



Amphitheater Public Schools

Career Ladder



Career Ladder

“A Professional Choice”

2012/2013 Handbook

Program handbook also available on our website:

<http://www.amphi.com/departments--programs/career-ladder.aspx>

“There is one kind of co-education that everybody believes in – the co-education of teachers and students.”

-John Dewey

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AMPHITHEATER CAREER LADDER MISSION STATEMENT:

The mission of the Career Ladder program is to bring out the best in students by bringing out the best in teachers. This will be accomplished by providing compensation and recognition based on quality, while fostering professional service and growth.

AMPHITHEATER CAREER LADDER VISION STATEMENT:

Career Ladder is a catalyst in collaborative learning communities dedicated to continuous improvement. We will see community members:

- accessing and sharing information
- discussing educational issues
- assuming leadership roles
- making changes based on data
- expressing job satisfaction
- operating in a cooperative environment free of fear
- taking ownership of the learning community

HISTORY AND OVERVIEW

In May of 1984, the Arizona State Legislature passed Senate Bill 1095, A Career Ladder Plan for Teachers, in an attempt to reform education by making the teaching profession more attractive and teachers more effective. The Amphitheater School District also recognized the need for education reform and was one of seven school districts to receive funds from the Arizona State Legislature to develop a Career Ladder plan. For five years the Legislature continued the program as a “pilot,” assessing its impact on student achievement.

Then in 1990, based on program evaluation results, which illustrated significant gains in student academic achievement, the Legislature voted to continue the program on a permanent basis.

Amphitheater’s Career Ladder program began with an emphasis on teachers’ instructional skills and student learning as defined in the Amphitheater Teacher Performance Evaluation System. In 1989-90, a small group of teachers began experimentation with a student outcomes-only component. The years 1990-91 and 1991-92 reflected the development and expansion of that concept. In 1992-93 and 1993-94, the program retained its emphasis on student outcomes, but added a component of teacher self-identification of instructional skills and professional development necessary to support student outcomes.

Beginning in the 2001-2002 school year, a fast track option was made available for teachers in the Instructional Skills and Student Outcomes Levels. Teachers at the Entry to Instructional Skills Module who receive ratings of at least two 3's and no 1's or 0's for their spring ratings, in the first four areas of the district evaluation instrument, may choose to skip the Instructional Skills Module the next year and begin Entry to Student Outcomes.

In 1994-95, the Career Ladder program continued its evolution by emphasizing the critical ability of teachers to become more reflective about their practice and to examine their repertoire of instructional skills and body of knowledge about teaching and learning in order to positively impact students. Additionally, collecting and analyzing student achievement data in order to continuously improve results for students were emphasized.

From 1994-95 through the present, emphasis is placed on using the continuous improvement process for setting academic outcomes while collecting and analyzing the data relative to those outcomes. After analyzing the data, teachers reflected on the implications of their instructional methodology.

The 1994 Arizona Senate Bill 1186 required that there be provisions requiring all teachers new to the district to be evaluated for the Career Ladder program. The Residency Module implements that requirement by providing classroom observations, and staff development training sessions.

After extensive study and research, the 1998-99 Career Ladder program was modified to include a Collaborative Action Research Level for teachers who successfully completed the Student Outcomes Module. This level also includes four other options for teachers who are successful at Collaborative Action Research Module for at least two years. The options are Full Review, Staff Development, Semester Research and Mentoring.

RECENT DEVELOPMENTS

In the spring of 2010, a Maricopa County judge ruled Arizona Career Ladder unconstitutional based on a lawsuit filed by the Gilbert USD. The ruling is under appeal. Further, the Arizona Legislature has denied districts the opportunity to allow teachers to join Career Ladder.

In the spring of 2011, the Arizona Legislature responded to the on-going appeals process by enacting a law which phases out Career Ladder in Arizona over the next three years. Amphitheater Career Ladder participants have responded to this news with great sorrow and regret. Our program is seen by many in the country as a successful performance pay opportunity for teachers. In a time where funding to public education has been cut substantially, which has affected the ability to give any teacher a raise of any sort, this law will present a financial set back for over 500 teachers in our community.

CAREER LADDER PROGRAM OVERVIEW

The Career Ladder Program is organized into seven modules: each one lasting one school year. A fast-track component is available for teachers who meet the standard(s) through a portfolio review by Career Ladder staff.

Year 1-Residency Module: All teachers are required to participate in a district teacher-training program. This program focuses on learning new skills and applying those skills in the classroom. **On hold for 2012/2013.**

Year 2-Entry to Instructional Skills Module: Teachers focus on the use of learned instructional knowledge and the demonstration of effective instructional skills. **On hold for 1012/2013.**

Year 3-Instructional Skills Module: Teachers focus on expansion of the instructional knowledge and the use of effective instructional skills.

Year 4-Entry to Student Outcomes Module: Teachers focus on targeting significant student learning goals as well as the knowledge and application of effective assessment practices.

Year 5-Student Outcomes Module: Teachers focus on expanding their skills in targeting student learning goals and the application of effective assessment practices to validate student learning.

Year 6-Entry to Collaborative Action Research Module: Teachers are encouraged to work in collaborative groups to direct and expand their own learning by reading professional literature and applying validated research strategies both teacher and student learning.

Year 7-Collaborative Action Research Module: Teachers are encouraged to raise their instructional standards by applying validated research and to set higher student performance expectations based on collaborative discussions.

All district teachers new to the Career Ladder Program will also be placed at the Entry to Instructional Skills Module (on hold for 2011/2012). All teachers progress to each successive module pending satisfactory completion of the program requirements.

A fast track option is available for teachers at Entry to the Instructional Skills Level. Teachers at the Entry to Instructional Skills Module who receive ratings of at least two 3's and two 2's in with rated at least a 1, have the opportunity to move directly to Entry to Student Outcomes (fast track). (No longer available.)

Teachers at the Student Outcomes Level are evaluated on the Teacher Evaluation Rubric for Student Outcomes Mastery that determines the placement for the following year. When the evaluation is at least at the Practitioner Level on the rubric by the end of Student Outcomes Level, the teacher may begin Entry to Collaborative Action Research the following year. Beginning at this level, classroom observations are conducted by school administration.

Successful CAR Module teachers have two options available in conjunction with a required Student Achievement Plan. The options are: mentoring of other teachers or delivery of staff development.

Communication

Communication is the cornerstone to our efforts toward continuous improvement. Orientations are held in either the Spring or the Fall to update participants on program requirements. Steering Committee site representatives attend meetings and pose questions from their schools. The Career Ladder program maintains a thorough web site with program requirements and forms. Emails, memos and telephone contacts continue to ensure good and timely communication. Instructional Support Leaders are assigned to one home base school (although they may travel to several) where they serve as a direct contact for participants.

Program Evaluation

A survey is distributed yearly to all participants. The survey results help to formulate important program improvements. Additionally, all training sessions are evaluated by the participants and the resulting data is reviewed by the director in an on-going basis. Participants can forward questions and concerns to the director throughout the year. Student achievement data from each school is reviewed to determine the potential impact of Career Ladder on student progress.

Career Ladder Program Levels and Modules

2012-2013

THREE INSTRUCTIONAL LEVELS	SEVEN DEVELOPMENTAL MODULES
<div data-bbox="165 728 883 802">COLLABORATIVE ACTION RESEARCH</div> <div data-bbox="284 825 693 991">Collaborative groups with individual portfolios based on research focus questions</div>	<div data-bbox="1049 728 1456 873">Collaborative Action Research Module</div> <div data-bbox="1049 896 1456 1060">Entry to Collaborative Action Research Module</div>
<div data-bbox="188 1110 907 1184">STUDENT OUTCOMES</div> <div data-bbox="284 1207 764 1327">Student Outcomes Plan With dialogue sessions</div>	<div data-bbox="1049 1110 1456 1270">Student Outcomes Module</div> <div data-bbox="1049 1283 1456 1430">Entry to Student Outcomes Module</div>
<div data-bbox="188 1470 907 1543">INSTRUCTIONAL SKILLS</div> <div data-bbox="284 1587 693 1732">Classroom observations with feedback and ATPES evaluations</div> <div data-bbox="354 1850 389 1877">No</div>	<div data-bbox="1049 1455 1456 1549">Instructional Skills Module</div> <div data-bbox="1049 1554 1456 1755">Entry to Instructional Skills Module Required for experienced teachers new to the district (on hold 2012/2013)</div> <div data-bbox="1049 1759 1456 1915">Residency Module Required for new teachers (on hold 2012/2013)</div>



Amphitheater Public Schools

Career Ladder



No New Participation

Amphitheater Public Schools
2012-2013
Application to Career Ladder program
(on hold, not in use 2010/2011)
"A Professional Choice"

Applications **MUST** be received in the Career Ladder office (701 W. Wetmore, 85705) by
Friday, August 21, 2009.

ELIGIBILITY REQUIREMENTS

At least one (1) year of district-credited prior experience
At least a 2/5th contract
A position in which 50% of the day is spent teaching students

NAME: _____

SCHOOL: _____ VOICE MAIL NUMBER: _____

E-MAIL ADDRESS: _____

HOME ADDRESS: _____ ZIP CODE: _____

HOME PHONE NUMBER: _____

GRADE OR SUBJECT AREA: _____

I hereby make application to participate in the Amphitheater Career Ladder Program.

Signed: _____ Date: _____

For office use only:

Prior Years: __ Years in District: _____ Module: _____

CAREER LADDER OFFICE - WETMORE - FAX 696-5066

Roseanne Lopez, Ed.D., 696-5174, rlopez@amphi.com

Joyce Abbe, 696-5173, jabbe@amphi.com

INSTRUCTIONAL SUPPORT LEADERS and E-MAIL ADDRESSES

Amphi HS – Amphi MS - Keeling – Prince – Nash – Rio Vista – El Hogar

Rebecca Hughes, rhughes@amphi.com

Amanda Magelli, amagelli@amphi.com

CDO – Donaldson – Cross – La Cima MS - Harelson – Rillito Center - Walker

Brenda King, bking@amphi.com

Jennifer O’Neil, joneil@amphi.com

Ironwood Ridge HS – Wilson K-8 – Coronado K-8 – Painted Sky – Copper Creek – Mesa Verde – Holaway

Julie Valenzuela, jvalenzuela@amphi.com

Tony Jacobsen, tjacobsen@amphi.com

COMPENSATION SYSTEM

Salary figures are tentative from year to year based upon state program funding and the number of Career Ladder participants. When placed on a Career Ladder Module, teachers are compensated if requirements are continuously fulfilled. The actual stipends will decrease each year during phase out.

CAREER LADDER MODULE BASE STIPENDS FOR 2012-2013

	Base Stipend	Actual Stipend
Instructional Skills	\$2,000.00	\$1,432.50
Entry to Student Outcomes	\$2,300.00	\$2,196.50
Student Outcomes	\$2,600.00	\$2,483.00
Entry to Collaborative Action Research	\$2,750.00	\$2,626.25
Collaborative Action Research	\$3,700.00	\$3,533.50



School Operations

Dr. Roseanne Lopez
Executive Director
Organizational Support
(520) 696-5174
FAX (520) 696-5066

701 W. Wetmore Road, Tucson, AZ 85705 • (520) 696-5000 • TDD (520) 696-5055

GOVERNING BOARD MEMBERS

Diana L. Boros
President

Susan Zibrat
Vice President

Kent Paul Barrabee, Ph.D.

Jeff Grant

Linda Loomis, Ph.D.

SUPERINTENDENT
Patrick Nelson

CAREER LADDER ELIGIBILITY STATEMENT

All Levels

2012-2013

**(This form is also available on the Career Ladder web site
under ELIGIBILITY)**

Teachers participating in Amphitheater's Career Ladder program must hold at least a 2/5th contract to meet eligibility requirements. Fifty percent of the contracted time must include **Direct Instructional Contact** with students for collection of student achievement data.

Direct Instructional Contact is defined as "Instruction based upon a designated curriculum, where the teacher regularly (at least 50% per week) implements classroom activities to promote the desired learning and utilizes a means of assessing over time to determine whether the learning has occurred."

☐ I meet the Direct Instructional Contact Requirement.

☐ I have reviewed the electronic Career Ladder Orientation power point for the 2012/2013 school year.
(This is in lieu of the large orientation meetings.)

Teacher Name (please print)

Position

School

Teacher Signature

Date

☐ As principal, I confirm this participant meets the Direct Instructional Contact Requirement.

☐ As principal, this participant does not meet the Direct Instructional Contact Requirement.

Principal's Signature

Date

Please send:

one (1) copy to the Career Ladder Office by Monday, September 3, 2012.

Amphitheater High • Canyon del Oro High • Ironwood Ridge High •
Amphitheater Middle School • Coronado K-8 School • Cross Middle School • La Cima Middle School • Wilson K-8 School
Copper Creek Elementary • Donaldson Elementary • Harelson Elementary • Holaway Elementary • Keeling Elementary
Mesa Verde Elementary • Nash Elementary • Painted Sky Elementary • Prince Elementary • Rio Vista Elementary • Walker Elementary
Rillito Center • El Hogar

ELIGIBILITY REQUIREMENTS (No new participation due to legislative action)

Teachers who have one (1) or more years of teaching experience, have at least a 2/5ths contract, and spend at least 50% of their contract time with students are eligible for Career Ladder candidacy. A teacher with no prior experience as recognized by the district will be placed at the Residency Module. A teacher with district recognized prior experience will be placed at the Entry to Instructional Skills Module.

Beginning in 2000-01, all teachers new to the Amphitheater District will, following their Career Ladder resident year, be evaluated for placement on Career Ladder pursuant to Arizona Career Ladder legislation. In the evaluation/qualifying year, teachers will be placed at the Entry to Instructional Skills Module. After successfully meeting program expectations, teachers may elect to continue participation and be placed on the ladder the following year, and begin receiving Career Ladder compensation. If a teacher does not elect placement on Career Ladder, s/he will be compensated on the traditional salary schedule.

CAREER LADDER PLACEMENT (No new participation due to legislative action)

To be placed on Career Ladder, the participant must meet the appropriate pre-requisite criteria and successfully complete the initial placement process. Once placed on the Career Ladder compensation system, a teacher must successfully meet the annual module requirements while also maintaining district acceptable ratings on the Amphitheater Teacher (Librarian, Counselor) Performance Evaluation System (A.T.P.E.S.).

