differentiated classroom is student, not teacher-centered. By definition, student-centered classrooms are those in which the children are learning, not just busy. Learning may be in the form of reading and math centers with hands-on activities, reading silently or listening to a book being read aloud, and peer groups that are writing in journals or completing Venn diagrams, or set diagrams, to apply the concept of comparison and contrast.
ASSESSMENT (Evaluation) MODULE

Philosophy of Assessment

Assessment data, evaluates the effectiveness of a curriculum, instruction and student mastery. The data is then used to adapt instruction to address the gaps. Evaluation and assessment can occur at all points along the continuum of the instructional process using rubrics, teacher observation, student interviews, portfolios, project and problem-based learning products. Informal assessments, as well as summative assessments yield valuable information about students' understanding of the concepts and mastery. It is important to compare student progress with self, peers locally, regionally, state-wide and nationally. Pupils achieving 80% proficient scores on assessments usually indicates an appropriate alignment of curriculum, instruction and assessment.

Purposes for Educational Assessment

As discussed in Knowing What Students Know, there are at least three purposes for educational assessment:

1. Formative assessment for use in the classroom to assist learning. Such assessment is designed to provide diagnostic feedback to teachers and students during the course of instruction. Teachers need assessment information about their individual students to guide the instructional process.

2. Summative assessment for use at the classroom, school, or district level to determine student attainment levels. Such assessment includes tests, given at the end of a unit or a school year, that are designed to determine what individual students have achieved.

3. Assessment for program evaluation, used in making comparisons across classrooms, schools, districts, states, or nations. Such assessment often includes standardized tests designed to measure variation in the outcomes of different instructional programs.

We also believe a fourth purpose for educational assessment exists which will provide a more comprehensive analysis of our educational program:

4. Instructional performance evaluation, an universal assessment tool utilized to evaluate the effectiveness of teacher performance. A percentage of this rubric considers the quantitative data results from student summative assessments.

Types of Assessments

The following measures of assessment will provide an authentic evaluation of pupils’ achievement, skills and competencies:

- Writing Portfolios
- Student Vocabulary Journals
- Rubrics
- Conferencing (peer/teacher/group)
- Surveys
- Projects
- Individual Learning Plans
- Standards-Based Mastery
- Authentic Assessments
- Interactive Response Systems
- Local, State and National Assessments
Authentic Assessments

A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills and a rubric by which their performance on the task will be evaluated.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
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<tbody>
<tr>
<td>Selecting a Response</td>
<td>Performing a Task</td>
</tr>
<tr>
<td>Contrived</td>
<td>Real-life</td>
</tr>
<tr>
<td>Recall/Recognition</td>
<td>Construction/Application</td>
</tr>
<tr>
<td>Teacher-structured</td>
<td>Student-structured</td>
</tr>
<tr>
<td>Indirect Evidence</td>
<td>Direct Evidence</td>
</tr>
</tbody>
</table>

Selecting a Response to Performing a Task: On traditional assessments, students are typically given several choices (e.g., a, b, c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

Contrived to Real-life: Tests offer contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something.

Recall/Recognition of Knowledge to Construction/Application of Knowledge: Well-designed traditional assessments (i.e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. The demonstration of recall and recognition on tests is typical. Authentic assessments often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process.

Teacher-structured to Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency.

Indirect Evidence to Direct Evidence: Even if a multiple-choice question asks a student to analyze or apply facts to a new situation rather than just recall the facts, and the student selects the correct answer, what do you now know about that student? We can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic assessments offer more direct evidence of application and construction of knowledge.

Common Formative Assessments

Common Formative Assessments are assessments typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are frequently administered throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) program concerns – areas in which students generally are having difficulty achieving the intended standard – and (4) improvement goals for individual teachers and the team.

Learning by Doing, p 214

Common assessments are more efficient than assessments created by individual teachers. It is ineffective and inefficient for teacher to operate as independent subcontractors who are stationed in proximity to others, yet work in isolation.

Common assessments are more equitable for students.
Common assessments represent the most effective strategy for determining whether the guaranteed curriculum is being taught and, more importantly, learned. Doug Reeves (2004) refers to common assessments as the “gold standard” because they promote consistency in expectations and provide timely, accurate, and specific feedback to both students and teachers.

**Common assessments inform the practice of individual teachers.** With this information, a teacher can seek assistance from teammates on areas of concern and can share strategies and ideas on skills in which his or her students excelled.

**Common assessments build a team’s capacity to improve its program.** Collective analysis can lead to new curriculum, pacing, materials, and instructional strategies designed to strengthen the academic program offered.

**Common assessments facilitate a systematic, collective response to students who are experiencing difficulty.** Because the students are identified at the same time and because they need help with the same specific skills that have been addressed on the common assessment, the team and school are in a position to create a timely, systematic program of intervention.

