



Blue-Sky Paper on School Performance

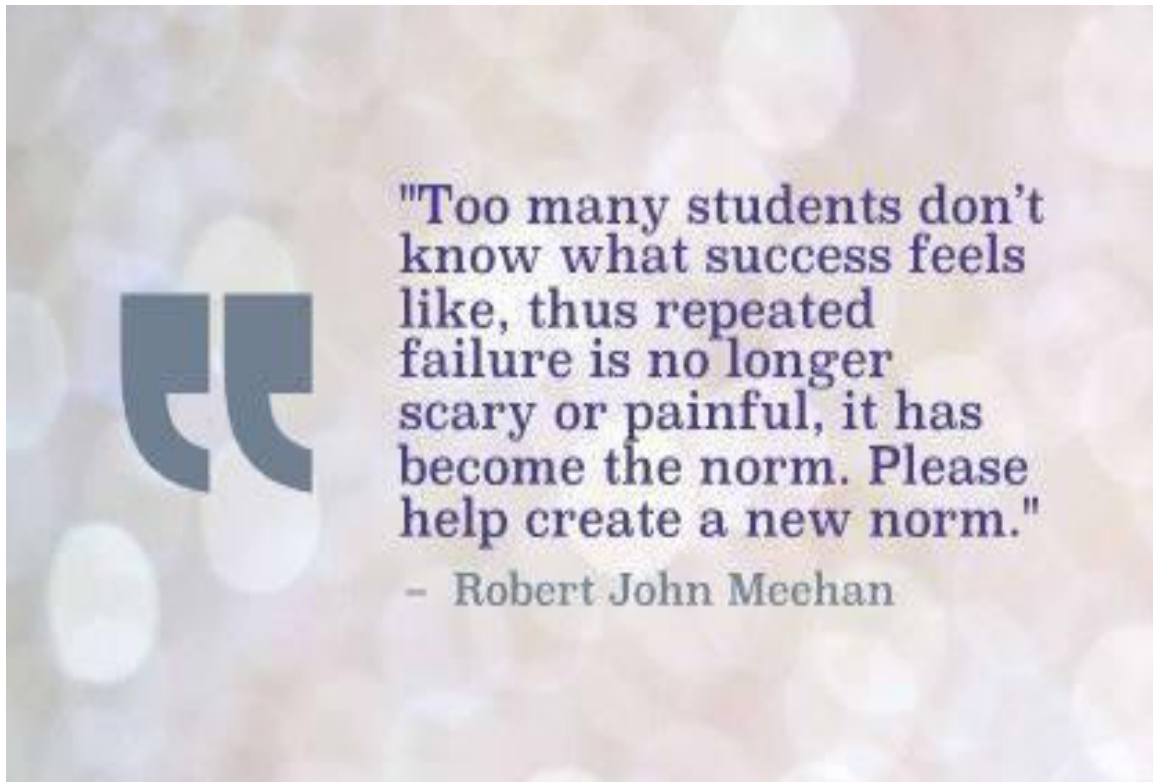
School Plan for Student, Staff and School Excellence
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- Assessment Policy for Students
- Performance Review for Staff
- School Review Process to Support Strategic Planning and School Improvement

1. STUDENT PERFORMANCE



At ZPD, we are committed to supporting the establishment of a new “norm” for student assessment. To this end we have established an innovative approach for school assessment policies, report cards and student portfolio. As well, self-and teacher assessment tools are built into most curriculum materials.

ZPD Student Assessment and Evaluation

A curriculum that integrates content, skills, and understanding expectations with assessment and evaluation is not only progressive, but has a higher likelihood of leading to student engagement especially when:

- (a) students are aware of the expectations
- (b) students can take part in the assessment/evaluation of their own work
- (c) student feedback is collected about experiences in order to improve them in the future.

Engagement is enhanced when effective teaching and learning practices give students opportunities to:

- think deeply with ‘hands on’ experiences in topic that allow for concentrated study (less is more)
- integrate naturally many different disciplines in a coordinated integrated experience
- be inspired, have fun and garner positive memories of the learning

The ZPD approach to student assessment features three layers of learning. The **‘rookie’ layer** refers to learning at the beginner level. The content and language is new and the way of doing the subject has yet to be mastered. The term “not yet” is assessed as NY. The goal in all subject areas is to move past rookie to a level of mastery. In each subject area there are **two levels of ‘mastery’**:

- **A Level:**
student has demonstrated exceptional skills and understanding (90%)
- **B Level** = student has demonstrated excellent skills and understandings (80-89%);
- **NY = Not Yet**
- Students will be given extra support, when needed, to help them achieve mastery levels in all subject areas.