CAREER LADDER COMPENSATION

A teacher's participation in the program at the Entry To Instructional Skills level is considered a qualifying year. If a teacher successfully meets Amphitheater Teacher (Librarian, Counselor) Performance Evaluation System and Career Ladder program expectations, s/he is placed on the Career Ladder compensation system at the beginning of the succeeding school year. Once placed on the Career Ladder compensation system, a teacher must meet Career Ladder program expectations and receive acceptable district ratings on the Amphitheater Teacher (Librarian, Counselor) Performance Evaluation System to continue to be compensated. If a teacher receives a rating(s) of "1", on the final formal evaluation, the teacher will be observed by three evaluators (the administrator, and two peer evaluators) the following year with two (2) weeks in the fall and two (2) weeks in the spring. If the rating(s) is not remediated by the end of the year, the teacher will be placed on the traditional salary schedule. Teachers who leave the Amphitheater School District are not eligible for compensation the following year. Teachers who have short-term contract status and who are not re-hired are not eligible for compensation the following year. Teachers who retire from the district after meeting all program requirements and return as Amphitheater employees may participate in Career Ladder. Teachers who are not employed by Amphitheater Public Schools are not eligible for Career Ladder.

LEAVES OF ABSENCE FROM CAREER LADDER

Sabbaticals

A teacher taking a sabbatical of no more than one year at a time from the Amphitheater District, will, upon his/her return, be placed at the phase commensurate with the phase at which s/he was placed at the end of the year prior to the sabbatical.

Leaves of Absence from Teaching

A teacher taking an approved leave of absence from teaching of no more than one year at a time, will, upon his/her return, be placed at the phase commensurate with the phase at which s/he was placed in the school year preceding the leave of absence. After the leave has been approved by the district, a teacher must notify the Career Ladder office in writing. Teachers should contact the payroll department for explanation of how salaries will be paid during leave.

Leaves of Absence from Career Ladder

A teacher choosing to take a leave of absence from Career Ladder must submit written notification to the Career Ladder office stating his/her wishes. Career Ladder monies will cease immediately upon receiving this written notification. Requests for a Leave of Absence from Career Ladder must be submitted no later than 12 weeks from the beginning of the school year, except for medical emergencies. A teacher taking a leave of absence from Career Ladder, but who is still teaching in the district, will, upon his/her return, be placed at the phase commensurate with the phase at which s/he was placed in the year preceding the leave of absence.

WITHDRAWAL FROM CAREER LADDER

A teacher may choose to withdraw from the Career Ladder program at any time; however, all Career Ladder compensation will cease to be paid and traditional salary will apply. To exit the Career Ladder program, a teacher must notify the Career Ladder office in writing. All evaluation documents will remain in a teacher's cumulative file.



Amphitheater Public Schools

Career Ladder



Date: _____

To: Career Ladder Office

From: _____

Re: Career Ladder Program Change in Status

I am currently participating in the Career Ladder Program and would like to change my status.

I would like to take a leave of absence from the Career Ladder program for one year.
(Career Ladder compensation ends, Career Ladder placement may not be available in the future.)

Requests for a Leave of Absence from Career Ladder must be submitted no later than 12 weeks from the beginning of the school year. (November 1, 2012)

Print Name

School

Signature

Date



Amphitheater Public Schools

Career Ladder



Date: _____

To: Career Ladder Office

From: _____

Re: Career Ladder Program Change in Status

I am currently participating in the Career Ladder Program and would like to change my status.

I would like to withdraw from the Career Ladder program. (Career Ladder compensation ends; Career Ladder placement is not maintained.) **No re-entry is allowed.**

Print Name

School

Signature

Date

EDUCATIONAL LINKS

<u>Peggy Steffens's Educational Links</u>	<u>http://www.amphi.com/teachers/psteffens/</u>
<u>Thinkfinity</u>	<u>http://thinkfinity.org/PartnerSearch.aspx?orgn_id=</u>
<u>ERIC</u>	<u>http://ericir.syr.edu/</u>
<u>AZ Department of Education</u>	<u>http://www.ade.state.az.us/</u>
<u>Education World</u>	<u>http://www.education-world.com/</u>
<u>Guide for Educators</u>	<u>http://school.discoveryeducation.com/schrockguide/</u>
<u>6 Traits of Writing</u>	<u>http://www.nwrel.org/assessment/departement.asp?d=1</u>
<u>ASCD</u>	<u>http://www.ascd.org/publications/educational_leadership.aspx</u>
<u>P.E. Central</u>	<u>http://www.pecentral.org/</u>
<u>Bibliographical Information</u>	<u>http://landmark-project.com/citation_machine/index.html</u>
<u>21st Century Skills</u>	<u>http://www.21stcenturyskills.org/</u>
<u>Eutopia</u>	<u>http://www.edutopia.org/</u>

STEERING COMMITTEE MEMBERS

Members of the Steering Committee are representatives of each school site, the administrative staff, school principals, and the governing school board. The meetings are facilitated by the manager of the Career Ladder program.

MEETING DATES

Each meeting will begin at 4:00 and end at 5:30 (or earlier if agenda is completed).

September 10, 2012

November 26, 2012

March 4, 2013

MODULES

RESIDENCY (on hold 2012/2013)

ENTRY TO INSTRUCTIONAL SKILLS
(on hold 2012/2013)

INSTRUCTIONAL SKILLS



Amphitheater Public Schools

Career Ladder



INSTRUCTIONAL SKILLS MODULE 2012/2013

Objective: Teachers will improve instructional practices to increase student achievement.

Criteria for initial placement

- At least a 2/5ths contract, minimum 50% of time with students
- Career Ladder Program Expectations were met at Entry to Instructional Skills

PROGRAM EXPECTATIONS

Professional Growth

- Participation in Instructional Skills online Orientation, **August 17, 2012**
- Participation in pre-observation conference before first observation
- Participation in [IS Training Session](#) **August 22 or August 23, 2012**, prior to 2-week window
- Implementation of [Professional Growth Plan](#) (see [Professional Growth Plan Guide](#))
- Maintenance and completion of documentation, organized and available throughout the year
- Adherence to all due dates
- Administrators will be notified regarding participation in the Career Ladder Program

Instructional Skills

- District evaluation requirements are met through a Fall and, if necessary, Spring semester 2-week window
- Three (3) summative observations by the Site Administrator and Career Ladder Instructional Support Leaders during each 2-week window
- Three (3) written [Teacher Reflections](#), one following each classroom observation during each 2-week window
- Ratings conference (Teacher, Instructional Support Leaders and Site Administrator) following each 2-week window based on ATPES and Career Ladder Performance Criteria
- To meet the standard for the Instructional Skills level and advance to the Entry to Student Outcomes level, teachers must earn Career Ladder ratings of at least two *Exceeds Requirements* (2) in Designing and Planning Instruction, Assessing and Analyzing Student Learning, Creating and Sustaining the Learning Environment and Implementing and Adjusting Instruction with NO ratings of 0 in any area including Professional Responsibilities
 - **Teachers who meet** the standard in the Fall are **exempt** from the Spring semester window and may advance to the Entry to Student Outcomes level the following year
 - **Teachers who do not meet** the standard in the Fall may have formative classroom observations or other interventions coordinated by the Career Ladder Instructional Support Leaders, prior to Spring window

- Teachers may remain at the Instructional Skills level up to three years as long as they meet program expectations each year.
- Career Ladder placement and/or appeal is based on second semester ratings only

First Semester: Instructional Skills

- Pre-observation conference (see *Pre-Observation Form*) with Instructional Support Leaders by **September 12, 2012** to include review and/or modification of *Professional Growth Plan* (Administrator attendance is optional)
- Participation in *IS Training Session #1*, **August 22 or August 23, 2012**
- Three (3) ATPES observations by a site Administrator and two Career Ladder Instructional Support Leaders
 - One (1) scheduled formal observation with *lesson plan* submitted prior to observation
 - Two (2) unscheduled informal observations
 - Instructional Support Leaders and Administrator will determine District and Career Ladder ratings in a consensus conference
- Ratings conference (Teacher, Instructional Support Leaders and Site Administrator) is completed by **October 26, 2012**
 - Ratings based on data collected during the three (3) observations
 - Teacher brings and is ready to discuss three (3) typed/written *Reflections on Observations*
- First semester Career Ladder ratings of at least two *Exceeds Requirements* (2) in Designing and Planning Instruction, Assessing and Analyzing Student Learning, Creating and Sustaining the Learning Environment and Implementing and Adjusting Instruction with NO ratings of 0 in any area, including Professional Responsibilities, require NO Spring window to advance to Entry to Student Outcomes level the following year
- Formative classroom observations or other interventions coordinated by Career Ladder Instructional Support Leaders are available (by request) as a component for all teachers who do not achieve two *Exceeds Requirements* (2) in the first four areas of ATPES during the Fall window
- Formative observations or other interventions are available (by request) to **any** Instructional Skills teacher prior to the end of the first semester
- Submit an updated *Professional Growth Plan* to your ISL for review by **December 14, 2012**
- Maintenance of teacher documentation, organized and available throughout the year

Second Semester: Instructional Skills

- Participation in *IS Training Session #2*, **January 10 or January 16, 2013**
- Three (3) ATPES observations by a site Administrator and two Career Ladder Instructional Support Leaders during a two-week window if teacher is **NOT** exempt based on Fall window ratings
 - One (1) scheduled formal observation with *lesson plan* submitted prior to observation
 - Two (2) unscheduled informal observations
 - Instructional Support Leaders and Administrator decide on District and Career Ladder ratings in a consensus conference

- Ratings conference (Teacher, Instructional Support Leaders and Site Administrator) is completed by **April 12, 2013**
 - Ratings based on data collected during the three (3) observations
 - Teacher brings and is ready to discuss three (3) typed/written *Teacher Reflections*, one following each classroom observation
- Second semester Career Ladder ratings of at least two *Exceeds Requirements* (2) in Designing and Planning Instruction, Assessing and Analyzing Student Learning, Creating and Sustaining the Learning Environment and Implementing and Adjusting Instruction with NO ratings of 0 in any area, including Professional Responsibilities are required to advance to the Entry to Student Outcomes level
- Final conference (Teacher and Instructional Support Leaders) to be held by **May 3, 2013**
 - ✓ Submit completed *Professional Growth Plan* documentation
 - ✓ Review completed teacher documentation
 - ✓ Sign final paperwork

Teachers may remain at the Instructional Skills level for a maximum of three years if all Career Ladder Program Expectations are met each year.

Meeting Instructional Skills Program Expectations qualifies a teacher to participate in Entry to Student Outcomes the following year.

Not meeting Instructional Skills Program Expectations requires a teacher to repeat the Instructional Skills level to remain in the Career Ladder Program.



Amphitheater Public Schools

Career Ladder



Instructional Skills Module Training Series

Attendance at Session 1 is mandatory for all IS teachers.

Attendance at Session 2 is mandatory for all IS teachers who have a spring window.

Please choose one date from each set of training sessions.

IS Session #1

August 22, 2012, East Conference Room at Wetmore, 4:30--6:00

August 23, 2012, East Conference Room at Wetmore, 4:30--6:00

IS Session #2

January 10, 2013, East Conference Room at Wetmore, 4:30--6:00

January 16, 2013, East Conference Room at Wetmore, 4:30--6:00

FORMS

Section I

Modules: Residency
 Entry to Instructional Skills
 Instructional Skills



Amphitheater Public Schools

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Pre-Observation Information for Residency Module

Name:

Date:

School:

ISL/IC:

- Schedule workshops in your calendar.
- Bring a copy of your teaching schedule to give to the Instructional Support Leader/Instructional Coach.
- Bring your calendar for observation and conference scheduling.
- Be prepared with written/typed information about:
 - ☐ class size,
 - ☐ special needs students,
 - ☐ classroom policies,
 - ☐ special scheduling situations if applicable.

Come prepared with written/typed responses to the following questions:

How do you determine and communicate instructional objectives for your students?

What methods do you use to involve the students in the lesson?

How do you create an environment that is conducive to learning?

How do you know the intended learning has occurred?

What instructional area you would like to focus on this year?

***If you cannot attend your scheduled pre-observation meeting, please contact Career Ladder Instructional Support Leaders or your Instructional Coach as soon as possible.**



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Lesson Plan Components for a Career Ladder Observation

Learning Objective:

(What do you want students to know and be able to do? What is the intended learning?)

Links to Arizona State Standards:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Assessment: (How will you know the students have gained the intended learning? What measurement tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching methods will be implemented? How will the learning activity be structured to encourage learner involvement?)

Special Class Characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:



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TEACHER REFLECTION FOLLOWING CLASSROOM OBSERVATION

Teacher _____ School _____

Date _____ Observer _____

Please bring these reflections to your conference. The reflections enable you to recall, during the conference, the specific lessons that were observed. They also encourage continuous improvement of your teaching techniques and procedures. Complete each reflection within two days of the observation while the lesson is fresh and clear in your mind.

What was the intended learning (objective) of this lesson? How is your objective related to the Arizona State Standards/Common Core Standards?

Describe the assessments that were built into this lesson. How do you know the students achieved the objective?

What went well in this lesson?

What modifications (if any) would you make to this lesson?

How did the information you gained in assessing students during this lesson impact your planning of future lessons?



Amphitheater Public Schools

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Pre-Observation Information for Instructional Skills Module

Name:

Date:

Place:

Instructional Support Leaders:

- Bring a written copy of your teaching schedule to give to the instructional support leaders.
- Bring your calendar for observation and conference scheduling.
- Be prepared with written/typed information about:
 - ☐ class size,
 - ☐ special needs students,
 - ☐ classroom policies,
 - ☐ special scheduling situations if applicable.

Come prepared with written/typed responses to the following questions:

Domain 1:

What do you want your students to achieve this year, in terms of district and Arizona State Standards/Common Core Standards and where does this fit on your curriculum map?

How will you communicate those expectations to your students?

How do you engage in on-going reflection to promote student achievement? Cite an example.

Domain 2:

What formative and summative assessments will you use to measure student progress and adjust instruction?

How do you ensure that your assessments are aligned with state standards?

Domain 3:

How do you create an environment that is conducive to learning for all students?

What management techniques do you implement and why?

Domain 4:

What 21st Century Skills are you focusing on with your students?

How will you incorporate technology in your planning and teaching?

How do you utilize a variety of teaching strategies in the classroom?

Additional question for Instructional Skills Module:

What instructional area would you like to focus on this year?

***If you cannot attend your scheduled pre-observation meeting, please contact your instructional support leaders as soon as possible.**



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Professional Growth Plan Guide

This document will help you write your Professional Growth Plan. The questions should help you guide your thinking toward writing a professional growth goal and objectives. From your goal and objectives, you will select appropriate activities and set a time line that meets your objectives and fits within the scope of the school year.

Setting a Goal

Take a look at the professional teaching standards. Which area could you focus on as a target for your growth?