### Data Driven Instruction

Data-driven instruction draws on the outcomes of analyses of student data to assess the effectiveness of instruction and the resultant learning so that lesson planning and implementation can be modified to account for progress and gaps.

### District-Wide Assessment Calendar

- **September** – Performance Series, NWEA, PLATO
- **October** – Performance Series, NWEA, MEAP, PSAT, PLATO
- **November** – Performance Series, NWEA, EXPLORE, PLATO
- **December** – PLATO
- **January** – PLATO
- **February** – Performance Series, NWEA, PLATO
- **March** – MME, ACT, Workkeys, PLATO
- **April** – Performance, ACT, PLATO
- **May** – Performance Series, NWEA, SAT, AP Chemistry, AP World History, PLATO
- **June** – PLATO

### National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what our nation’s students know and can do. NAEP provides a common measure of student achievement across the country. Approximately 6,000 to 20,000 students per grade from across the country are assessed for each subject. The numbers of schools and students vary from year to year, depending on the number of subjects and questions to be assessed. For assessments that report state results, NAEP typically selects 3,000 students in approximately 100 schools in each state for each grade and subject.

Schools are selected to be representative of schools across the states and nation, on the basis of characteristics such as school location, minority enrollment, level of school achievement, and average income of the geographic area. Then, within each school, students are randomly selected to participate. NCES uses a sampling procedure to ensure that those selected to participate in NAEP will be representative of geographical, graphical, racial, ethnic, and socioeconomic diversity of schools and students across the nation.
Assessments are given most frequently in mathematics and reading. Other subjects, such as writing, science, U.S. history, civics, geography, economics, and the arts, are assessed periodically. The results of NAEP are released as The Nation’s Report Card. Report cards provide results for the nation, state, and urban districts (as they are available). Results are provided as scale scores and achievement levels. The results are reported in each jurisdiction by gender, socioeconomic status, race/ethnicity, and other demographic in information. Results for the nation reflect the performance of students attending public schools, private schools, Bureau of Indian Education schools, and Department of Defense schools. Results for states and other her jurisdictions reflect the performance of students in public schools only.

The results are generally reported on 0-300 or 0-500 point scales. Because NAEP scales are developed independently for each subject, scores cannot be compared across subjects. In addition to reporting an overall score for each grade assessed, scores are reported at five percentiles to show trends in results for students performing at lower (10th and 25th per percentiles), middle (50th percentile), and higher (75th and 90th percentiles) levels.

Achievement levels are standards showing what students should know and be able to do along the continuum of performance. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject and grade. NAEP results are reported as percentages of students performing at or above the Basic and Proficient levels and levels at the Advanced level. Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. Advanced represents superior performance.

NAEP results are available at [http://nationsreportcard.gov](http://nationsreportcard.gov). Users can browse or download the latest report card, individual state, and select district profiles, and access resources and online data tools that will enable them to view more extensive results, such as results, by demographic groups.

**North Central Association (NCA) Accreditation**

The North Central Association Commission on Accreditation and School Improvement (NCA CASI) is a non-governmental, voluntary organization that accredits 8,500 public and private schools and districts. NCA CASI accredits schools and districts in 19 states, the Navajo Nation, and the Department of Defense Dependents’ Schools worldwide. NCA CASI accredits a range of schools from pre-kindergarten through postsecondary, including: early childhood, elementary, middle, secondary, adult/vocational, college preparatory, special purpose, unit (K-12), and non-degree granting postsecondary schools.

In April 2006, NCA CASI, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world’s largest education community, representing over 27,000 public and private schools and districts across the United States and 69 countries worldwide and serving nearly 15 million students.

**AdvancED**

An AdvancED accredited institution or educational system adheres to the highest quality standards. These standards are the product of careful research and years of testing and fine-tuning the successful practices in education.

The AdvancED Accreditation Standards consider all aspects of how institutions deliver quality education, which include teaching and learning, vision and strategies, governance, data use, resources, and self-improvement. By examining the individual components of the educational system, we get a comprehensive look at the whole.
The AdvancED Accreditation Standards are:

**Vision and Purpose** – The institution or educational system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school/system.

**Governance and Leadership** – The institution or educational system provides governance and leadership that promote student performance and school/system effectiveness.

**Teaching and Learning** – The institution or educational system provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Documenting and Using Results** – The institution or educational system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Resources and Support Systems** – The institution or educational system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Stakeholder Communications and Relationships** – The institution or educational system fosters effective communications and relationships with and among its stakeholders.

**Commitment to Continuous Improvement** – The institution or educational system establishes, implements and monitors a continuous process of improvement that focuses on student performance.

Accreditation is a voluntary method of quality assurance developed by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education. But such definitions, though accurate, are incomplete.