- Students will be asked to revise their project work and re-write sections on tests in order to make sure students have every opportunity to understand at a mastery level.

Sample Elementary Self and Teacher Assessment Tool for First and Second Grade Writing Draft

Self-Score	2 = got it 1 = Almost NY = Not Yet	Teacher
THIS SPEECH		
	explains the need for a shelter	
	uses details of school setting	
	tells about different options	
	explains possible problems with choice	
	explains why you chose your idea for the animal shelter	
	uses information from a book and the web	
	Is creative	
	has a smooth beginning, middle and end	
	uses great action verbs	
	Uses interesting nouns	
	Has at least 1 change made to each sentence	
	Uses accurate punctuation (capitals, periods, question marks...)	
Is double-spaced		
TOTAL =		out of 50 points

Sample Multi-age Progress Report Card

The following is a sample of a multiage report card (math section)

SCHOOL LOGO. Progress Report

Student: _____

Teacher: _____

Date: _____

A – Exceptional understanding (90%+)..... B – Excellent understanding (80-89%)
NY – Yet to be learning/taught

Third to Fifth Grade WHOLE NUMBERS (Semester 1)

Order number and use place value within 0 to 1 million.	
Order numbers and place value and notation form from 0.01 to 1 billion	
Use place value from 0.001 to 1 billion.	
<i>Extension: Convert place value measures.</i>	

Use expanded form and written numbers to 1 million	
Use expanded form with whole numbers to 1 billion	
Use expanded form with whole numbers & base 10	
<i>*Extension: Use scientific notation with whole numbers</i>	

Multiply and divide within 1 & 2 digit numbers (distributive property).	
Multiply 2 & 3 digit numbers and divide whole numbers with remainders.	
Calculate exponents and correctly use PEMDAS (order of operations).	
<i>Extension: Write expressions with letters substituting for numbers</i>	

Third to Fifth Grade PART NUMBERS (Semester 2)

Use multiples of 6,7,8 & 9 to find greatest common factor	
Factor & find Least Common Multiples (LCM) for simple numbers (1-100)	
Factor & find Least Common Multiples for larger numbers (100+)	
<i>Extension: Create patterns using tessellations, reflections, translations & rotations</i>	

Use number lines to add, subtract & find equivalent fractions with like denominators	
Multiply, divide, reduce & convert between proper, mixed & improper fractions	
Add & subtract fractions with unlike denominators.	
<i>Extension: Convert & round percents, fractions, decimals & ratios</i>	

Solve problems by converting between decimals & base ten fractions	
Use arrays to solve math problems	
Calculate percent to solve math problems	
<i>Extension: Solve equations with inequalities of the form $x > c$ or $x < c$</i>	

Solve elapsed time word problems, using time lines	
Add & subtract simple elapse time (using seconds, minutes, & hours)	
Add & subtract complex elapsed time	
<i>Extension: Calculate variable rates (percentage, speed) with time (dollars/hour)</i>	

Third to Fifth Grade GEOMETRY (Semester 3)

Identify parallel lines	
Identify types of angles when constructing parallel intersecting lines	
Identify & construct bilateral symmetry & congruency in 2D figures	
<i>Extension: Classify angles (complementary & supplementary) & apply tests of congruency</i>	

Identify objects using edges, sides & corners of 3D objects	
Identify & classify 3D objects	
Identify relationship between 2D & 3D objects	
<i>Extension: Identify parallel lines within 2D figures</i>	

Find area using length & width & compare area to perimeter	
Find missing side when one side given plus the area	
Use fractions to find area of polygons	
<i>Extension: Calculate volume, capacity & surface area of rectangular prisms</i>	

MEASUREMENT MATH INTEGRATED IN SCIENCE CLASS	
Round, estimate, & apply units from metric & US customary, both whole & part measures	
Measure & estimate liquid, volume & mass.	
Round decimals & convert U.S customary units & empirical measures	
<i>Extension: Calculate area of triangle & volume of triangular prism</i>	