Examples:

I will study research based instructional strategies and then implement them in my fifth grade classroom so that students improve their engagement in lessons and increase achievement.

I will become skillful in the area of classroom assessment and create a variety of assessments which will assist my students in meeting the standards in

Your goal should...

...state what you will learn about or prepare for improvement....what you will focus on...how the information will be put into practice and state end result; what you want to have happen or why you want to learn what you chose to focus on.

Determining Your Learning Objectives

What knowledge, skills, attitudes and behaviors do you expect to learn to accomplish your goal?

Examples:

Learn strategies specifically for ELD learners that involve listening, speaking, reading and writing.

Develop assessments and an assessment strategy for my social studies classes to encourage higher level thinking.

Complete a curriculum map for my algebra classes which includes assessment planning.

Select Relevant Learning Activities

What will you take part in toward accomplishing your objectives and ultimately, your goal?

Examples:

Activities are events, strategies or processes you will participate in toward accomplishing your goal.

*Examples of **independent** learning activities: action research, professional reading/video, workshops/seminars, analysis of classroom video (of self), development of classroom materials and assessments for peer review*

*Examples of **collaborative** learning activities: professional learning team work, mentoring, curriculum development/alignment as a team*

Evidence of Impact

- Learning impact: standardized testing results, criterion referenced assessments, classroom assessments, performance assessments, analysis of student work samples
- Attitudinal impact: increased confidence, belief of the participant
- Resources impact: feeling that the result was worth the time and effort, productive use of time, learning occurred

Timeline

- Look at the schedule of professional development opportunities at your school and in the district.
- Determine how often your professional learning team will meet.
- Pace your activities and data collection throughout the school year and perhaps into the summer.
- Include dates

Reflection

One of the most powerful tools for professional development and actual change or improvement in classroom practice is the teacher's ability to self-reflect. The reflection needs to include real examples of application of the learning in classroom practice, connections to student achievement, examples of what the teacher may do in the future, and any of the very significant "aha" learning moments that occurred while progressing through the Professional Development Plan. Simple one sentence or one phrase reflections do not show thinking at a deep enough level to suggest that there will be significant growth/learning on the part of the teacher.



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Career Ladder



Professional Growth Plan

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Note: CAR teachers include their relevant training session as part of the plan.

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

(Work in progress, complete in May)

CAREER LADDER FINAL EVALUATION APPEALS PROCESS

Entry to Instructional Skills, Instructional Skills Modules and CAR Full Review Option

A teacher who disagrees with the final evaluation (spring observations) of his/her performance may, within five working days of his/her receipt of the evaluation, request a hearing by submitting a written request to the Superintendent. The request must be specifically related to the Amphitheater Teacher Performance Evaluation System and the lessons observed by the evaluation team. The only reasons considered for appeal must be specifically related to instructional skills ratings.

Conduct of Hearing

Said hearing shall be conducted by an Associate Superintendent or a person to be designated by the Superintendent, and shall not be the person (s) who performed the evaluation.

1. Said hearing shall be conducted not less than 10 working days nor more than 25 working days after receipt of the teacher's request for the hearing, but may be continued from time to time for good cause by the person conducting the hearing.
2. The person conducting the hearing shall, within 5 working days of the termination of the hearing, prepare written findings and render a decision with respect to the appeal; the findings and decision shall be filed in the teacher's personnel file and be made part of the placement documentation. Copies of the findings and the decision shall be delivered to the Superintendent and to the teacher, or served upon the teacher by certified mail, with a return receipt requested.
3. The decision of the person conducting the hearing shall be final unless within 5 working days after serving the teacher the decision, the teacher files a written request for review by the Superintendent.
4. The review shall be conducted by the Superintendent or his/her designee (who shall not be the person who conducted the hearing or performed the evaluation). The review shall be limited to the review by the Superintendent of the written findings and decision of the hearing officer.
5. The decision of the Superintendent or his/her designee shall be final and not subject to grievance and shall be entered in the teacher's personnel file and made a part of the evaluation, and delivered to or served upon the teacher as set forth in item 2 above.
6. Any teacher who is dissatisfied with decision pursuant to this regulation may submit a brief, concise written statement rebutting or objecting to said decision, which statement shall become part of said evaluation for all purposes.

MODULES

ENTRY TO STUDENT OUTCOMES

STUDENT OUTCOMES

**ENTRY TO COLLABORATIVE ACTION
RESEARCH**

COLLABORATIVE ACTION RESEARCH



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ENTRY TO STUDENT OUTCOMES MODULE 2012/2013

Objective: Teachers will analyze student data to drive instruction and increase student achievement.

Criteria for initial placement

- At least a 2/5ths contract, minimum 50% of time with students
- Career Ladder Program Expectations were met at Instructional Skills

PROGRAM EXPECTATIONS

Professional Growth

- Participation in Entry to Student Outcomes online Orientation by August 17, 2012
- Completion of an individual Professional Growth Plan (see Professional Growth Plan Guide)
- Participation in three (3) Entry to Student Outcomes training sessions
- Participation in three (3) dialogue meetings with Instructional Support Leaders
- Participation in a Collaborative Group led by CAR teachers
- Maintenance and completion of a teacher portfolio, professionally presented and organized with a Table of Contents
- Adherence to all due dates

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- Amphitheater Teacher Performance Evaluation System (APTES) (informal and formal) conducted by Site Administrator

Student Outcomes

- Development and implementation of a Student Achievement Plan based on Arizona State Standards/Common Core Standards
- Class Data Sheet for entire population with a minimum of three (3) assessments (pre, mid, post)
- Student Data Analysis and Teacher Reflection Forms
- Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheet

First Semester: Entry to Student Outcomes

- Attend a combined *Orientation/Training Session #1* on **August 29, 2012 or August 30, 2012**
 - Complete by end of session
 - ✓ Draft of *Student Achievement Plan*
 - ✓ Draft *Professional Growth Plan*
 - Schedule and participate in Dialogue #1 Meeting by **September 28, 2012**, documented by the Instructional Support Leader on a Dialogue #1 Memo
 - Bring an organized teacher portfolio including
 - Draft of *Student Achievement Plan*
 - Pre-Assessment
 - Completed *Student Data Analysis and Teacher Reflection* form on pre-assessment results
 - Measurement Tool(s)
 - *Class Data Sheet* with pre-assessment data and end of year/course growth targets set
 - *Student Work Sample Cover Sheets* and student work samples
- Participate in *Entry to Student Outcomes Training Series*, Session #2 on **January 29, 2013 or January 31, 2013**

Second Semester: Entry to Student Outcomes

- Schedule and participate in Dialogue #2 Meeting by **February 28, 2013**, documented by the Instructional Support Leader on a Dialogue #2 Memo
 - Bring an organized, updated teacher portfolio including
 - ✓ Final Draft of *Student Achievement Plan*
 - ✓ Mid-Assessment
 - ✓ Measurement Tool(s)
 - ✓ *Class Data Sheet* with pre- and mid-assessment data and year-end significant growth targets adjusted, as needed
 - ✓ Completed *Student Data Analysis and Teacher Reflection* form on pre-assessment results
 - ✓ Completed *Student Data Analysis and Teacher Reflection* form on mid-assessment results
 - ✓ Representative samples of student work from the pre-assessment of high, medium, and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Representative samples of student work from the mid-assessment of high, medium, and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
- Participate in *Entry to Student Outcomes Training Series*, Session #3 on **April 2, 2013 or**

April 4, 2013

- Schedule and participate in Dialogue #3 Meeting documented with a Dialogue #3 Memo by **May 17, 2013**
 - Bring an organized, updated teacher portfolio including
 - ✓ Post-Assessment
 - ✓ Measurement Tool(s)
 - ✓ *Class Data Sheet* with post-assessment
 - ✓ Completed *Student Data Analysis and Teacher Reflection Form* on post-assessment results
 - ✓ Representative samples of student work from the post-assessment of high, medium, and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Professional Growth Plan* with reflection for the year
 - Include **one extra copy**
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet*
 - ✓ *Professional Growth Plan*
 - ✓ *Collaborative Group Proposal and notes*. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
 - ✓ *Student Data Analysis and Teacher Reflection form*, based on post assessment
 - Sign final paperwork

Meeting Entry to Student Outcomes Program Expectations qualifies a teacher to participate in Student Outcomes the following year.

Not meeting Entry to Student Outcomes Program Expectations requires a teacher to repeat Entry to Student Outcomes level and ESO workshops to remain in the Career Ladder Program



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ENTRY TO STUDENT OUTCOMES

Table of Contents

- 1. Entry to Student Outcomes Module Information**
- 2. Student Achievement Plan**
- 3. Assessment(s) and Measurement Tool(s)**
- 4. Class Data Sheet**
- 5. Student Data Analysis and Teacher Reflection Forms (3)**
- 6. Dialogue Memos (3)**
- 7. Professional Growth Plan and Reflection**
- 8. Collaborative Group Proposal, Collaborative Group Meeting Notes**



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Entry to Student Outcomes Training Series

Attendance at three training sessions is mandatory.

Please choose one date from each set of training sessions.

ESO Session #1

August 29, 2012, East Conference Room at Wetmore, 4:30--6:00

August 30, 2012, East Conference Room at Wetmore, 4:30--6:00

ESO Session #2

January 29, 2013, East Conference Room at Wetmore, 4:30--6:00

January 31, 2013, East Conference Room at Wetmore, 4:30--6:00

ESO Session #3

April 2, 2013, East Conference Room at Wetmore, 4:30--6:00

April 4, 2013, East Conference Room at Wetmore, 4:30--6:00



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STUDENT OUTCOMES MODULE

2012/2013

Objective: Teachers will analyze student data to drive instruction and increase student achievement.

Criteria for initial placement

- At least a 2/5ths contract, minimum 50% of time with students
- Career Ladder Program Expectations were met at Entry to Student Outcomes Level

PROGRAM EXPECTATIONS

Professional Growth

- Participation in Student Outcomes online Orientation, **August 17, 2012**
- Completion of an Individual Professional Growth Plan (see Professional Growth Plan Guide)
- Participation in one (1) Student Outcomes Module training session
- Participation in three (3) dialogue meetings with Instructional Support Leaders
- Participation in a Collaborative Group led by CAR teachers
- Collaborative Group Proposal and meeting notes. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
- Evaluate progress on *Teacher Evaluation Rubric for Student Outcomes Mastery*
 - **To meet the standard for Student Outcomes and advance to Entry to Collaborative Action Research the following year, teachers must reach Practitioner or Mastery on the *Teacher Evaluation Rubric for Student Outcomes Mastery* by Dialogue #3 Meeting.**
- Maintenance and completion of a teacher portfolio, professionally presented and organized with a Table of Contents
- Adherence to all due dates

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- Amphitheater Teacher Performance Evaluation System (ATPES) (formal and informal) conducted by Site Administrator

Student Outcomes

- Development and implementation of year-long Student Achievement Plan
- Class Data Sheet for entire population with a minimum of three (3) assessments (pre, mid, post)
- Completion of the Student Data Analysis and Teacher Reflection Forms (3)
- Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheets

First Semester: Student Outcomes

- Participate in Student Outcomes online Orientation, **August 17, 2012**
- Participate in *Student Outcomes Training Session* on **August 29, 2012 or August 30, 2012**
- Implement a *Professional Growth Plan*
- Development of *Student Achievement Plan*
- Collect academic pre-assessment data on all students, record on *Class Data Sheet* and establish end of year/course growth targets

- Schedule and participate in Dialogue #1 Meeting documented with a Dialogue #1 Memo by **October 26, 2012**
 - Bring an organized teacher portfolio including
 - ✓ *Student Achievement Plan*
 - ✓ *Assessment(s)*
 - ✓ *Measurement Tool(s)*
 - ✓ *Class Data Sheet* with pre-assessment data and end of year/course growth targets
 - ✓ Representative samples of student work from high, medium, and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Professional Growth Plan*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on pre-assessment
 - ✓ *Collaborative Group Proposal* and meeting notes. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
- Participate in Student Outcomes Training Session (optional) on **December 13, 2012**

Second Semester: Student Outcomes

- Collect academic mid-assessment data on all students, record on *Class Data Sheet* and adjust end of year/course growth targets as needed
- Continue implementation of *Professional Growth Plan*
- Schedule and participate in Dialogue #2 Meeting documented with a Dialogue #2 Memo by **March 1, 2013**
 - Bring an organized, updated teacher portfolio including
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet* with mid-assessment data and year-end significant growth targets adjusted, as needed
 - ✓ Completed *Student Data Analysis and Teacher Reflection Form*
 - ✓ An updated *Professional Growth Plan*
 - ✓ Representative samples of student work from high, medium, and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Collaborative Group Proposal* and updated meeting notes. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
- Collect academic post-assessment data on all students and record on *Class Data Sheet*
- Schedule and participate in Dialogue #3 Meeting documented with a Dialogue #3 Memo by **May 10, 2013**
 - Bring an organized, updated teacher portfolio including
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet* with post-assessment data
 - ✓ *Student Data Analysis and Teacher Reflection Form*
 - ✓ Completed *Professional Growth Plan* with reflection for the year

- ✓ Representative samples of student work from high, medium, and low results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)
- ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
- ✓ *Collaborative Group Proposal* and updated meeting notes. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
- Evaluate progress (must reach **Practitioner or Mastery**) on *Teacher Evaluation Rubric for Student Outcomes Mastery*
- Include **one extra copy**
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet*
 - ✓ *Professional Growth Plan* with reflection
 - ✓ *Collaborative Group Proposal*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on post assessment

Meeting Student Outcomes Program Expectations at Apprentice on the Teacher Evaluation Rubric requires a teacher to stay at the Student Outcomes Level.

Meeting Student Outcomes Program Expectations at Practitioner or Mastery on the Teacher Evaluation Rubric qualifies a teacher to participate in Entry to Collaborative Action Research-ECAR the following year.

Not meeting Student Outcomes Program Expectations requires a teacher to repeat the level and attend ESO workshops to remain in the Career Ladder Program.



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STUDENT OUTCOMES

Table of Contents

- 1. Student Outcomes Module Information**
- 2. Expectations and Standards for a Quality Portfolio**
- 3. Student Achievement Plan**
- 4. Assessment(s) and Measurement Tool(s)**
- 5. Class Data Sheets**
- 6. Student Data Analysis and Teacher Reflection Forms (3)**
- 7. Student Work Samples with Cover Sheets**
- 8. Dialogue Memos (3)**
- 9. Professional Growth Plan and Reflection**
- 10. Training Materials**
- 11. Collaborative Group Proposal and Meeting Notes**



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Student Outcomes Training Series

Only one module focused training required.

Please choose one date for training session.