**International Assessments**

**International Benchmark Test**

The International Benchmark Tests (IBT) is an internationally administered program of assessments in English, Mathematics and Science which benchmarks student performance against a broad, international cohort of students and to the Trends in International Mathematics and Science Study (TIMSS), in which more than 50 countries participate. The IBT provides a comprehensive assessment of student performance and ability in English, Mathematics and Science and provides school, regional and international comparisons. It is available for students in class 3 to 10 in English and Mathematics, and in class 3 to 8 in Science.

Test questions in the IBT are based on reasoning and thinking skills in each subject area rather than knowledge of particular curriculum content.

**National Assessments**

**PSAT**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It’s a standardized test that provides firsthand practice for the SAT®. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

The PSAT/NMSQT measures:

- Critical reading skills, Math problem-solving skills, and Writing skills
SAT

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.

ACT

The ACT® test is a curriculum- and standards-based educational and career planning tool that assesses students’ academic readiness for college.

- The ACT motivates students to perform to their best ability and often results in increased college enrollment, especially for underrepresented students.
- Test scores reflect what students have learned throughout high school and provide colleges and universities with excellent information for recruiting, advising, placement, and retention.
- To support college and career planning, the ACT career exploration component helps students identify personally relevant career options.

The ACT is the capstone of our College and Career Readiness System. The test uses the same score scale as EXPLORE® and PLAN®, making the system an effective tool to monitor academic progress and student growth.

PLAN

The PLAN® program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

PLAN can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school.

PLAN serves as the midpoint measure of academic progress in ACT's College and Career Readiness System

EXPLORE

The EXPLORE® program is designed to help eighth and ninth graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post–high school choices as well.

Advanced Placement (AP) Exam

The culmination test of a year-long Advanced Placement (AP) course. The students themselves set the grading rubrics and the scale for the "AP Grades" of each exam. When the AP Reading is over for a particular exam, the free response scores are combined with the results of computer-scored multiple-choice questions based upon a previously announced weighting. The AP Grades that are reported to students, high schools, colleges, and universities in July are on AP's five-point scale: 5: Extremely well qualified, 4: Well-qualified, 3: Qualified, 2: Possibly qualified, or 1: No recommendation. Many colleges and universities in the U.S. grant credits or advanced placement based on AP test scores; those in over twenty other countries do likewise. Policies vary by institution, but most schools require a score of 3 or higher on any given exam for credit to be granted or course prerequisites to be waived (and some will award an "A" grade for a 5 score. Most of the prestigious schools in the U.S., amongst others in the world, do not accept AP scores below a 4.
State Assessments

**Michigan Educational Assessment Program (MEAP)**

Yearly assesses students in grades 3-9 based on the Michigan Curriculum Framework.

**Mi-Access**

Michigan’s alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate. Mi-Access satisfies the federal Individuals with Disabilities Education Act (IDEA) as reauthorized in 2004 and the No Child Left Behind Act (NCLB) of 2001 that require all students with disabilities be assessed at the state level.

**MEAP Access**

MEAP-Access is an alternate assessment based on modified achievement standards. MEAP-Access is administered in the fall of each year and is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program (MEAP) for students with disabilities. MEAP-Access assesses students on grade level content expectations in the core content areas of Reading/Writing and Mathematics for students in grades 3-8.

**Michigan Merit Examination (MME)**

Assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each March, and consists of three components: ACT Plus Writing® college entrance examination WorkKeys® job skills assessments in reading, mathematics, and "locating information" Michigan-developed assessments in mathematics, science, and social studies.

The Michigan Department of Education is required by law to develop course/credit content expectations in the required course/credit areas, guidelines in other course/credit areas, and end-of-course examinations in at least the required course/credit areas.

**The Secondary Credit Assessment System (SCAS)**

The Secondary Credit Assessment System (SCAS) is comprised of summative assessments (end-of-course examinations), interim benchmark assessments, and formative assessment strategies. Each component provides information about student achievement of the content standards.

Local Assessments

**Goals**

Year 1: 80% Mastery  
Year 2: 85% Mastery  
Year 3: 95% Mastery  
Year 4: 100% Mastery

**Quality Work Defined**

Quality work is a standard by which we systematically judge work. The level of quality work production is initially established extrinsically by the teacher and is embraced intrinsically by the student. Teachers are expected to assign meaningful work and set perimeters for students to understand what an exemplary final product resembles upon submission. These assignments engage students with an authentic purpose for their learning and a reason to strive for excellence.
Students are expected to produce meaningful, high quality work that sets a standard for scholarship. Students K-12 are involved in standards-based, skills-enriched classwork and projects during school and extends beyond the classroom which results in quality workmanship. Students are confident their work represents their abilities and is therefore proudly willing to accept ownership of their work.