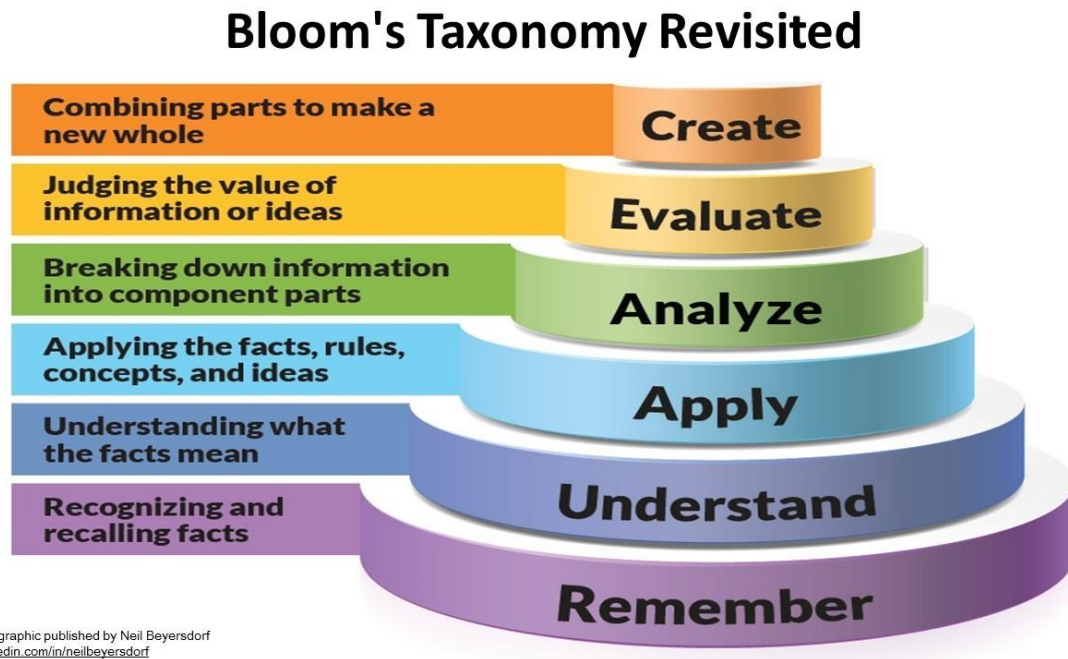
DATA MANAGEMENT MATH INTEGRATED IN INQUIRY CLASS	
Construct, compare & synthesize frequency tables & line plots with a focus on median	
Construct stem & leaf plots, with a focus on the difference between mean & median	
Constructs line plot to illustrate 'mean', 'medium', & 'mode	
<i>Extension Use box plots & design graphs & tables to illustrate 'mean', 'median', 'mode' & range.</i>	

ZPD Report Card do not deliberately include comments. While there are opportunities to discuss each grade relative to the student work, written comments are compiled at the end of the school year, when each homeroom teacher writes a letter to each student about their learning progress, as well as what needs to continue to be addressed in the next year.

These report cards are lengthy (6 pages), and not all completed in one semester. As the year progresses, the report card fills out and students have opportunities to revisit items not yet mastered. For students in third grade this report continues to be used for at least two more years. Ideally by the end of the year, students in the fifth grade will have all items completed as an A or B grade.

2. STAFF PERFORMANCE

Just as students are expected to remember, understand, apply, analyze, evaluate and create, so too, do teachers need to demonstrate Bloom's actions:



The ZPD Staff Performance process is based on:

- Current research into effective teaching and learning practices
- Feedback from student, staff and family Satisfaction Surveys
- Teacher Observations (2) (self evaluation and school leader)
- Principal Performance Review (self and expert evaluation)
- Action Research (school leader)

Performance Review (From Portfolio to Evaluation)

ZPD is committed to having staff grow and succeed in their jobs. To support the goal of obtaining a substantial critical mass of 'exceptional teachers', all staff members take part in a robust performance review process.

Each staff member participates in a formal review twice a year. New staff members are reviewed near the end of their first 30-day Introductory Period. During a formal performance review, the School Leader or designate will address performance as it relates to two observation 'fields' and five preparation and professional 'streams'. The performance review involves the following steps:

(a) Self Evaluation – Staff read through components/criteria listed on seven/eight carpets and assess whether they have some (S) evidence, rich (R) evidence, or questionable (?) evidence of very specific practices that address how a teacher perceives their own performance according to the criteria listed in each of the seven or eight carpets (See Appendix A):

- FIELD #1: Engaging in Instruction to Support Success
- FIELD #2: Generating a Culture of Respect for Learning
- STREAM #1: Planning a Curriculum
- STREAM #2: Honoring the Outdoors, Entrepreneurship and Leadership
- STREAM #3: Supporting Staff Mentorship Relationships
- STREAM #4: Contributing to a Culture of Professionalism
- STREAM #5: Communicating with Families
- STREAM #6 (Leadership role)

All staff in leadership roles will also have a performance review that involves being assessed according to an additional Leadership Stream. These 'fields' and 'streams' were adapted from Danielson's *Framework for Effective Teaching*. While they are used to provide deliberate and specific formative feedback, they are also a tool for making explicit best practices for any position in the school.