SO Session

August 29, 2012, Governing Board Room at Wetmore, 4:30--6:00

August 30, 2012, Governing Board Room at Wetmore, 4:30--6:00

Optional Training

December 13, 2012, East Conference Room at Wetmore, 4:30-6:00

TEACHER EVALUATION RUBRIC FOR STUDENT OUTCOMES MASTERY

Mastery or Practitioner Level is required for progress to the Entry to Collaborative Action Research Module. Teachers may remain at the Student Outcomes indefinitely and continue to be compensated at that level if expectations and standards are met each year.

APPRENTICE LEVEL

Professionalism

- ☐ teacher is basically prepared for dialogue sessions and sometimes actively participates in the proceedings
- ☐ teacher may occasionally not meet all criteria on or before due dates
- ☐ teacher portfolio is word processed, edited, well-organized and complete, although it may occasionally require additional explanation from the teacher
- ☐ implementation of professional growth is complete and well documented

Student Achievement Plan

- ☐ plan is formulated with considerable assistance from ISL
- ☐ goal(s) is/are well defined and teachable, with a well-explained rationale
- ☐ population description is factual and detailed; pertinent characteristics of subgroups and individuals are explained
- ☐ professional growth area is worthy of a year's growth and is directly related to student learning

Assessment Instrument

- ☐ assessment(s) is/are congruent with goal(s)
- ☐ assessment(s) provide some explicit opportunities for students to display evidence of 21st Century Skills
- ☐ some or all assessment(s) is/are not authentic
- ☐ if assessment(s) change over time, the alternative forms may not be comparable with regard to focus and difficulty

Measurement Tool

- ☐ with facilitation, the measurement tool has been made congruent with each assessment and, as possible, has 21st Century Skills embedded
- ☐ evidence of 21st Century Skill(s) learning in student work with considerable facilitation
- ☐ criteria are not clearly explained and/or results cannot be calibrated by the ISL
- ☐ if standard district tools are used, teacher does not display sufficient aptitude in its application and methods of setting achievement targets, e.g., data results cannot be calibrated

Data Analysis/Reflections/ Modifications

- ☐ assessment data is collected for each student in the population
- ☐ analysis of each assessment is coupled to reflections that lead to modifications in teaching
- ☐ assessments are administered throughout the year. Pre, mid, post assessments represent a sampling
- ☐ significant growth targets may not have been revised, as necessary

Student Growth

- ☐ Class Data Sheet may be unclear and/or student growth is difficult to interpret
- ☐ year-long interventions/extensions are documented for most students who have not demonstrated growth, who have met, or who have exceeded their significant growth targets
- ☐ teacher has a portfolio for most students that is related to the global outcome

TEACHER EVALUATION RUBRIC FOR STUDENT OUTCOMES MASTERY

Mastery or Practitioner Level is required to progress to the Entry to Collaborative Action Research Module. Teachers may remain at the Student Outcomes indefinitely and continue to be compensated at that level if expectations and standards are met each year.

MASTERY LEVEL

Professionalism

- ☐ teacher is thoroughly prepared for dialogue sessions and actively participates in the proceedings
- ☐ teacher meets all criteria at or before due dates
- ☐ teacher portfolio is word processed, edited, well-organized, complete, and of professional quality
- ☐ implementation of professional growth is thorough and well documented

Student Achievement Plan

- ☐ entire plan is formulated independently, or minimal assistance from ISL
- ☐ goal(s) is/are strong, well defined and teachable, with a well-explained rationale
- ☐ population description is factual and detailed; pertinent characteristics of subgroups and individual are thoroughly explained
- ☐ professional growth area is worthy of a year's growth and is directly related to student learning

Assessments

- ☐ assessment(s) is/are congruent with supporting goals
- ☐ assessment(s) provide ample, explicit opportunities for students to display evidence of 21st Century Skills
- ☐ all assessment instruments are as authentic, as possible
- ☐ if assessment(s) change over time, the alternative forms are entirely comparable (with regard to focus and difficulty)

Measurement Tool

- ☐ measurement tool is congruent with each assessment and, preferably, has 21st Century Skills embedded
- ☐ criteria is clearly explained and results can be calibrated by the ISL
- ☐ evidence of 21st Century Skill(s) learning in student work
- ☐ if standard district tools are used, the teacher displays sufficient aptitude in the application(s) and methods of setting achievement targets

Data Analysis/Reflections/ Modifications

- ☐ assessment data is collected for each student in the population
- ☐ reflection demonstrates insight and analysis of each assessment, including patterns and trends, used to drive instruction, and suggests any needed interventions and extensions
- ☐ assessments are administered continually throughout the year. Pre, mid, post assessments represent a sampling
- ☐ significant growth targets have been revised, as necessary

Student Growth

- ☐ Class Data Sheet is clear and student growth is easy to interpret as it relates to measurement tool
- ☐ year-long interventions/extensions are documented for all students who have not demonstrated growth, who have met, or who have exceeded their significant growth targets
- ☐ teacher has a portfolio for each student that is related to the global outcome

TEACHER EVALUATION RUBRIC FOR STUDENT OUTCOMES MASTERY

Mastery or Practitioner Level is required for progress to the Entry to Collaborative Action Research Module. Teachers may remain at the Student Outcomes indefinitely and continue to be compensated at that level if expectations and standards are met each year.

PRACTITIONER LEVEL

Professionalism

- ☐ teacher is prepared for dialogue sessions and actively participates in the proceedings
- ☐ teacher meets all criteria at or before due dates
- ☐ portfolio is word processed, edited, well-organized and complete
- ☐ implementation of professional growth is complete and well documented

Student Achievement Plan

- ☐ plan is mostly formulated independently but requires some significant assistance from ISL
- ☐ goal(s) is/are well-defined and teachable, with a well-explained rationale
- ☐ population description is factual and detailed; pertinent characteristics of sub-groups and individuals are thoroughly explained
- ☐ professional growth area is worthy of a year's growth and is directly related to student learning

Assessment Instrument

- ☐ assessment(s) is/are congruent with supporting goal(s)
- ☐ assessment(s) provide ample, explicit opportunities for students to display evidence of 21st Century Skills
- ☐ all assessment(s) is/are relatively authentic
- ☐ if assessment(s) change over time, the alternative forms are comparable with regard to focus and difficulty

Measurement Tool

- ☐ measurement tool is congruent for each assessment and, preferably, has 21st Century Skills embedded
- ☐ evidence of 21st Century Skill(s) learning in student work, with minimal facilitation
- ☐ criteria is clearly explained and results can be calibrated by the ISL
- ☐ if standard district tools are used, the teacher demonstrates difficulty applying this tool with sufficient aptitude, e.g. data results are difficult for facilitators to calibrate

Data Analysis/Reflections/ Modifications

- ☐ assessment data is collected for each student in the population.
- ☐ reflection demonstrates analysis of each assessment, used to drive instruction and suggests any needed interventions and extensions
- ☐ assessments are administered throughout the year. Pre, mid, post assessments represent a sampling

- significant growth targets may not have been revised, as necessary

Student Growth

- Class Data Sheet is clear and student growth can be interpreted as it relates to measurement tool
- year-long interventions/extensions are documented for all students who have not demonstrated growth, who have not met, or who have exceeded their significant growth targets
- teacher has a portfolio for each student that is related to the global outcome



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STUDENT WORK SAMPLE COVER SHEET

Student's Initials or #:

Teacher's Name:

pre ☐

mid ☐

post ☐

☐ HIGH

☐ MEDIUM

☐ LOW

Explain the specific 21st Century Skills evidenced in the student's work samples.

Class Data Sheet

Name:

School:

[illegible]

*** This column may be blank for one or more students.**



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ENTRY TO COLLABORATIVE ACTION RESEARCH MODULE

2012/2013

Objective: Teacher will research and document the impact of new methods of instruction on student achievement.

Criteria for initial placement

- At least a 2/5ths contract, minimum 50% of time with students
- Career Ladder Program Expectations were met at Student Outcomes level

PROGRAM EXPECTATIONS

(Refer to)

ENTRY TO COLLABORATIVE ACTION RESEARCH EXPECTATIONS AND STANDARDS FOR A QUALITY PORTFOLIO

Professional Growth

- Participation in Entry to Collaborative Action Research online Orientation, **August 17, 2012**
- Completion of a Professional Growth Plan (see Professional Growth Plan Guide)
- Participation in two (2) Entry to Collaborative Action Research training sessions
- Participation in three (3) dialogue meetings with Instructional Support Leaders
- Participation in a minimum of four (4) Collaborative Group Meetings (2 may be E-Collaboration)
- Maintenance and completion of a teacher portfolio, professionally presented with a Table of Contents and aligned to Entry To Collaborative Action Research Expectations and Standards for a Quality Portfolio
- Adherence to all due dates

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- ATPES evaluation (formal and informal) conducted by site administrator

Collaborative Action Research

- Collaborative research is current and relevant to student needs
- Bibliography maintained
- Research implementation is well documented and dated

Student Outcomes

- Development of Student Achievement Plan based on Arizona State Standards/Common Core Standards/School Site Focus
- Classroom implementation of new research from participation in the Collaborative Group
- Student Data Analysis and Teacher Reflection Forms (3)
- Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheets
- Class Data Sheet for entire population with a minimum of three (3) assessments (pre, mid, post)
- Interventions & Extensions documented on the Student Data Analysis and Teacher Reflection Forms
- Analysis/reflection based on reflection prompts

First Semester: Entry to Collaborative Action Research

- Participate in Entry to Collaborative Action Research Training Series, Session #1, **September 6, 2012 or September 11, 2012**
- Schedule and participate in Dialogue #1 Meeting documented with a Dialogue #1 Memo by **October 26, 2012**

- Bring an organized teacher portfolio including
 - ✓ Draft of Student Achievement Plan
 - ✓ Assessment(s)
 - ✓ Measurement Tool(s)
 - ✓ Class Data Sheet for entire population with pre-assessment data and year-end significant growth targets
 - ✓ Detailed analysis of pre-assessment data
 - ✓ Completed Student Data Analysis and Teacher Reflection Form based on pre-assessment
 - ✓ Representative samples of student work from high, medium and low quality results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on Student Work Cover Sheets
 - ✓ Professional Growth Plan
 - ✓ Training Session #1 materials
 - ✓ Collaborative Group Meeting Notes. For the benefit of students and your professional growth, the expectation is to attend all planned collaborative group meetings.
 - ✓ Approved Group Proposal

Second Semester: Entry to Collaborative Action Research

- Continue focus on Student Achievement Plan, group work, and classroom implementation of research.
- Schedule and participate in Dialogue #2 Meeting documented with a Dialogue #2 Memo by **March 1, 2013**
 - Bring an organized, **updated** teacher portfolio including
 - ✓ Updated Student Achievement Plan
 - ✓ Assessment(s)
 - ✓ Measurement tool(s)
 - ✓ Class Data Sheet for entire population with mid-assessment data and year-end significant growth targets adjusted, as needed
 - ✓ Detailed analysis of mid-assessment data
 - ✓ Completed Student Data Analysis and Teacher Reflection Form based on mid-assessment
 - ✓ Representative samples of student work from high, medium, and low quality results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheets
 - ✓ Updated Professional Growth Plan documented with evidence of potential impact on student learning
 - ✓ Training Session #2 materials
 - ✓ Collaborative Group Meeting Notes and Group Proposal
 - ✓ Bibliography
- Participate in Entry to Collaborative Action Research Training Series, Session #2, **February 7, 2013 or February 13, 2013**
- Schedule and participate in Dialogue #3 Meeting documented with a Dialogue #3 Memo by **May 10, 2013**
 - Bring an organized, **updated** teacher portfolio including
 - ✓ Finalized Student Achievement Plan
 - ✓ Assessment(s)
 - ✓ Measurement Tool(s)
 - ✓ Class Data Sheet for entire population with post-assessment data recorded
 - ✓ Detailed analysis of post-assessment data
 - ✓ Completed Student Data Analysis and Teacher Reflection Form based on post-assessment
 - ✓ Representative samples of student work from high, medium, and low quality results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on Student Work Cover Sheets
 - ✓ Completed Professional Growth Plan and reflection

- ✓ A minimum of four (4) Collaborative Group Meeting Notes
- ✓ Bibliography
- Include **one extra copy**
 - ✓ Student Achievement Plan
 - ✓ Class Data Sheet
 - ✓ Final updated Professional Growth Plan with reflection
 - ✓ Student Data Analysis and Teacher Reflection based on post-assessment
 - ✓ Collaborative Group Proposal
 - ✓ Sign final paperwork

Meeting Entry to Collaborative Action Research Program Expectations qualifies a teacher to participate in Collaborative Action Research the following year.

Not meeting Entry to Collaborative Action Research Program Expectations requires a teacher to repeat the Entry to Collaborative Action Research level and attend ECAR workshops to remain in the Career Ladder Program



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Career Ladder



ENTRY TO COLLABORATIVE ACTION RESEARCH

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 - c. Dialogue memo (3)**
- 9. Collaborative Group**
 - a. Proposal**
 - b. Meeting notes with protocols**
 - c. Bibliography**



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Entry to Collaborative Action Research Training Series

Attendance at two sessions is mandatory

Please choose one date from each set of training sessions.

ECAR Session #1

September 6, 2012, East Conference Room at Wetmore, 4:30--6:00

September 11, 2012, East Conference Room at Wetmore, 4:30--6:00

ECAR Session #2

February 7, 2013, Performance Pay Office, Room 194, 4:30--6:00

February 13, 2013, Governing Board Room, 4:30--6:00



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ENTRY TO COLLABORATIVE ACTION RESEARCH **Expectations and Standards for a Quality Portfolio**

- | |
|--|
| <input checked="" type="checkbox"/> Met criteria |
| <input type="checkbox"/> In progress |

Name:

Site:

Date

Professionalism:

- ☐ Expectations and Standards Sheet outlining quality portfolio criteria
- ☐ Entry to Collaborative Action Research Module Information
- ☐ Word processed and edited
- ☐ Organized and includes the table of contents
- ☐ Participate in three (3) dialogue sessions with Instructional Support Leaders by **October 26, 2012, March 1, 2013, and May 10, 2013**
- ☐ Attend and complete assignments from two (2) training sessions (include all materials in portfolio)
- ☐ Completed Professional Growth Plan

Student Achievement Plan:

- ☐ Academic focus based on Arizona State Standards/Common Core Standards/School Site Plan
- ☐ Goals are set for students with clear rationale
- ☐ Rationale for the plan supports the needs of the identified population
- ☐ Assessment is described and the congruent measurement tool is included
- ☐ Plan clearly documents opportunities for students to demonstrate 21st Century Skills

Assessment(s) and Measurement Tool(s):

- ☐ Congruency exists between the goal, assessment, and measurement tool

Class Data Sheet:

- ☐ Class Data Sheet contains student initials/numbers and all required (**pre, mid, and post**) assessment data with significant growth targets for the entire population
- ☐ Adjusted Significant Growth Targets for students exceeding original growth targets Student Data and Teacher Reflections (3)
- ☐ Responses directly answer the reflection prompts
- ☐ Responses include specific supporting details (i.e., examples from student work, disaggregated data, etc.)
- ☐ Responses include a detailed analysis of assessment data and growth (identifying patterns and trends) for each case study student
- ☐ Interventions/extensions are explained **throughout the year** for all students who are not demonstrating growth toward their significant growth target or who have exceeded the growth target.
- ☐ Three (3) student work samples one high, one medium and one low
- ☐ Evidence of 21st Century Skill(s) learning on student work samples

Collaborative Action Research Meeting Notes:

- ☐ Group meeting notes, including independent response to prompt and timeline
- ☐ Group proposal
- ☐ Research is documented by a complete and dated bibliography
- ☐ Research is relevant to topic

I am submitting a complete and thorough portfolio based on the Expectations and Standards for a Quality Portfolio.