The Quality Work standards are outline below:

- Appropriate Heading
- Neat and Clean Presentation
- Good Penmanship/Typed Format
- Proper Spelling and Grammar
- Professional Language Usage
- Meets or Exceeds Rubric Standards
- Illustrates Student’s Full Potential
- Objective Clearly Stated
- APA Format

**Student Portfolios**

Each student should have a comprehensive personal portfolio 10 combined samples of the following:

Component I. Formal/Summative Assessments
Component II. Project Rubrics
Component III. Writing Samples

**EPAS**

ACT’s EPAS® Educational Planning and Assessment System was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

**EPAS** focuses on a number of key transition points that young people face:

- **8th/9th grade**—Preparing for high school studies
- **10th grade**—Planning and preparing for college and the workplace
- **11th/12th grade**—Being ready for life after high school

EPAS is unique in that its programs can be mixed and matched in ways that meet the needs of individual schools, districts, or states. However, each program includes the four components that form the foundation of EPAS:

- **Student Planning**—Process through which students can identify career and educational goals early and then pursue those goals.

- **Instructional Support**—Support materials and services to help classroom teachers prepare their students for the coming transitions. This component reinforces the direct link between the content and skills measured in the EPAS programs and those that are taught in high school classrooms.

- **Assessment**—Student achievement is assessed at three key transition points in EPAS—8th/9th, 10th, and 11th/12th grades—so that academic progress can be monitored to ensure that each student is prepared to reach his/her post-high school goals.

- **Evaluation**—An academic information monitoring service that provides teachers and administrators with a comprehensive analysis of academic growth between EPAS levels.

These four components of EPAS work together to respond to the needs of students, teachers, and school administrators in concrete and effective ways. EPAS helps:
Students:

- Identify career and educational options
- Establish goals
- Determine courses needed to fulfill plans
- Evaluate educational/career progress

Teachers and Counselors:

- Effectively guide students
- Advise the best course of study based on student plans
- Deliver effective instruction
- Evaluate student progress
- Evaluate instruction

School and District Administrators:

- Document success in meeting academic standards
- Evaluate the effectiveness of specific educational programs
- Monitor progress toward desired educational outcomes
- Provide career and educational planning, instructional support, assessment, and longitudinal evaluation
- Verify student progress from grades 8 through 12

Rubrics

Common rubrics are assessment tools for communicating expectations of quality. Rubrics support student self-reflection and self-assessment as well as communication between assessor and assessee. A rubric is a set of criteria and standards typically linked to learning objectives that is used to assess or communicate about product, performance, or process tasks.

Rubrics attempt to communicate expectations of quality around a task. We use rubrics to delineate consistent criteria for grading. Because the criteria are public, a rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective. A rubric can also provide a basis for self-evaluation, reflection, and peer review. Rubrics are aimed at accurate and fair assessment, fostering understanding and indicating the way to proceed with subsequent learning and teaching. Small Steps Checklists are issued during the introduction of an assignment or project, hence, students clearly understand the guidelines and have a greater opportunity to meet or exceed expectations.

Focused Homework Plans

A Focused Homework Plan is a student specific program or strategy of education or learning that takes into consideration the student’s strengths and weaknesses. An FHP for a student is generated after interaction between the student and the teacher, and is based upon assessment made therein. Further, a FHP:

- incorporates long-term goals of the student
- synthesizes with the larger educational framework
- gives credence to the student’s aspirations - cultural, artistic, social, or personal
- creates a homework plan geared to enrichment based on academic deficiencies
Common Assessments

At each grade level and in every content area teachers are expected to utilize a central assessment resource to develop a common assessment for the standards in which are being tested for mastery – both pre and post. Common assessments should be reliable and valid. Thus, the assessment is created according to the standards verses what the instructor desires to teach during a period of time.

Student Information Systems

Administration Plus

The student information software system collect, manage and analyze whatever student information they choose to track. Admin Plus integrates with both the GradeQuick teacher gradebook and the Edline school web portal, it’s secure online solution.

EdLine

EdLine is the on-line system where classroom websites are housed. This site can be used for a variety of teacher – student – parent communication essentials.

Numeric and letter grades are used in relationship to MASTERY on progress reports and report cards. Issued grades are based on the standards-based criteria described for each course. Students will be graded on the MASTERY of the grade level content standards.