- (b) Selection of Stream for Concentration and Goal Setting - Staff are asked to select 6 goals for the year: 3 goals to focus on from the two observation 'fields' each year, and 3 goals from the preparation' and 'professional' streams. Prior to the start of the school year, teachers will discuss and submit these goals to the school leader. Any staff member who takes on a mentorship role will also be assessed on the Leadership Stream.
- (c) Formal Classroom Observations for Teaching Staff - Classroom observations occur in two forms (weekly crosswalks and formal observations). Formal classroom observations happen two times a year for most staff. Additional observations may be added in for new teachers to the profession or teachers who require additional support. For the first observation, the Principal models classroom observations for teacher mentors in early October, so any designated teacher-leader can follow the same process with their direct reports. The process involves viewing a full class from start to finish, sixty minutes is ideal. The reviewer also focuses on the goals designated by the teacher. During the observation, the reviewer keeps a running record of as much evidence as possible gathered about the lesson.
- (d) Professional Review of Teaching Meetings - Ideally, a professional review meeting will last 45 minutes to one hour. All participants can request additional time to clear up any questions. In the first meeting, the reviewer asks questions about the context of the class (what lessons happened prior, where the lesson is headed in the future); shares strengths; and, offer recommendations for future consideration. Ideally, this conversation happens the same day of the observation or the next day.
- (e) Follow through E-mail - After the Professional Review of Teaching Meeting, the formative notes are compiled and further ideas may be added to the e-mail to share with the teacher that documents the details of the lesson and recommendations for the future.

(f) Copy of 'Field' Observational Feedback - Following the teaching observation, the teacher review meeting and the sending of the email, the reviewer will combine the information from the self-assessment and the mentor assessment. Teachers are expected to house this copy of the document in their professional portfolio binder.

(g) Observation Process Review Cycle - The schedule for observations during the year is as follows:

Daily Principal Crosswalks	
Formal Observations	Teachers
Early October- New teacher	Mentor/School Leader
November/December – Seasoned teacher	Mentor/School Leader
March – new/seasoned teacher	Mentor/School Leader

(h) Portfolio Reflection – Each staff member is also responsible for creating a professional portfolio for both reflective and future planning purposes. The following instructions details the requirements for developing and revising this professional tool:

Requirements for Professional Portfolio

NAME:
GRADE LEVEL/SUBJECT TAUGHT
TABLE OF CONTENTS
UPDATED RESUME
FIELD and STREAM REVIEWS
EVIDENCE of PROFESSIONAL DEVELOPMENT
REFLECTIONS on each CRITERIA



PORTFOLIO REVIEW and ASSESSMENT

SELF REVIEW	CRITERIA	MENTOR/SCHOOL LEADER FEEDBACK
<ul style="list-style-type: none"> ✓ EXCEPTIONAL (portfolio provides ample evidence of student understandings, innovative curriculum design, work exceeds expectations) ✓ EXCELLENT (portfolio meets most requirements) ✓ NOT YET (parts of portfolio are lacking) 		
	ENGAGING INSTRUCTION (Field #1)	
	GENERATING A CULTURE OF RESPECT FOR LEARNING (Field #2)	
	CURRICULUM PLANNING (Stream #1)	
	HONORING THE OUTDOORS, ENTREPRENEURS & LEADERSHIP (Stream #2)	
	SUPPORTING STAFF MENTORSHIP RELATIONSHIPS (Stream #3)	
	CULTURE OF PROFESSIONALISM (Stream #4)	
	FAMILY COMMUNICATIONS (Stream #5)	
	LEADERSHIP (Stream #6)	
	***Meets requirements of Portfolio	

Year End Performance Appraisal

At the end of the school year, each staff member is given one of three ratings:

- **“Exceptional”** (need to sustain passion, energy and support others as they aim for ‘exceptional’ status)
- **“Excellent”** (meeting excellent expectations; need to set goals for planning for and implementing ‘exceptional practice’)
- **“Not Yet”** (staff needs to make significant changes in practice)



Need for Immediate Improvement

At any given time in the school year, the school leader, in coordination with other administrators, may develop a Performance Improvement Plan (PIP) for a staff member who needs to improve his or her performance immediately. The staff member recommended for the PIP will have input, but ultimately the documentation and monitoring of the actions expected to demonstrate success of the plan will be the responsibility of the designed school leader.