Teacher Signature:

Date:



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CAREER LADDER COLLABORATIVE ACTION RESEARCH MODULE 2012/2013

Objective: Teacher will lead, and participate in, a collaborative action group exploring a topic based on student needs, individually document the impact of instruction on student achievement, and fulfill a professional growth plan.

Criteria for initial placement

- At least a 2/5ths contract, minimum 50% of time with students
- Career Ladder Program Expectations were met at Entry to Collaborative Action Research or Collaborative Action Research level

PROGRAM EXPECTATIONS

(Refer to)

COLLABORATIVE ACTION RESEARCH EXPECTATIONS AND STANDARDS FOR A QUALITY PORTFOLIO

Professional Development

- Participation in CAR online Orientation by **August 17, 2012**
- Completion of a Collaborative Group Proposal which focuses on school goals
- Participation in at least one relevant training session
- Participation in a minimum of four (4) Collaborative Group meetings (2 may be E-Collaboration) documented on the Collaborative Action Group Notes form (Note: Successful groups meet more often. Documentation for four (4) is all that is required.)
- Groups shall consist of 4-8 members. Only half can be CAR level teachers.
- Maintenance and completion of a teacher portfolio, professionally presented, organized, and aligned to Collaborative Action Research Rubrics
- Completion of an Individual Professional Growth Plan (see Professional Growth Plan Guide)
- Adherence to all due dates

September 14, 2012 – Collaborative Group Proposal that incorporates general Professional Development

Plans for each member and general focus for each member's Student Achievement Plan (include each member's signature/designate a contact person for Pay for Performance office, who facilitates meetings, who facilitates E-Collaboration, etc.)

Each CAR Teacher submits a copy of the Collaborative Group Proposal to Pay for Performance office and keeps a copy in his/her individual portfolio. Feedback will be provided to the groups as needed.

December 3, 2012 – Peer Review (Required – Submit to the Performance Pay Office)

March 1, 2013 - Peer Review (optional)

March 1, 2013 – Mid – Student Data Analysis and Teacher Reflection Form submitted to Performance Pay Office.

May 4, 2013 – Deadline for Collaborative Group observes (with memo)

May 24, 2013 – Final Submittal (Required)

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- District evaluation (informal and formal) conducted by site administrator

Collaborative Action Research

- Collaborative research is current and relevant to student needs
- Meeting protocols are well-documented and dated
- Detailed Collaborative Group Notes
- Bibliography maintained
- Development of a Student Achievement Plan based on Arizona State Standards/Common Core Standards/School Site Focus
- Class Data Sheet for entire population with a minimum of three (3) assessments (pre, mid, post)
- Interventions & Extensions documented
- Analysis/reflection based on reflection questions
- Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheets

First Semester: Collaborative Action Research

- Evidence of 21st *Collaborative Group Proposal* – **Due September 14, 2012, received by 5:00 p.m.**
- *Individual Professional Growth Plan*- **Due September 14, 2012, received by 5:00 p.m.**
 - ✓ Give to site Instructional Support Leader OR
 - ✓ Deliver or send through District mail to the Pay for Performance Office by the stated deadline
- *Student Achievement Plan* – **Due September 14, 2012, received by 5:00 p.m.**
- First Peer Review of Portfolio/Documentation (Required): **December 3, 2012**
 - Schedule to have a CAR level colleague peer review your teacher portfolio, professionally presented, organized with a *Table of Contents* and aligned to relevant *Collaborative Action Research Expectations and Standards*
 - ✓ Completed *Peer Review form*
 - ✓ Approved *Collaborative Action Group Proposal*
 - ✓ Two (2) Protocols for Collaborative Action Group Meetings
 - ✓ Two (2) Completed *Collaborative Action Group Notes*
 - ✓ *Student Achievement Plan*
 - ✓ Assessment(s)
 - ✓ Measurement Tool(s)
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on pre-assessment
 - ✓ Representative samples of student work from high, medium and low quality results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)

- ✓ Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
- ✓ *Class Data Sheet* for entire population with pre-assessment data and year-end significant growth targets
- Submit the completed and signed Peer Review Form to the Performance Pay Office

Second Semester: Collaborative Action Research

- Instructional Support Leader Visit and Memo
 - An Instructional Support Leader must attend one meeting of the collaborative group between **October, 2012 – May 4, 2013**
 - A memo is produced by the Instructional Support Leader as a result of the meeting visit
- Mid-Year Requirements
 - ✓ Two (2) additional Protocols for 2 Collaborative Action Group Meetings
 - ✓ Two (2) additional *Collaborative Action Group Notes*
 - ✓ *Class Data Sheet* for entire population with mid-assessment data and year-end significant growth targets raised, as needed
 - ✓ Updated *Student Achievement Plan*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on mid-assessment
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ Portfolio Reader's Feedback Form from first submittal
 - ✓ Bibliography to date
- To document completion of mid-year requirements, CAR teachers may utilize an optional Peer Review
- Peer Review of Individual Portfolio/Documentation **March 1, 2013** (optional)
 - Group members at the CAR level conduct a peer review of the required components of the portfolio for mid-year
 - A *Peer Review Form* is completed for CAR level teacher whose portfolio is being reviewed. The form becomes a part of the documentation in the portfolio
 - Requirements will be published for specific information on final documentation submitted to the Performance Pay Office.
- Submit the Mid-Student Data and Teacher Reflection Form to the Performance Pay Office March 1, 2012 (Required)
- Final Portfolio: **May 24, 2013, received by 5:00 p.m.**
 - Submit to the Pay for Performance Office an updated teacher portfolio/documentation that includes all work from the first and mid-peer review(s) along with additional items listed below, organized within tabbed sections according to the *Table of Contents* in reverse chronological order (i.e. May, January, September)
 - ✓ Minimum of four (4) Protocols
 - ✓ Minimum of four (4) *Collaborative Action Group Notes*
 - ✓ Updated individual *Professional Growth Plan* (synopsis of entire year's work) and reflection
 - ✓ Bibliography
 - ✓ Updated *Student Achievement Plan*

- ✓ *Student Data Analysis and Teacher Reflection Form* based on post-assessment
- ✓ *Class Data Sheet* for entire population with pre-, mid-, and post-assessment data
- ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
- ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
- ✓ Memo from Instructional Support Leader meeting visit
- ✓ *Peer Review Forms* (2) (one required, one optional)
- ✓ Abstract explaining collaborative group research and the findings from the year-long study (hard copy and electronic copy sent to headreader@amphi.com)
- Include **one extra copy**
 - ✓ *Collaborative Action Group Proposal*
 - ✓ Updated *Student Achievement Plan*
 - ✓ *Student Data Analysis and Teacher Reflection* based on post assessment
 - ✓ Final, updated *Professional Growth Plan* with reflection
 - ✓ *Class Data Sheet* with pre-, mid-, and post-assessment data included
 - ✓ Abstract explaining collaborative group research and the findings from the year-long study

Meeting CAR Program Expectations qualifies a teacher to participate in CAR or a CAR Option the following year.

Not meeting CAR Program Expectations will result in a return to the Traditional Salary Schedule or require the teacher to meet with the Career Ladder Manager prior to **August 31, 2012** to create a Professional Growth Plan if choosing to remain in the Career Ladder Program.

Portfolios, with final evaluations, may be picked up at the Career Ladder office on the first Monday of **June 5, 2013 from 8:00 a.m. to 3:00 p.m.**



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COLLABORATIVE ACTION RESEARCH

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- 8. Professional Growth Plan and Reflection**
 - a. Plan**
 - b. Training information/documentation**
 - c. Dialogue memos (ESO, SO, ECAR only)**
- 9. Collaborative Group**
 - a. Proposal**
 - b. Meeting notes with protocols**
 - c. Bibliography**
 - d. Abstract**



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COLLABORATIVE ACTION RESEARCH MODULE

Expectations and Standards for a Quality Portfolio

Name:

School:

Date:

Professionalism:

- ☐ Expectations and Standards Sheet for a Quality Portfolio
- ☐ Collaborative Action Research Module Information
- ☐ Word processed and edited
- ☐ Organized and includes a table of contents
- ☐ Submission of the portfolio at each due date (on time) to the Career Ladder Office or announced location
- ☐ Evidence of holding a leadership role in the collaborative group
- ☐ Meeting protocols and resulting minutes are included reflecting work evidence from all group members
- ☐ Documentation of attendance at each collaborative group meeting
- ☐ Instructional Support Leader memo included from one collaborative group meeting visit

Plans:

- ☐ Collaborative Action Group area of study includes plan for research documentation
- ☐ Collaborative Group Proposal completed, signed, approved including all group member's names, and focused on an academic school goal
- ☐ Rationale for the focus area is provided
- ☐ Applied research is current and relevant to the focus area
- ☐ Bibliography is updated and research implementation is dated and well documented
- ☐ Appropriate meeting protocols are utilized
- ☐ Plan clearly documents opportunities for students to demonstrate 21st Century Skills
- ☐ Student Achievement Plan completed

Assessment(s) and Measurement Tool(s):

- ☐ Assessment is described and the congruent measurement tool is included
- ☐ Congruency exists between Student Achievement Plan, the assessment and the measurement tool
- ☐ Student Achievement Plan or Assessment and Measurement Tool include 21st Century Skills

Data, Data Analysis and Teacher Reflection:

- ☐ Class Data Sheet contains student initials/numbers and all required (pre, mid and post) assessment data with significant growth targets for the entire population
- ☐ Adjusted Significant Growth Targets for students exceeding original growth targets
- ☐ Student Data Analysis Forms included (a total of 3)
- ☐ Interventions and Extensions are explained on the Student Data Analysis Forms throughout the year for all students who are not demonstrating growth toward their significant target or who have exceeded their growth target
- ☐ Responses directly answer the reflection prompts on the Student Data Analysis Forms for each of the three submittals
- ☐ Responses include specific supporting details (e.g., examples from student work, disaggregated data, etc.)

- ☐ Responses include a detailed analysis of assessment data and growth (identifying patterns and trends)
- ☐ Student work samples included for each submittal (e.g., one high, one medium and one low sample)

Portfolio Reader's Feedback Sheets:

- ☐ Feedback from the reader is addressed to facilitate the process of continuous improvement

I am submitting a complete and thorough portfolio based on the Expectations and Standards for a Quality Portfolio.

Teacher:

Date:



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Collaborative Action Group Notes

(Each group member should keep a copy of the notes in their portfolio.)

Date:

Location:

Meeting: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6

Group Members Present: (4 – 8 members)

Name	Position	Group Role

Purpose(s) of this meeting:

Protocol used (please attach a copy):

Notes/details from group's discussion. (Include connections, applications, experiences, what was helpful or difficult):

Next steps for the group:

Complete the following independently:

Explain your classroom applications from the group discussion.

**Collaborative Action Research
Peer Review Portfolio Documentation to Date**

Portfolio Belongs to: _____ Peer Reader: _____ Date: _____

1. Student Achievement Plan

☐ Completed

☐ Not Completed/In Progress

Comments:

2. Class data sheet for entire population with pre-assessment data and year-end significant growth targets set (for 1st semester Peer Review) or mid-assessment data and year-end significant growth targets adjusted, as needed (for optional 2nd semester Peer Review)

☐ Completed

☐ Not Completed/In Progress

Comments:

3. Student Data Analysis and Teacher Reflection Form based on pre-assessment (for 1st semester Peer Review) or mid-assessment (for optional 2nd semester Peer Review)

☐ Completed

☐ Not Completed/In Progress

Comments:

4. Representative samples of student work from pre-assessment (for 1st semester Peer Review) or mid-assessment (for optional 2nd semester Peer Review). Include samples of student work at each level with Student Work Sample Cover Sheet (e.g., high, medium, and low quality results. Students used to provide samples may vary from submittal to submittal.)

☐ Completed

☐ Not Completed/In Progress

Comments:

5. Evidence of 21st Century Skills clearly explained on Student Work Sample Cover Sheets.

☐ Completed

☐ Not Completed/In Progress

Comments:

6. Two (2) Collaborative Action Group Protocols and notes (for 1st semester Peer Review) and a total of four (4) Collaborative Action Group Protocols and notes completed by May submittal.

☐ Completed

☐ Not Completed/In Progress

Comments:

7. Proof of attendance at relevant training

☐ Completed

☐ Not Completed

Please submit Peer Review Form to the Performance Pay Office by December 3, 2012



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CAREER LADDER MENTOR OPTION MODULE 2012/2013

Objective: Teacher will mentor teacher(s) to whom they are assigned in order to help them improve instructional practices and increase student learning. Teacher will individually document the impact of instruction on student achievement and fulfill a [Professional Growth Plan](#).