K – 12th Grading Scale

<table>
<thead>
<tr>
<th>Standards Based Mastery/Letter Grade/Percentage Equivalency Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EM = Exceeds Mastery</strong></td>
</tr>
<tr>
<td>A = 100 – 94</td>
</tr>
<tr>
<td>A- = 93 – 90</td>
</tr>
<tr>
<td><strong>M = Mastery</strong></td>
</tr>
<tr>
<td>B+ = 89 – 88</td>
</tr>
<tr>
<td>B = 87 – 84</td>
</tr>
<tr>
<td>B- = 83 – 80</td>
</tr>
<tr>
<td><strong>P = Progressing</strong></td>
</tr>
<tr>
<td>C+ = 79 – 78</td>
</tr>
<tr>
<td>C = 77 – 74</td>
</tr>
<tr>
<td>C- = 73 – 70</td>
</tr>
<tr>
<td><strong>LM = Limited Mastery</strong></td>
</tr>
<tr>
<td>D+ = 69 – 68</td>
</tr>
<tr>
<td>D = 67 – 64</td>
</tr>
<tr>
<td>D- = 63 – 60</td>
</tr>
<tr>
<td><strong>NI = Needs Improvement</strong></td>
</tr>
<tr>
<td>F = 59 – 0</td>
</tr>
<tr>
<td><strong>Percentage Equivalency Chart</strong></td>
</tr>
<tr>
<td>3.67 – 4.0</td>
</tr>
<tr>
<td>2.67 – 3.66</td>
</tr>
<tr>
<td>1.67 – 2.66</td>
</tr>
<tr>
<td>0.67 – 1.66</td>
</tr>
<tr>
<td>0.00 – 0.66</td>
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</tbody>
</table>
Assignment Weighting

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Tests (Formal, Formative, and Summative Assessments)</td>
</tr>
<tr>
<td></td>
<td>Quizzes (Informal Assessments)</td>
</tr>
<tr>
<td>20%</td>
<td>Individual Projects (Authentic Assessments)</td>
</tr>
<tr>
<td>20%</td>
<td>Group Projects (Authentic Assessments)</td>
</tr>
<tr>
<td>25%</td>
<td>Classwork (Individual)</td>
</tr>
<tr>
<td>10%</td>
<td>Homework (Complete/Submission)</td>
</tr>
</tbody>
</table>

Important points to know about grading:

- **Make-Up Work** – We do not penalize students for excused absences if the work missed is turned in within the exact number of excused absent days of the student returning to school. Students who have an unexcused absence may have the grade earned on the makeup work reduced by 10 percentage. Makeup work submitted late will lose 10 percentage additional per day.

- **Late-Homework** – Students do not receive full credit for submitting work after the deadline. 10 percentage points will be deducted from a student’s assignment each day it is late. An intervention must

- **No Work Submission** – If a student does not submit a classwork or homework assignment, they will receive a Lunch or Recess detention. During this time the student must complete their missing assignment for late submission.

- **Progress Reports & Report Cards** – Progress reports will be issued according to the WAPA’s grade reporting schedule listed on our school-wide calendar. Progress reports are sent out mid-semester and report cards are distributed at the end of each quarter.

**Formal /Summative Assessments**

**DIBELS**

Measures and assess the 5 Big Ideas in early literacy identified by the National Reading Panel: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension

**DRA**

A research-based assessment used to determine the child’s independent reading level. It enables teachers to systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next. The DRA helps teachers pinpoint students’ strengths and reading abilities in a one-on-one conference.
Benchmark Literacy

The Fountas & Pinnell Benchmark Assessment System (BAS) seamlessly links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the F&P Text Level Gradient.

Northwest Evaluation Association (NWEA)

State-aligned computer-based testing system adapts to the student in real-time as the test progresses for a pinpoint picture of learning achievement and readiness.

Scantron Performance Series

A computer-adaptive test that lets teachers quickly pinpoint the proficiency level of students, across a range of subjects, that correspond with the State of Michigan standards. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

Glossary

Academic Achievement Standards Explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills covered in the content standards.

Academic Content Standards Statements of the knowledge and skills that schools are expected to teach and students are expected to learn.

Accommodation Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessment for students with disabilities. Educators and administrators design accommodations in order to compensate for or mitigate a disability the student may have, or to address a physical, mental, or emotional need a student exhibits. Accommodations administered both in regular instruction and during assessments are one way that educators ensure that students have access to education in a way that is equal to their peers. Accommodations are intended to reduce or eliminate the effects of a student’s disability; they do not reduce the learning experience.
**Adequate Yearly Progress (AYP)** The measure used to hold schools and districts responsible for student achievement in Reading and mathematics. AYP is based on state assessments, including the English Language Proficiency Assessment (ELPA), the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), MEAP-Access, and MI-Access. It includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates. Schools can meet AYP proficiency targets in two different ways: (1) by meeting the objective for the grade or subject area, or (2) showing sufficient improvement (otherwise known as “Safe Harbor”). For a public school or school district to make AYP, (1) the school as a whole and each measurable student subgroup must meet or exceed the state annual measurable objectives and have at least a 95% participation rate in the statewide assessments, and (2) the school must meet the state’s requirement for other academic indicators. For more information on AYP, visit [www.michigan.gov/ayp](http://www.michigan.gov/ayp).