As well, a Disciplinary Action (DA) can be applied when any staff member demonstrates actions that can be harmful to any member of the school community, serious action'. A PIP can be afforded to individuals who indicate:

- (a) an understanding of their mistake
- (b) remorse for the unprofessional action
- (c) show sincere interest in changing their behavior.

ZPD FIELD & STREAM ASSESSMENT

OBSERVATION FEEBACK

DATE: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; S – some evidence viewed; R – rich evidence

Self			FIELD 1: Engaging in Instruction to Support Success	School Leader or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			manage classroom so all students are productively engaged			
			Use, find instructional materials and technology effectively			
			transition efficiently with little loss of instructional time			
			use authentic audiences to enhance meaning and purpose of students work			
			provide experiences that lead to skill mastery and habit formation			
			provide students with reflective opportunities (metacognitive strategies			
			engage students in comparing and making distinctions			
			permit free exploration			
			require students to edit and revise their original work			
			use paired instruction for deliberate dialogue and decision-making			
			use group instruction in ways that promote engagement for all			
			use reciprocal teaching methods to reinforce understanding			
			organize classroom space to optimize learning			
			allow for self-directed instruction methods so students can work on their own			
			link teaching with messages from inspirational speakers or guest artists			
			provide students with opportunities to build learning portfolios			
			permit healthy use of competition with self and others			
			give students opportunities to improve the lesson or material			
			present lessons in a clear and logical manner			
			provide excellent and weak examples			
			give students chances to upgrade their work			
			use tools that require students to self-assess their work and work habits			
			provide meaningful and immediate feedback			
			provide ways for students to demonstrate what they understand			
			use assessment that is clearly understood by the students			
			use assessment tools that lead to increased achievement			
			give students wait time or "soak time" to master understanding			
			provide examples of work/actions that demonstrate initiative			
			use assessment criteria with a balance of basic and challenging expectations			

OBSERVATION FEEDBACK

DATE: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; **S** – some evidence viewed; **R** – rich evidence

Self			FIELD 2: Generating a Culture of Respect for Learning	School Leader or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			support an environment of respect and rapport			
			set the tone for a culture of respect, fairness, and consistency			
			convey enjoyment and enthusiasm for teaching and students			
			encourage acceptance of racial, ethnic, religious, gender, disabilities and cultural differences			
			create a learning environment that includes effective cooperative and independent study			
			convey and achieve high expectations			
			create a trusting culture that supports creativity, discovery and risk-taking			
			encourage students to learn from mistakes			
			encourage students to demonstrate pride in their work			
			establish and act on classroom rules to support learning			
			respond to students with respect			
			identify students' individual differences and learning styles and adjust teaching practices to meet their needs			
			encourage students to take responsibility for their own learning and set challenging but achievable goals			
			encourage students to organize and lead activities (class discussions, plays...)			
			modify student assessments and plans for further instruction after reflection on students progress and achievement			
			link topics with relevant or current issues			
			reinforce student behavior with positive support			
			engage self-discipline strategies so students take responsibility for their learning and others			
			create a healthy and safe environment			
			explain purpose or point of task			

PREPARATION and PROFESSIONALISM FEEDBACK

Date: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; S – some evidence viewed; R – rich evidence