Criteria for participation in this module

- At least a 2/5ths contract, minimum of 50% of time with students
- Career Ladder Program expectations were met at the Collaborative Action Research level for at least two years
- A completed resume and application for this module
- Acceptance by the Career Ladder Coordinator and assignment of mentee by Site Administrator

PROGRAM EXPECTATIONS

(refer to)

[MENTOR OPTION EXPECTATIONS AND STANDARDS FOR A QUALITY PORTFOLIO](#)

Professional Growth

- Participation in online CAR Orientation by **August 17, 2012**
- Completion of an individual [Professional Growth Plan](#) (See [Professional Growth Plan Guide](#))
- Participation in structured peer reviews with other mentors (required)
- Participation in (2) structured mentor meetings with protocol
- Participation in a minimum of two classroom teaching (minimum of 30 minutes) observation cycles with mentee
- Participation in at least four meetings, planning sessions, modeling sessions with mentee
- Maintenance and completion of a portfolio, professionally presented, organized with a Table of Contents and aligned to [Mentor Option Expectations and Standards for a Quality Portfolio](#)
- Adherence to all due dates

May 1, 2012 to August 10, 2012
September 4, 2012
September 14, 2012
December 3, 2012

March 1, 2013
March 1, 2013

January 23, 2013
May 24, 2013

Application Window
First Mentor Meeting
[Student Achievement Plan](#) due
First Submittal (Peer Review) (required – submit to Performance Pay Office)
Mentor Peer Review Session (optional)
Mid-Student Data and Teacher Reflection Form, submit to the Performance Pay Office
Second Mentor Meeting
Final Submittal

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- Amphitheater Teacher Performance Evaluation System (ATPES) (informal and formal) conducted by site administrator

Student Outcomes

- Development of a [Student Achievement Plan](#)
- [Class Data Sheet](#) for entire population with a minimum of three (3) assessments (pre, mid, post)
- [Student Data Analysis and Teacher Reflection Forms](#)
- Evidence of 21st Century Skill(s) learning in student work explained on [Student Work Sample Cover Sheets](#)

Prior to First Semester

Application Window: **May 1, 2012 to August 10, 2012** Potential Mentor Option candidates submit a resume and [application](#). Administration reviews resumes and makes decisions based on need and best fit no later than **August 24, 2012**. Candidates that are not accepted as a mentor must choose another CAR level option.

First Semester: Mentor Option

- Participate in the Mentor meeting on **September 4, 2012** (Structured meeting with protocol)
- **Student Achievement Plan-Due September 14, 2012 by 5:00 p.m.**
 - ✓ Give to site Instructional Support Leader or
 - ✓ Deliver to the Pay for Performance Office
- First Submittal—**December 3, 2012** (Peer Review)
 - Schedule to have a CAR level colleague peer review your teacher portfolio; professionally presented, organized with a *Table of Contents* and aligned to the *Mentor Option Expectations and Standards for a Quality Portfolio* including:
 - ✓ Approved *Mentor Option Application*
 - ✓ Resume
 - ✓ *Student Achievement Plan*
 - ✓ Assessment(s)
 - ✓ Measurement tool(s)
 - ✓ *Class Data Sheet* for entire population with pre-assessment data and significant growth targets
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on pre-assessment data
 - ✓ *Mentor Meeting Reflection*, two (2), one per cycle
 - ✓ *Mentor Log* documenting interactions with mentee
 - ✓ *Observation Cycle Conference Summary* documenting one cycle of observation (pre-conference, observation of a minimum 30-minute lesson, post conference)
 - Submit the completed and signed Peer Review Form to the Performance Pay Office.

Second Semester: Mentor Option

- Update your portfolio in preparation for peer review (recommended, not required)
- Participate in the Mentor Portfolio Peer Review Session on **March 1, 2013** (optional)
- Submit the Mid-Student Analysis and Teacher Reflection Form to the Performance Pay Office
- Participate in a second Mentor Meeting on **January 23, 2013**
- *Class Data Sheet*
- Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
- Evidence of 21st Century Skills(s) learning in student work explained on *Student Work Sample Cover Sheets*
- *Student Data Analysis and Teacher Reflection Form* based on mid-assessment data
- *Mentor Log* documenting interactions with mentee
- *Observation Cycle Conference Summary* documenting second cycle of observation, if complete (pre-conference, observation of a 30-minute (minimum) lesson, post conference)
- Portfolio/documentation Reader's Feedback Form
- Final Submittal- **Due May 24, 2013 received by 5:00 p.m.**
 - Submit to the Career Ladder Office an updated teacher portfolio, professionally presented, organized and aligned to *Mentor Option Expectations and Standards for a Quality Portfolio* including:
 - ✓ *Mentor Option Expectations and Standards for a Quality Portfolio* (signed)
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet*
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on post-assessment
 - ✓ *Mentor Meeting Reflection*, two (2) one per cycle
 - ✓ *Mentor Log* documenting interactions with mentee
 - ✓ *Observation Cycle Conference Summary* documenting second cycle of observation, if complete (pre-conference, observation of a 30-minute (minimum) lesson, post conference)
 - ✓ Reflections on two (2) Mentor Meetings
 - ✓ *Portfolio Peer Review Form*
 - ✓ Portfolio Reader's Feedback Forms
- Include **one extra copy**:
 - ✓ *Mentor Option Expectations and Standards for a Quality Portfolio* (signed)
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet* with pre-, mid-, and post-assessment
 - ✓ *Student Data Analysis and Teacher Reflection Forms* based on post-assessment
 - ✓ Final updated *Professional Growth Plan* with reflection

Meeting Mentor Option Program Expectations qualifies a teacher to participate at the CAR level the following year.

Not meeting Mentor Option Program Expectations will result in a return to the traditional salary schedule or require the teacher to meet with the Career Ladder Coordinator prior to **August 31, 2012** to create a Professional Growth Plan if choosing to remain in the Career Ladder Program.



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Mentor Option

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- 6. Student Data Analysis and Teacher Reflection Forms (3)**
- 7. Student Work Samples with Cover Sheets**
- 8. Professional Growth Plan and Reflection**
 - a. Plan**
 - b. Training information/documentation**
- 9. Career Ladder Mentor Training Materials and Protocols**
- 10. Mentor Log – Mentor Meeting /Reflections**
- 11. Portfolio Reader’s Feedback Form and Peer Review Form(s)**



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Mentor Meetings

Attendance at two meetings is mandatory.

Mentor Session #1

Wednesday, September 4, 2012, Performance Pay Office at Wetmore, 4:30--6:00

Mentor Session #2

Wednesday, January 23, 2013, Performance Pay Office at Wetmore, 4:30--6:00



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MENTOR OPTION Application COLLABORATIVE ACTION RESEARCH

Application must be signed and delivered or faxed (696-5066) to the Career Ladder office for approval by 5:00 p.m. on or before August 10, 2012.

(No emails, must be signed and dated)

Mentor:

School:

Mentee:

School:

Note: *If necessary, mentees may be reassigned.*

1. What does mentoring mean to you?
2. What do you hope to gain from participating in this option?
3. Explain the experience and/or knowledge you will contribute to the success of this option (i.e., evaluation, adult learners, instructional practices).
4. Include updated resume. Include any mentoring experience.

Your signature will indicate that you are aware of the following:

- A CAR teacher who participates in the options will also be responsible for documenting student achievement with a **Student Achievement Plan**.
- Mentees will be assigned to mentors. Mentors will have opportunity to provide input. School administration will assist with matching of mentors and mentees.
- Mentor module requirement must be met

Signature: _____

Date: _____

☐ **Accepted for 2012-2013**

☐ **Not accepted at this time participant must go to regular CAR module**

Career Ladder Coordinator

Date

Career Ladder Observation Cycle Conference Summary

Mentor:
Protégé:

Grade level/Subject area:
Date:

Date: Pre-observation Conference	Date: Post-observation Conference	
Protégé Reflection:	Protégé Reflection following observation:	Successes:
Focus of Observation:	Protégé Next Steps:	Mentor Support:

COLLABORATIVE ACTION RESEARCH
MENTOR OPTION

Mentor Log

Mentor:

Protégé:

Requirements:

- Participation in minimum of two observation cycles (observe protégé's teaching for a minimum of **30 minutes each cycle**)
 - One cycle completed during first semester
 - Second cycle completed during second semester
- Participation in a minimum of four additional meetings, planning sessions, modeling sessions, observations, etc.

Observation Cycle #1

- Attach Observation Cycle Conference Summary form

Observation cycle #2

- Attach Observation Cycle Conference Summary form

Additional meetings, observations, or planning sessions occurred on the following dates (Minimum of four meetings)

- | | | |
|----|-------------------|---------------|
| 1. | Date:
Summary: | Support area: |
| 2. | Date:
Summary: | Support area: |
| 3. | Date:
Summary: | Support area: |
| 4. | Date:
Summary: | Support area: |



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MENTOR MEETING REFLECTION

Name:

School:

Workshop Title:

Date Attended:

This reflection must be included in your portfolio

Discuss an area of growth for your protégé. Give specific examples and explain how you will help them achieve this goal.

(This can include information from your observation cycles, mentor logs, and pre/post conference meetings)



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COLLABORATIVE ACTION RESEARCH LEVEL **Expectations and Standards for a Quality Portfolio**

MENTOR OPTION

Name:

School:

Date:

Professionalism:

- ☐ **Approved Application for a CAR Option**
- ☐ **Resume**
- ☐ **Expectations and Standards for a Quality Portfolio Check List**
- ☐ **CAR Option Module Information**
- ☐ **Word Processed and edited**
- ☐ **Organized to include the table of contents**
- ☐ **Submit portfolio on time to the Career Ladder office or designated location at your school**

Student Achievement Plan:

- ☐ **Student Achievement Plan complete**

Assessment(s) and Measurement Tool(s):

- ☐ **Congruency exists between the stated Student Outcome, assessment plan, and measurement tool**

Class Data Sheet:

- ☐ **Class Data Sheet contains student initials/numbers and all required (*pre, mid, and post*) assessment data with significant growth targets for the entire population**

Data Analysis and Teacher Reflections:

- ☐ **Responses directly answer the data analysis and reflection prompts for each of the three submittals**
- ☐ **Responses include specific supporting details (i.e., examples from student work, disaggregated data, etc.)**
- ☐ **Includes three student work samples per submittal; one high, one medium and one low result**
- ☐ **Identifies student development of 21st Century Skills through labeling work or through other anecdotal documentation**

Interventions and Extensions:

- ☐ **Interventions/extensions are explained throughout the year on the Student Data Analysis Forms for all students who are not demonstrating growth toward their significant growth target or who have exceeded the growth target. (Growth targets can be revised after mid-assessment.)**

Career Ladder Mentor Meetings and Peer Review:

- ☐ **Attend two (2) Mentor meetings, facilitated by Instructional Support Leaders**
- ☐ **Meeting protocols and minutes included in the portfolio**
- ☐ **Attendance/Completion of a peer review of the portfolio mid-submittal**

Mentor Log:

- ☐ **Log identifies structured contact time with teacher**

- ☐ **Two observation cycles (pre-conference, observation, post-conference) are completed:
First cycle by first portfolio submittal; second cycle during second semester**
- ☐ **Four additional meetings with the mentee, observations or planning sessions are documented and summarized**

Feedback Sheets:

- ☐ **Feedback from the reader is addressed to facilitate the process of continuous improvement**
- ☐ **Feedback from the peer reviewer is included and addressed**

I am submitting a complete and thorough portfolio based on the Expectations and Standards for a Quality Portfolio.

Teacher:

Date:



Amphitheater Public Schools

Career Ladder



CAREER LADDER STAFF DEVELOPMENT OPTION MODULE 2012\2013

Objective: Teacher will analyze data to determine district staff development needs, then provide training to teachers for the purposes of improving instructional practice and increasing student learning. Teacher will individually document the impact of instruction on student achievement and fulfill a Professional Growth Plan.

Criteria for participation in this module

- At least a 2/5ths contract, minimum of 50% of time with students
- Career Ladder Program Expectations were met at the Collaborative Action Research level for at least two years
- A completed resume and application for this module
- Acceptance by the Career Ladder Coordinator

PROGRAM EXPECTATIONS

Professional Growth

- Participation in CAR Orientation by **August 17, 2012**
- Completion of an individual Professional Growth Plan (see Professional Growth Plan Guide)
- Participation in (1) structured peer review with other staff developers
- Participation in (2) structured staff developer meetings with protocol
- Facilitation of a follow up plan for all participants of Staff Development trainings
- Completion of (4) Presenter Reflections for the year
- Maintenance and completion of a portfolio, professionally presented, organized and aligned to Staff Development Option Expectations and Standards for a Quality Portfolio
- Adherence to all due dates

May 1, 2012 to August 10, 2012

September 12, 2012

September 14, 2012

December 3, 2012

March 1, 2013

March 1, 2013

February 6, 2013

May 24, 2013

Application Window

First Staff Developers Meeting

Student Achievement Plan

First Submittal (Peer Review) Submit completed form to Performance Pay Office

Mid Submittal Peer Review (optional)

Mid-Student Data Analysis and Teacher Reflection Form, submit to the Performance Pay Office

Second Staff Developers Meeting

Final Submittal

Instructional Skills

- Instruction is modified and adjusted based upon analysis of student data
- Amphitheater Teacher Performance Evaluation System (ATPES) (informal and formal) conducted by site administrator

Student Outcomes

- Development of a Student Achievement Plan based on Arizona State Standards/School Site Focus

- Class Data Sheet for entire population with a minimum of three (3) assessments (pre, mid, post)
- Student Data Analysis and Teacher Reflection Forms
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on Student Work Sample Cover Sheets

Prior to First Semester

- Staff Development Application Window: **May 1, 2012 to August 10, 2012** Potential Staff Development Option candidates review needs for professional development offerings and submit a resume and application for one of the modules.
- Administration reviews resumes and makes decisions based on need and best fit no later than **August 27, 2012**
- Candidates who are not accepted participate at the regular CAR level of Career Ladder.

First Semester: Staff Development Option

- Participate in the Staff Developers meeting on **September 12, 2012** (Structured meeting with protocol)
- *Student Achievement Plan* - **Due September 14, 2012 received by 5:00 p.m.**
 - ✓ Give to site Instructional Support Leader or
 - ✓ Deliver to the Pay for Performance Office by the deadline
- First Submittal - **December 3, 2012** (Peer Review)
 - Schedule to have a CAR level colleague peer review your teacher portfolio, professionally presented, organized with a *Table of Contents* and aligned to the *Staff Development Option Expectations and Standards for a Quality Portfolio* including:
 - ✓ Approved *Staff Development Option Application*
 - ✓ Resume
 - ✓ *Staff Development Option Expectations and Standards for a Quality Portfolio*
 - ✓ *Student Achievement Plan*
 - ✓ Assessment(s)
 - ✓ Measurement tool(s)
 - ✓ *Class data sheet* for entire population with pre-assessment data and year-end significant growth targets
 - ✓ *Student Data Analysis and Teacher Reflection* form based on pre-assessment
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ Career Ladder Staff Developer Meeting Protocol
 - ✓ Presentation materials for two (2) professional development trainings (including agenda, lesson plan, materials and pre/post assessments)
 - Submit the completed and signed Peer Review Form to the Performance Pay Office by December 3, 2012.