**Alternate Achievement Standards** Explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills covered in the state’s extended content standards.

**Alternate Assessment** An assessment used to measure the learning progress and performance of students with disabilities whose IEP Teams have determined it is not appropriate for them to participate in general education assessments (i.e., the MEAP or the MME). As allowed by federal law, these assessments may be based either on grade-level achievement standards or alternate achievement standards.

**Americans with Disabilities Act (ADA)** Wide-ranging legislation intended to make American society more accessible to people with disabilities. It extends protection against discrimination to all state and local government services (including public schools) whether or not they receive federal funds.

**Glossary**

**N-2 Michigan Statewide Assessment Selection Guidance**

**Annual Measurable Achievement Objectives (AMAO)** Annual Measurable Achievement Objectives (AMAOs) are performance targets required by Title III of the Elementary and Secondary Education Act (ESEA) that describe what percentage of students must be proficient in reading, mathematics, and in the English language each year, as measured on statewide assessment.

**Assessment** A tool or instrument that measures what a student knows and can do. This measurement is often expressed as a score on a numerical rating scale, as well as a description of a performance level.

**Assessment Accommodation** Assessment accommodations change the way a student accesses an assessment without changing the actual standards the student is working toward or the content being assessed. The goal of an assessment accommodation is to minimize the impact of a student’s disability on his or her performance on an assessment. Decisions regarding assessment accommodations are to be made on a case-by-case basis and are to be based on relative appropriateness to a disability and the impact it has on the student. Decisions about assessment accommodations should be made well in advance of the actual assessment.

**Benchmarks** While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standards (Michigan Curriculum Framework, page 8).

**Bureau of Assessment and Accountability (BAA)** A bureau in the Michigan Department of Education that oversees all statewide educational assessment and accountability programs. The Bureau includes three offices: Office of Assessment Business Operations (OABO); Office of Psychometrics, Accountability, Research, and Evaluation (OPARE); Office of Standards and Assessments (OSA).
Content Area A course or discipline of study, including reading, mathematics, science, social studies, and writing. (Content areas can also include languages, art, music, theatre arts, and other disciplines not typically assessed on statewide assessments.)

Cut Score A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point (Standards for Educational and Psychological Testing, 1999).

Disability The Individuals with Disabilities Education Act (IDEA) has defined a disability as “mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities.”

Economically Disadvantaged A student from a low-income family who is eligible, according to income guidelines, for free and reduced-price meals. (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Learner (ELL) The Michigan definition is a student who has a primary or home language other than English who—because of limited proficiency in speaking, reading, writing, and understanding the English language—requires alternative programs or services to equally access the local educational agency’s total academic curriculum. These students are sometimes referred to as students with limited English proficiency (LEP).

English Language Proficiency Assessment (ELPA) The ELPA is administered in the spring of each school year to all students enrolled in grades K though 12 who are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the state to refer to students who are either learning English as a second language or participating in a bilingual program. The ELPA was developed primarily to improve the manner in which ELLs are assessed. It does that by supporting the state’s goal of having one uniform measure to help Michigan educators determine how much progress students are making with learning English skills from one year to the next.

ELPA Initial Screening The ELPA Initial Screening is a tool designed to determine a student’s eligibility for limited English proficiency (LEP) services at the time of enrollment. It is shorter in length than the Spring ELPA and is scored at the time of administration. Like the Spring ELPA, the ELPA Initial Screening assesses four domains: Listening, Reading, Writing, and Speaking.

Ethnicity The following classifications and definitions are based on the U.S. Office of Management and Budget’s directives on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. “These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs.” The classifications are used only for the purpose of reporting.

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

- Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.

- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
• White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

• Multiracial: A person of mixed racial and/or ethnic origins.

**Extended Benchmark (EB)** Benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. Extended Benchmarks are those that have been “extended” (or reduced N-4 Michigan Statewide Assessment Selection Guidance in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

**Extended Content Standard** Content standards that have been extended to reflect the appropriate depth, breadth, and complexity for students with the most significant cognitive disabilities.

**Extended Grade-Level Content Expectations (EGLCES)** GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards. Extended GLCEs are those that have been “extended” (or reduced in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

**Extended High School Content Expectation (EHSCEs)** HSCEs indicate what high school students should know and be able to do in high school within the content standards. Extended HSCEs are those that have been “extended” (or reduced in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

**Formerly Limited English Proficient (FLEP)** A student who was, but no longer is, designated LEP (or ELL) by a school or school district or who is no longer receiving support services to acquire English language proficiency. As required by federal law, this designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121)

**Free Appropriate Public Education (FAPE)** Free appropriate public education means special education services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the SEA, including the requirements of this part; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of the regulations implementing Individuals with Disabilities Act.