Second Semester: Staff Development Option

- Update your portfolio in preparation for peer review (optional **March 1, 2013**)
 - ✓ *Staff Development Option Expectations and Standards for a Quality Portfolio*
 - ✓ *Student Achievement Plan*

- ✓ *Class Data Sheet* for entire population with mid-assessment data and year-end significant growth targets raised as needed
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Student Data Analysis and Teacher Reflection form* based on mid-assessment
 - ✓ Presenter Reflection and follow up documentation from professional development sessions presented
 - ✓ Portfolio/documentation Reader's Feedback Form from first submittal
- Participate in the Staff Developers Peer Review Session on **March 1, 2013** (optional)
 - Submit the Mid-Student Data Analysis and Teacher Reflection Form to the Performance Pay Office
 - Participate in a second Staff Developers Meeting on **February 6, 2013**
 - Final Submittal - **Due May 24, 2013 received by 5:00 p.m.**
 - Submit to the Pay for Performance office an updated teacher portfolio, professionally presented, organized with a *Table of Contents* and aligned to *Staff Development Option Expectations and Standards for a Quality Portfolio* including:
 - ✓ *Staff Development Option Expectations and Standards for a Quality Portfolio*
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet* for entire population with post-assessment data
 - ✓ Representative samples of student work from high, medium and low quality results with *Student Work Sample Cover Sheets*. (Note: The students you choose can change from submittal to submittal.)
 - ✓ Evidence of 21st Century Skill(s) learning in student work explained on *Student Work Sample Cover Sheets*
 - ✓ *Student Data Analysis and Teacher Reflection Form* based on post-assessment
 - ✓ Presenter Reflection and follow up documentation from professional development sessions presented (4 total for the year)
 - ✓ *Peer Review Form* (2) (1 required, 1 optional)
 - Include **one extra Copy**
 - ✓ *Staff Development Option Expectations and Standards for a Quality Portfolio* (signed)
 - ✓ *Student Achievement Plan*
 - ✓ *Class Data Sheet*
 - ✓ *Student Data Analysis and Teacher Reflection Form* (post)
 - Sign the *Staff Development Option Expectations and Standards for a Quality Portfolio*

Meeting Staff Development Option Program Expectations qualifies a teacher to participate in CAR the following year.

Not meeting Staff Development Option Program Expectations will result in a return to the traditional salary schedule or require the teacher to meet with the Career Ladder Coordinator prior to **August 31, 2012** to create a Professional Growth Plan if choosing to remain in the Career Ladder Program.

Portfolios, with final evaluations, may be picked up at the Career ladder office on **June 5, 2013 from 8:00 a.m.-3:00 p.m.**



Amphitheater Public Schools

Career Ladder



STAFF DEVELOPMENT OPTION

Table of Contents

- 1. Approved Application for Staff Development Option**
- 2. Expectations and Standards for a Quality Portfolio**
- 3. Staff Development Module Information**
- 4. Student Achievement Plan**
- 5. Assessment(s) and Measurement Tool(s)**
- 6. Class Data Sheet**
- 7. Student Data Analysis and teacher Reflection Forms**
- 8. Professional Growth Plan**
- 9. Staff Developer Meeting notes**
- 10. Presentation Materials for Staff Development Trainings**
- 11. Participant Evaluations**
- 12. Presenter Reflections**
- 13. Portfolio Reader's Feedback Form(s) and Peer Review Form(s)**



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Staff Development Meetings

Attendance at two meetings is mandatory.

Staff Development Meeting #1

Wednesday, September 12, 2012, East Conference Room at Wetmore, 4:30--6:00

Staff Development Meeting #2

Wednesday, February 6, 2013, Performance Pay Office at Wetmore, 4:30--6:00



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COLLABORATIVE ACTION RESEARCH Expectations and Standards for a Quality Portfolio STAFF DEVELOPMENT OPTION

Name:

Site:

Date:

Professionalism:

- ☐ Approved Application for a CAR Option
- ☐ Completed Resume
- ☐ Expectations and Standards for a Quality Portfolio Check List
- ☐ CAR Option Module Information
- ☐ Typed and edited
- ☐ Organized to include the table of contents
- ☐ Submit portfolio on time to the Career Ladder office

Student Achievement Plan:

- ☐ Student Achievement Plan complete

Assessment(s) and Measurement Tool(s):

- ☐ Congruency exists between the Student Achievement Plan, assessment plan(s), and measurement tool(s)

Class Data Sheet:

- ☐ Class Data Sheet contains student initials/numbers and all required (pre, mid, and post) assessment data with significant growth targets for the entire population

Data Analysis and Teacher Reflections:

- ☐ Responses directly answer the data analysis and reflection prompts for each of the three submittals
- ☐ Responses include specific supporting details (i.e., examples from student work, disaggregated data, etc.)

Interventions and Extensions:

- ☐ Interventions/extensions are explained throughout the year on the Student Data Analysis Forms for all students who are not demonstrating growth toward their significant growth target or who have exceeded the growth target. (Growth targets can be revised after mid-assessment.)

Career Ladder Staff Development Meetings and Peer Review:

- ☐ Attend two (2) Staff Developer meetings
- ☐ Meeting protocols and minutes included in the portfolio
- ☐ Attendance/completion of a peer review on the portfolio mid-submittal

Presentation Materials for Staff Development Trainings:

- ☐ Prepare materials for 2-4 workshop presentations including agenda, lesson plan and handouts
- ☐ Facilitate follow-up sessions plan with participants to support implementation of learning

Participant Evaluations:

- ☐ Include evaluations of Staff Development Trainings from participants

Presenter Reflections:

- ☐ Include reflections by presenter after each training presentation

Portfolio Reader's Feedback Sheets:

- ☐ Feedback from the reader is addressed to facilitate the process of continuous improvement
- ☐ Peer Review Feedback sheet(s) included for the mid-submittal

I am submitting a complete and thorough portfolio based on the Expectations and Standards for a Quality Portfolio.

Teacher:

Date:



Amphitheater Public Schools

Career Ladder



STAFF DEVELOPMENT APPLICATION COLLABORATIVE ACTION RESEARCH

**A signed and dated application is due at the Career Ladder office by
5:00 p.m. on August 10, 2012
Deliver or Fax (696-5066)**

Name: _____ **School:** _____

Date: _____

- 1. Identify the district/site focus of the Staff Development Trainings you would like to offer.**
- 2. Please attach a resume.**

Your signature indicates that you are aware of the following:

- A CAR teacher who participates in a CAR Option is also responsible for documenting student achievement with a Student Achievement Plan.**
- Staff Development Module requirements must be met.**

Signature: _____

Date: _____

☐ Accepted for 2012-2013

☐ Not accepted at this time participant must go to regular CAR module

Career Ladder Director

Date

FORMS

Section II

Modules: Entry to Student Outcomes
 Student Outcomes
 Entry to Collaborative Action Research
 Collaborative Action Research



Amphitheater Public Schools

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Student Achievement Plan

Teacher Name _____ School _____ Date _____

Grade Level _____ Subject Area _____

This plan is to be utilized at the Entry to Student Outcomes (ESO), Student Outcomes (SO), Entry to Collaborative Action Research (ECAR), Collaborative Action Research (CAR) and all CAR Option levels.

1. What is your specific year long goal for your students?
2. What data sources did you use to determine that this goal is relevant for your students? What did these data sources tell you about your students' needs?
3. Describe your assessment and how it aligns with your goal.
4. List the specific Arizona State Standards/Common Core Standards and specific performance objectives completely (no abbreviations or numbers only). *List only those that align with your goal.*
5. Include your measurement tool(s) (e.g., rubrics, continuums, criteria list) that align with your goals.
 - a. If you are using NWEA MAP or DIBELS assessments, please describe how you are utilizing the results and how you are setting the growth targets for your students. Be sure to use the appropriate tools available from the publishers of the assessments to make your decisions.
6. List the specific 21st Century Skill(s) in your instruction and that will be evidenced in resulting student work. Refer to the 21st Century Skills list.
 - a. Give an example of a 21st Century Skill you plan to include in your instruction. How will your students demonstrate the use/application of this skill?



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Student Data Analysis and Teacher Reflection Form

Teacher Name: _____ School: _____ Date: _____

☐ Pre-Assessment

☐ Mid-Assessment

☐ Post-Assessment

1. Reflect on the student results from your assessment. (For the Pre-Assessment respond to prompt (a). For the Mid and Post-Assessments respond to prompt (b).)
 - a. Identify and describe the areas of your students' strengths and weaknesses as they pertain to your goals.
 - b. Identify why students regressed, stayed at the same level, and/or grew more than expected.
2. Looking at the results of students in three groups (high, medium, low) explain the instructional practices you will use to increase the achievement of each group.
3. How will students use assessment results to further their learning (e.g., student goal setting and reflection, etc.).
4. Include three (3) student work samples evidencing the 21st Century Skills explained in the Student Achievement Plan. Submit samples of student work from high, medium, and low quality results with Student Work Sample Cover Sheets. (Note: The students you choose can change from submittal to submittal.)
5. Include a class data sheet containing updated pre, mid and/or post assessments.
6. **INTERVENTIONS AND EXTENSIONS RECORD:** Describe specific actions taken for individual students who are not demonstrating growth, not meeting the growth targets or exceeding the identified growth targets. (This section should be on-going.)

Interventions: Actions taken to individualize for students who are not making significant growth.

Extensions: Actions taken for students who have surpassed their growth targets before the end of the year.

Interventions

Student Initials	Date	Action Taken
(sample) A.Z.	9/20/2011	Conference with student and practiced ending sounds.

Extensions

Student Initials	Date	Action Taken
(sample) B.D.	9/20/2011	Student contacted community members to recruit guest speakers in the area of engineering.



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Professional Growth Plan Guide

This document will help you write your Professional Growth Plan. The questions should help you guide your thinking toward writing a professional growth goal and objectives. From your goal and objectives, you will select appropriate activities and set a time line that meets your objectives and fits within the scope of the school year.

Setting a Goal

Take a look at the professional teaching standards. Which area could you focus on as a target for your growth?

Examples:

I will study research based instructional strategies and then implement them in my fifth grade classroom so that students improve their engagement in lessons and increase achievement.

I will become skillful in the area of classroom assessment and create a variety of assessments which will assist my students in meeting the standards in

Your goal should...

...state what you will learn about or prepare for improvement....what you will focus on...how the information will be put into practice and state end result; what you want to have happen or why you want to learn what you chose to focus on.

Determining Your Learning Objectives

What knowledge, skills, attitudes and behaviors do you expect to learn to accomplish your goal?

Examples:

Learn strategies specifically for ELD learners that involve listening, speaking, reading and writing.

Develop assessments and an assessment strategy for my social studies classes to encourage higher level thinking.

Complete a curriculum map for my algebra classes which includes assessment planning.

Select Relevant Learning Activities

What will you take part in toward accomplishing your objectives and ultimately, your goal?

Examples:

Activities are events, strategies or processes you will participate in toward accomplishing your goal.

*Examples of **independent** learning activities: action research, professional reading/video, workshops/seminars, analysis of classroom video (of self), development of classroom materials and assessments for peer review*

*Examples of **collaborative** learning activities: professional learning team work, mentoring, curriculum development/alignment as a team*

Evidence of Impact

Learning impact: standardized testing results, criterion referenced assessments, classroom assessments, performance assessments, analysis of student work samples

Attitudinal impact: increased confidence, belief of the participant

Resources impact: feeling that the result was worth the time and effort, productive use of time, learning occurred

Timeline

- Look at the schedule of professional development opportunities at your school and in the district.
- Determine how often your professional learning team will meet.
- Pace your activities and data collection throughout the school year and perhaps into the summer.
- Include dates

Reflection

One of the most powerful tools for professional development and actual change or improvement in classroom practice is the teacher's ability to self-reflect. The reflection needs to include real examples of application of the learning in classroom practice, connections to student achievement, examples of what the teacher may do in the future, and any of the very significant "aha" learning moments that occurred while progressing through the Professional Development Plan. Simple one sentence or one phrase reflections do not show thinking at a deep enough level to suggest that there will be significant growth/learning on the part of the teacher.



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Professional Growth Plan

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Note: CAR teachers include their relevant training session as part of the plan.

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

(Work in progress, complete in May)



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Collaborative Action Research 2012/2013 GROUP PROPOSAL

School: _____

Our group research question:	
Brief description of our plan:	
Group Member: Group Role: Facilitator CL Level: PD Focus: Student Achievement Focus:	Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:
Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:	Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:
Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:	Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:
Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:	Group Member: Group Role: CL Level: PD Focus: Student Achievement Focus:

Signatures of all members:

Name (printed)

Signature

Approvals:

Site Administrator _____

ISL or Reader _____

Date _____

Date _____

Due Date: September 14, 2012

CAREER LADDER FINAL STUDENT OUTCOMES APPEAL PROCESS

Entry to Student Outcomes and Student Outcomes Modules

A teacher who disagrees with the rating of his/her outcomes results or professional development results may, within five working days of his/her receipt of the rating information, request a hearing by submitting a written request to the Manager of the Career Ladder program, hereinafter referred to as "Manager." Specific reasons for the hearing must be included in this request. The only reasons considered for appeal must be specifically related to student achievement results.

Upon receipt of the appeal, the Manager will determine whether there is justifiable reason for the appeal. If no justifiable reason is determined, the next step in the process is item 5 below. If the Manager determines there is justifiable reason for the appeal, then:

1. The Manager shall appoint a three-member evaluation team who shall not be the persons who originally rated the teacher's results. The teacher requesting the hearing will have the option of requesting a conference with the evaluation team for the purpose of presenting and/or clarifying the reasons for the appeal.
2. If the placement appeals concerns the rating of student outcomes results, the student and teacher data that was available at the time of the ratings conference shall be the data considered. No additional data may be added.
3. Within 25 working days after the conference with the teacher, or if there is no conference, after the Manager appoints the team, the evaluators will, without prior knowledge of the original rating, review the results and will give the Manager a consensus rating and justification of the rating. Said review and rendering of the rating may be continued from time to time for good cause by the Manager.
4. The Manager shall, within 5 working days of receiving the second rating, review all documentation and render a decision in regard to the appeal; the findings and decision shall be filed in the teacher's personnel file and be made part of the documentation. Copies of the findings and the decision shall be delivered to the Superintendent and to the teacher, or served upon the teacher by certified mail, with a return receipt requested.
5. The decision of the Manager shall be final unless, within 5 working days after serving the teacher the decision, the teacher files a written request for review by the Superintendent.
6. The review shall be conducted by the Superintendent or his/her designee (who shall not be the persons involved in the original or in the second evaluation team). The review shall be limited to analysis by the Superintendent of the written findings and the decision of the Manager.

7. The decision of the Superintendent or his/her designee shall be final and shall not be subject to grievance and shall be entered in the teacher's personnel file and made part of the placement documentation, and delivered to or served upon the teacher as set forth in #4 above.

8. Any teacher who is dissatisfied with the decision pursuant to this regulation may submit a brief, concise written statement rebutting or objecting to said decision, which statement shall become part of said placement documentation for all purposes.

I am submitting a complete and thorough portfolio based on the Expectations and Standards for a Quality Portfolio.

Teacher:

Date:

**CAREER LADDER FINAL COLLABORATIVE ACTION
RESEARCH APPEAL PROCESS**

Entry to Collaborative Action Research and
Collaborative Action Research Modules

Teachers in the Entry to Collaborative Action Research and Collaborative Action Research Modules are evaluated based upon meeting all parts of the Career Ladder program expectations.

A teacher who disagrees with the rating of his/her outcomes results may, within five working days of his/her receipt of the rating information, request a hearing by submitting a written request to the Manager of the Career Ladder program, hereinafter referred to as "Manager." Specific reasons for the hearing must be included in this request. The only reasons considered for appeal must be specifically related to the program expectations.

Upon receipt of the appeal, the Manager will determine whether there is justifiable reason for the appeal. If no justifiable reason is determined, the next step in the process is item 5 below. If the Manager determines there is justifiable reason for the appeal, then:

1. The Manager shall appoint a three-member evaluation team who shall not be the persons who originally rated the teacher's results. The teacher requesting the hearing will have the option of requesting a conference with the evaluation team for the purpose of presenting and/or clarifying the reasons for the appeal.
2. If the placement appeals concerns the rating of student outcomes results, the student and teacher data that was available at the time of the ratings conference shall be the data considered. No additional data may be added.
3. Within 25 working days after the conference with the teacher, or if there is no conference, after the Manager appoints the team, the evaluators will, without prior knowledge of the original rating, review the results and will give the Manager a consensus rating and justification of the rating. Said review and rendering of the rating may be continued from time to time for good cause by the Manager.
4. The Manager shall, within 5 working days of receiving the second rating, review all documentation and render a decision in regard to the appeal; the findings and decision shall be filed in the teacher's personnel file and be made part of the documentation. Copies of the findings and the decision shall be delivered to the Superintendent and to the teacher, or served upon the teacher by certified mail, with a return receipt requested.
5. The decision of the Manager shall be final unless, within 5 working days after serving the teacher the decision, the teacher files a written request for review by the Superintendent.
6. The review shall be conducted by the Superintendent or his/her designee (who shall not be the persons involved in the original or in the second evaluation team). The review shall be limited to analysis by the Superintendent of the written findings and the decision of the Manager.

7. The decision of the Superintendent or his/her designee shall be final and shall not be subject to grievance and shall be entered in the teacher's personnel file and made part of the placement documentation, and delivered to or served upon the teacher as set forth in #4 above.
8. Any teacher who is dissatisfied with the decision pursuant to this regulation may submit a brief, concise written statement rebutting or objecting to said decision, which statement shall become part of said placement documentation for all purposes.

GLOSSARY

21st Century Skills

A set of skills and dispositions that are required to be successful within the world of work.

<http://www.21stcentruyskills.org/route21>

Action Research

The process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions (Stephen Corey, 1953). Action Research in education is a study conducted by colleagues in a school setting of the results of their activities to improve instruction (Carl Glickman, 1992). Action Research is a fancy way of saying let's study what's happening in our school and decide how to make it a better place (Emily Calhoun, 1994).

Assessment instrument

A set of prompts designed to elicit the desired performance from students and the needed criteria are supplied.

ATPES - Amphitheater Teacher Performance Evaluation System

An evaluation instrument which consists of five domains; Designing and Planning Instruction, Assessing and Analyzing Student Learning, Creating and Sustaining the Learning Environment, Implementing and Adjusting Instruction, Professional Responsibilities. Specific indicators serve as criteria for each domain.

Authentic Assessment

A direct examination of student performance on worthy intellectual tasks. (By contrast, traditional assessment relies on indirect or proxy 'items'--efficient, simplistic substitutes from which valid inferences may be made about the student's performance at those valued challenges. Grant Wiggins, quoted from: <http://ericae.net/db/edo/ED328611.htm>).

Example: To be "authentic," the instrument should require the student to actually perform the skills to be mastered. For example, in figure skating, having a student actually take to the ice and perform a double toe loop jump is "authentic." Having the student describe how to perform it, rate how well they think they can perform it, or answer multiple choice questions about how to perform it would not be authentic assessments of the jump. Criteria for student performance, products and/or portfolio must be established. Data is collected based on the criteria (rubric).

Calibration

An agreement between teacher and Instructional Support Leader on the results of a given assessment instrument. During calibration, Instructional Support Leaders review student work and come to agreement about the assigned results.

CIP - continuous improvement process

The process that is the foundation of the Amphitheater Career Ladder Program. Teachers identify areas of professional growth and/or areas of need for students' significant academic learning and establish a plan to reach these goals. This plan will include products, measurement tools and data analysis/ reflection. It is the analyses and reflections that drive improved instruction.

Class Data Sheet

A spreadsheet style presentation of ongoing student growth data for the year for a specific population. Teachers at Student Outcomes and Collaborative Action Research levels will submit an updated class data sheet at each due date.

Collaborative Action Research (CAR) Groups

A group of four to eight teachers working together, sharing practices, research information and student data as related to their research focus area(s). Group members may study the same, similar or divergent problems. Groups meet for a pre-established number of meetings per semester.

Congruency

A relationship is established between the parts of a plan. For Instructional Skills level teachers, there should be a congruency in the lesson plan that matches instructional objectives to specific, targeted assessments, for example. At the Student Outcomes levels, teachers strive to match a discrete assessment instrument and measurement tool to each supporting outcome in order to monitor student progress over time.

Connections

Associations made by students between learning and real-life situations, other content areas or prior knowledge and experience.

Consensus Conference

A meeting to determine Career Ladder ratings for the purpose of determining a Career Ladder teacher's compensation attended by Career Ladder Instructional Support Leaders and the site administrator. The ratings are based upon data collected during three separate observations during an evaluation window.

Criteria

Standards are established that can support a judgment or decision.

Data

Factual as well as qualitative information about student learning which provides information about student progress toward the achievement of academic standards.

Data Analysis

An organization and examination of data in order to document student achievement as well as to make decisions to refine one's instructional practice with the goal of improving student learning.

Data Collection Tools

Assessments, surveys, journals, anecdotal records, observation charts, portfolios, etc. are examples of instruments that, because they are linked to clearly defined criteria (rubric), provide information about individual student's achievement levels toward the intended learning.

Dialogue Memo

A written record generated during a dialogue session to reflect the proceedings.

Dialogue Session

A meeting with the teacher at the Student Outcomes Level and with a peer Instructional Support Leaders and possibly an instructional coach to discuss the rating and analysis of student data and teacher actions taken as a result of the data analysis. This session also offers an opportunity to calibrate the teacher's assessment data.

Evaluation Window / Window

A pre-scheduled period of time (for example, two weeks) during which a teacher's evaluation for Career Ladder occurs. Three observations provide the data for the evaluation.

Extensions

Opportunities provided by the teacher for any student who has surpassed his/her initial growth target well before the end of the year.

Formal Observation

One of the three observations during the evaluation window that is scheduled and requires a written lesson plan. Data is collected to support assessment of instructional and professional behaviors.

Formative Observation

Non-rated observations used to enhance and support instructional behaviors. They are followed by a conference that includes a written narrative that is given to the teacher and to the site administrator.

Higher Levels of Thinking

Thinking demonstrated by students when they apply, analyze, synthesize and/or evaluate.

Initial Assessment / Pre Assessment

A collection of baseline data completed early in the year used to determine the extent of student learning while also guiding the teacher for instruction.

Interventions

Strategies and actions taken by the teacher to individualize for a student who is not making significant growth.

Level

Three areas of the Career Ladder program, include Instructional Skills, Student Outcomes and Collaborative Action Research.

Measurement tool

The criteria (rubrics, matrices, continuum, etc.) used to rate the student performance elicited by the assessment instrument. The tool should clearly stand on its own so that an independent evaluator can rate performances the same (or nearly the same) as the teacher (calibration).

Module

A developmental step in each of the three levels of the Career Ladder Program.

Narrative

A written representation of the data gathered during the observations which is condensed to reflect teacher strengths and refinements/requirements in each ATPES area.

Patterns and Trends

Data that demonstrates a regular, mainly unvarying way of doing, i.e. indicating that learning has/has not occurred over a period of time.

Pre Observation Conference

A meeting with Instructional Support Leaders to discuss the teacher's educational philosophy, classroom schedule, instructional methods, planning, classroom management policies, instructional strengths and areas of growth prior to the observations. Teachers present this information to Instructional Support Leaders in a written/typed format.

Professional Development

A continuous examination for improvement by the teacher of his/her professional skills and knowledge.

Professional Growth Plan

A specific, personal area of improvement is designated in cooperation with Instructional Support Leaders. It will represent a yearlong, continuous examination of a relevant topic or skill tied to the Arizona Teaching Standards. The plan will also include defined artifacts and products that serve to assess the teacher's achievement of this growth plan.

Qualitative Analysis

Descriptive breakdown of the data

Quantitative Analysis

Numerical breakdown of the data

Ratings / Evaluation Conference

A conference scheduled within five working days of the end of the evaluation window. The site administrator and Instructional Support Leaders meet with the teacher to deliver and explain the district and Career Ladder ratings along with a written narrative based on data collected from observations.

Rationale

An explanation provided by the teacher to support the importance and purpose of the plan's focus or why student were selected as case studies.

Relevant and Challenging Tasks

Significant and practical tasks that have social and/or real world applicability and represent extended student learning.

Reflection

A spiral, not linear, process in which one critically thinks about and evaluates action in order to retain effective practices and discard ineffective ones. Quality reflections also indicate future actions.

Reflection Journal

A collection of prompted, required reflections contained in the teacher portfolio.

Research Focus Area

The identification of a new area of study by the teacher in order to solve a problem and increase teacher effectiveness to positively impact student learning. Significant change in the area of study is expected at least every three (3) years for Collaborative Action Research teachers.

Rubric

Specific descriptors that serve to measure learner performance levels. A matrix (technically) includes multiple areas or skills, although a matrix may also be termed a rubric.

Rubric Attainment

All specific descriptors on a rubric level have been achieved.

Self-Evaluation/Goal Setting

Thoughtful consideration of personal learning strengths and needs based on specific criteria. Goals are set based upon those considerations.

Significant Academic Learning

Realistic expectations of a student's growth established in relation to curriculum expectations. It may also be defined as learning that can be normally expected within a specified time period. Individual needs and abilities are considered.

Significant Growth Targets

Designed for each student in consideration that learning may vary for individuals.

Student Achievement Plan

A plan for learning set up by the teacher at the beginning of the year based on preassessment data and student characteristics.

Student Data Analysis and Teacher Reflection Form

A format for teachers which asks specific questions about student achievement data and requires them to reflect on the results and make plans for future instruction.

Student-Directed Learning

Learning in which the student seeks out knowledge and/or works independently with little teacher intervention or facilitation.

Student Population

A group of students to focus on for data collection, usually a class of approximately 25 students, as identified by the teacher.

Student Portfolios (for documenting student performance)

Evidence of the quality of each students' performances over time. This may be a "best work" portfolio, but it must be extensive and clear enough to permit an independent calibration covering all areas of assessment. Documentation included may take a variety of forms (video, audio, pictorial, written, anecdotal, charted). All documentation must be dated, analyzed, and rated based on criteria.

Summative Observation

Teacher observations completed during an evaluation window that provide data for the consensus conference that leads to a teacher's evaluation ratings (for compensation).

Teacher Evaluation Rubric for Student Outcomes Mastery (Student Outcomes Rubric)

A comprehensive rubric that establishes four performance levels: Master, Practitioner, Apprentice, Novice. The rubric is used by teachers to self-evaluate their progress toward exiting the Student Outcomes Level.

Teacher Portfolio

Compilation of a teacher's specific module portfolio requirements in a well-organized, complete manner to represent individual professional development.

21st Century Skills



Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Learning and Innovation Skills

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand the creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creativity ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways

<ul style="list-style-type: none"> Identify and ask significant questions that clarify various points of view and lead to better solutions
Communication and Collaboration <i>Communicate Clearly</i> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact Communicate effectively in diverse environments (including multi-lingual)
<i>Collaborate With Others</i> <ul style="list-style-type: none"> Demonstrate ability to work effectively and respectfully with diverse teams Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media and Technology Skills

Information Literacy <i>Access and Evaluate Information</i> <ul style="list-style-type: none"> Access information efficiently (time) and effectively (sources) Evaluate information critically and competently
<i>Use and Manage Information</i> <ul style="list-style-type: none"> Use information accurately and creatively for the issue or problem at hand Manage the flow of information from a wide variety of sources Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
Media Literacy <i>Analyze Media</i> <ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purposes Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <i>Create Media Products</i> <ul style="list-style-type: none"> Understand and utilize the most appropriate media creation tools, characteristics and conventions Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
ICT (Information, Communications and Technology) Literacy <i>Apply Technology Effectively</i> <ul style="list-style-type: none"> Use technology as a tool to research, organize, evaluate and communicate information Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Life and Career Skills

Flexibility and Adaptability <i>Adapt to Change</i> <ul style="list-style-type: none"> Adapt to varied roles, jobs responsibilities, schedules and contexts Work effectively in a climate of ambiguity and changing priorities <i>Be Flexible</i> <ul style="list-style-type: none"> Incorporate feedback effectively Deal positively with praise, setbacks and criticism Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-
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cultural environments
Initiative and Self Direction <i>Manage Goals and Time</i> <ul style="list-style-type: none"> • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently <i>Be Self-directed Learners</i> <ul style="list-style-type: none"> • Go beyond basic mastery of skills and /or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress
Social and Cross-Cultural Skills <i>Interact Effectively with Others</i> <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner <i>Work Effectively in Diverse Teams</i> <ul style="list-style-type: none"> • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
Productivity and Accountability <i>Manage Products</i> <ul style="list-style-type: none"> • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result <i>Produce Results</i> <ul style="list-style-type: none"> • Demonstrate additional attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> ○ Work positively and ethically ○ Manage time and projects effectively ○ Multi-task ○ Participate actively, as well as be reliable and punctual ○ Present oneself professionally and with proper etiquette ○ Collaborate and cooperate effectively with teams ○ Respect and appreciate team diversity ○ Be accountable for results
Leadership and Responsibility <i>Guide and Lead Others</i> <ul style="list-style-type: none"> • Use interpersonal and problem solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness <i>Be Responsible to Others</i> <ul style="list-style-type: none"> • Act responsibly with the interests of the larger community in mind