**Grade-Level Content Expectations (GLCEs)** GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards.

**Hand-Over-Hand Assistance** The type of assistance provided when a MI-Access Participation or Supported Independence student requires an assessment administrator to physically take his/her hand and guide him/her through an assessment item for instructional purposes. It may be used alone or along with step-by-step instructions. Only the Primary Assessment Administrator may decide if and when this type of assistance is necessary.

**High School Content Expectations (HSCEs)** HSCEs indicate what high school students should know and be able to do within the content standards.
**Home Language Survey (HLS)** Under Title VI of the Elementary and Secondary Education Act (ESEA), a Home Language Survey (HLS) must be administered by the LEA at the time a student enrolls. It asks two key questions that help school staff determine whether or not a student is eligible for assessment of his or her English proficiency.

**Homeless** A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

**Home Schooled** The “Home Schooled” bubble exists on state-level assessment answer documents for students who are home schooled and take the state assessment in their local school district. Public school districts are required to administer state-level assessments to home-schooled students who wish to be assessed.

**IDEA 1997** The federal Individuals with Disabilities Education Act, which describes and regulates educational opportunities for individuals with disabilities. It also requires that students with disabilities be included in statewide assessments.


**Individualized Education Program (IEP)** A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the Individuals with Disabilities Education Act regulations.

**Individualized Education Program (IEP) Team** A group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability in compliance with IDEA regulations.

**Instructional Accommodation** A modification or adjustment to the delivery of lessons, remediation, grading, or classroom placement. Like assessment accommodations, instructional accommodations minimize the impact of a student’s disability on his or her performance in class. In addition, instructional accommodations do not lessen the academic rigor present in the student’s class or coursework; rather, they seek to remove barriers the student might otherwise have in accessing the content presented during instruction.

**Limited English Proficient (LEP)** The terms “limited English proficient” or “English Language Learner,” when used with respect to an individual, means someone who

- is aged 3 through 21;

- is enrolled or preparing to enroll in an elementary school or secondary school;

- (i) was not born in the United States or whose native language is a language other than English; (ii) (I) is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) is migratory, whose native language is a language other than English, and comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

**Local Educational Agency (LEA)** According to 20 USCS § 7801 (26)(A), the term “local education agency” (LEA) means “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county,
township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.” This could refer to a school district, a public school academy functioning as its own district, or an intermediate school district (ISD) that administers its own curriculum center or school for students with special needs.

**MEAP-Access** One of five components of the MEAS, it is the state’s Alternate Assessment based on Modified Achievement Standards (AA-MAS). It is used to assess students with Individualized Education Programs (IEPs) in grades 3-8 in the content areas of reading, writing, and mathematics.

**MI-Access** One of five components of the MEAS, MI-Access is intended for students for whom the MEAP, the MME, or MEAP-Access with or without assessment accommodations are not appropriate as determined by a student’s Individualized Education Program (IEP) Team. It is an Alternate Assessment based on Alternate Achievement Standards (AA-AAS).

**MI-Access Functional Independence Assessments** The MI-Access Accessing print (reading), Expressing Ideas (writing), mathematics, and science assessments for students who have, or function as if they have, mild cognitive impairment.

**MI-Access Participation Assessments** The MI-Access English language arts, mathematics, and science assessments for students who have, or function as if they have, severe cognitive impairment.

**MI-Access Supported Independence Assessments** The MI-Access English language arts, mathematics, and science assessments for students who have, or function as if they have, moderate cognitive impairment.

**Michigan Curriculum Framework** A resource for helping Michigan’s public and private schools design, implement, and assess their core content-area curricula. Three components are the content standards, benchmarks, and grade level content expectations, which represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today’s society (Michigan Curriculum Framework, page 6).

**Michigan Department of Education** Under the direction of the Superintendent of Public Instruction, this agency carries out the policies of the State Board of Education and implements federal and state legislative initiatives.

**Michigan Educational Assessment Program (MEAP)** One of five components of the MEAS, it is the state’s general education assessment for students in grades 3 through 9 and is used statewide to assess student performance in specific content areas. The MEAP’s content is aligned to the Model Content Standards of the Michigan Curriculum Framework.

**Michigan Educational Assessment System (MEAS)** The State Board of Education-approved assessment system in Michigan, which is comprised of five assessment programs, including the ELPA, the MEAP, the MME, MEAP-Access, and MI-Access.

**Michigan Merit Examination (MME)** One of five components of the MEAS. It is the state’s general education assessment for students in grade 11 (or eligible students in grade 12) and is used statewide to assess student performance in specific content areas. The MME’s content is aligned to the Model Content Standards of the Michigan Curriculum Framework.

**Michigan Student Data System (MSDS)** Data submitted by school districts, including discrete information about individual students, such as age, gender, ethnicity, and program participation. The data collected via the MSDS is used to meet the reporting requirements of the federal No Child Left Behind Act of 2001, including the determination of Adequate Yearly Progress (AYP). Formerly called the Single Record Student Database.

**Migratory Status** A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.
**Modeling** A type of assistance provided to a Participation student where an assessment administrator demonstrates the correct completion of the assessment item in a manner that permits the student to observe what he/she is being asked to do. It may be provided only when a student does not engage in an assessment item after being provided verbal and/or physical cues.

**Modified Achievement Standards** An expectation of performance that is challenging for eligible students, but may be less difficult than a grade-level achievement standard. Modified achievement standards must be aligned with a state’s academic content standards for the grade in which a student is enrolled. Thus, only the achievement standards are modified, not the content standards on which those modified achievement standards are based.

**National Assessment of Educational Progress** A national assessment—often referred to as “the Nation’s Report Card”—designed to ascertain what America’s students in specific grades know and can do in specific subject areas.

**No Child Left Behind Act of 2001** An act that reauthorizes the Elementary and Secondary Education Act, including Title programs I-IX. It is designed, in part, to (1) increase the accountability of states, districts, and schools; (2) expand choices for parents and students, particularly those attending low performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children. In addition, it requires states to implement a single accountability system for all public schools and all students, and increases the number of times students—including those with disabilities and limited English proficiency—must be assessed.

**Nonstandard Accommodation** A nonstandard accommodation changes the construct being measured by an assessment or assessment item and, thus, results in an invalid test score. This includes any accommodation not deemed “standard” in the Assessment Accommodation Summary Tables approved by the State Board of Education.

**Office of Assessment Business Operations (OABO)** A division of the Bureau of Assessment and Accountability under which all finance, composition, and professional development functions are consolidated.

**Office of Educational Assessment and Accountability (OEAA)** Former name for an office in the Michigan Department of Education that oversees all statewide educational assessment and accountability programs. The office is now known as the Bureau of Assessment and Accountability.

**Office of Psychometrics, Accountability Research, and Evaluation (OPARE)** A division of the Bureau of Assessment and Accountability under which all psychometric, accountability, research and data management functions are consolidated.

**Office of Standards and Assessments (OSA)** A division of the Bureau of Assessment and Accountability under which all standards and assessment functions are consolidated.

“Or those who function as if they have such impairment” A phrase that refers to students who may, by diagnostic category, be identified as having a certain disability, but who adaptively function within another level of impairment. These students are considered as “those who function as if they have such impairment,” and, therefore, should be given the state-level assessment that best suits their adaptive functioning level of independence.

**Present Levels of Academic Achievement and Functional Performance (PLAAFP)** A statement of the child’s present levels of academic achievement and functional performance, including (i) how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

**Primary Assessment Administrator (PAA)** A certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—who observes and Michigan Statewide Assessment Selection Guidance. N-9 Assessment Selection Guidance Glossary
scores a student taking the MI-Access Participation or Supported Independence assessments. During assessment administration, the PAA introduces items to the student and makes all decisions regarding when and what types of assistance to provide.

**Proficient** Sometimes expressed by a numerical “cut score” on statewide assessment, a student who is proficient in a content area demonstrates knowledge of that content area appropriate to grade-level expectations. Those expectations may vary based on the student’s grade level and instructional setting. See Grade-Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), English Language Proficiency (ELP) Standards, Extended Grade-Level Content Expectations (EGLCEs), Extended High School Content Expectations (EHSCEs), and Extended Benchmarks (EBs).

**Progress** Annual gains made by the student, as evidenced by the acquisition of what the student knows and can do, or by an increase in assessment scores or performance levels.

**Scoring Rubric** Descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students’ efforts. Scoring rubrics are typically employed when judgment of quality is required and may be used to evaluate a broad range of subjects and activities (Practical Assessment, Research, & Evaluation, 2000).

**Section 504 of the Rehabilitation Act of 1973** Legislation designed to protect the rights of individuals with disabilities engaged in programs that receive federal funds from the U.S. Education Department.

**Shadow Assessment Administrator (SAA)** A certified staff member or other school personnel—such as a highly qualified paraprofessional—who simultaneously and independently observes and provides a second score for a student taking the MI-Access Participation or Supported Independence assessments. During assessment administration, the SAA provides assistance to the student only if asked to do so by the Primary Assessment Administrator.

**Special Education** A student who is determined by an Individualized Education Program (IEP) Team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

**Standard Accommodation** An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. It does not change the construct being measured and, therefore, yields valid assessment scores.

**Step-By-Step Instructions** The type of assistance provided when a MI-Access Participation or Supported Independence student requires an assessment administrator to explain each step involved in completing an item. It may be used alone or along with hand-over-hand assistance. Only the Primary Assessment Administrator may decide if and when step-by-step instructions are necessary.

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