Self			STREAM 1: Planning a Curriculum	School Leader or Mentor		
?	S	R	As the teacher I/you...	?	S	R
			understand current knowledge about curriculum design			
			demonstrate knowledge of content and pedagogy			
			demonstrate knowledge of students			
			organize learning experiences in sequence so that each experience builds on previous learning and provides a basis for a subsequent one			
			Implement meaningful sequences of learning (long-term plans, unit plans, thematic activities, lesson plans...).			
			organize unit plans for school year that follows a scope and sequence of content determined by school in alignment with government expectations			
			set instructional outcomes			
			demonstrate knowledge of the value of different resources			
			choose materials and strategies that reflect current and relevant research			
			link content between different subject areas			
			plan for differentiation to accommodate different learning styles			
			organize a variety of support materials to enhance learning (artifacts, software, websites, audio-visuals...)			
			show evidence of short and long term goals in planning			
			link teaching with field trips or excursions outside school			
			expose students to skills and ideas that are relevant for life-long learning			
			address practical connections to career-related professions			
			engage students in effective multi-age peer teaching experiences			
			use a range of techniques and resources to develop and extend students' ability to understand concepts and master skills			
			use lower level thinking assessment (Retelling - memorizing, filling in blanks, true and false, calculating, decoding) to gather information to use for deeper thinking purposes			
			employ medium level (Relating) thinking assessment (mix and match, multiple choice, essay, sequencing of ideas/ movement, critiquing, determining pros and cons, calculating with formulas, brainstorming, active listening, classifying, categorizing, comparing and writing)			
			employ high level thinking (creating/designing/innovating/inventing/reflecting/theorizing) assessment			
			emphasize and model the habits and roles of researchers			
			link lessons to global and current world issues			
			use diagnostic, formative and summative assessments			

PREPARATION and PROFESSIONALISM FEEDBACK

Date: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; **S** – some evidence viewed; **R** – rich evidence

Self			STREAM 2: Honoring the OUTDOORS, ENTREPRENEURSHIP & LEADERSHIP	Administrator or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			make connections to the outdoors within daily classroom experiences in as many lessons as possible			
			make connections to entrepreneurship within daily classroom experiences as many lessons as possible			
			draw connections to leadership in relevant lessons			
			support the importance of healthy lifestyles			
			link subject matter to related careers			
			model the design and implementation of curriculum			
			talk about and be a model for being a teacher researcher			
			help students invent things and apply for patents			
			teach lessons or parts of lessons in the outdoors daily.			

PREPARATION and PROFESSIONALISM FEEDBACK

Date: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; **S** – some evidence viewed; **R** – rich evidence

Self			STREAM 3: Supporting Staff Mentorship Relationships	Administrator or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			share ideas with colleagues			
			model respectful behavior (being on time for meetings; speaking positively about others...)			
			meet informally to engage in professional conversations about teaching and learning; classroom management, curriculum...			
			provide support for fellow staff members			
			share concerns and recommendations in order to support colleague's growth and improvement			

PREPARATION and PROFESSIONALISM FEEDBACK

Date: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; S – some evidence viewed; R – rich evidence

Self			STREAM 4: Contributing to a Culture of Professionalism	Administrator or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			take courses to upgrade qualifications			
			embrace professional development opportunities in school			
			embrace professional development opportunities outside of school			
			participate in a leadership role in professional organizations			
			engage in action research to improve practice			
			read professional journals			
			create innovative and customized curriculum			
			contribute ideas to school improvement planning meetings			
			take part in school mentorship programs			
			seek leadership positions			
			serve as a positive ambassador for Headwaters Academy			
			accept criticism and moves forward to make changes			
			demonstrate courtesy and integrity with others			
			maintain accurate and timely records			
			develop positive relationships with students			
			develop positive relationships with parents			
			develop positive relationships with staff			
			demonstrate quality written and speaking skills			
			demonstrate a sense of humor, humility and emotional control			
			act in a confidential, ethical and legal manner			
			model exceptional work habits (punctuality, dependability, attendance, meeting deadlines)			
			communicate with families monthly			
			complete all job requirements to meet high standards as outlined in the Headwaters Academy Staff Handbook and in your job description.			

PREPARATION and PROFESSIONALISM FEEDBACK

Date: _____

Teacher: _____ Administrator/Mentor: _____

? - Did not view evidence; **S** – some evidence viewed; **R** – rich evidence

Self			STREAM 5: Communicating with Families	Administrator or Mentor		
?	S	R	As a teacher, I/you	?	S	R
			contact families to share positive messages			
			Update student living progress report weekly			
			set up times to meet with families before issues arise in order to prevent a situation from getting worse			
			engage with families at school-wide social events			
			speak with families about student's co-curricular involvement			

School Year: _____

Six Key Staff-Determined Goals (3 from 'field' and 3 from 'streams'):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Optional Two Additional Key Goals (as identified by School Leader):

1. _____
2. _____

SELF- REFLECTION OVERALL PERFORMANCE

NOT YET (Needs Support)	Excellent	Exceptional
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ADMINISTRATION OVERALL PERFORMANCE

(This includes test results, anecdotal feedback)

NOT YET (Needs Support)	Excellent	Exceptional
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Signature of School Leader: _____

The performance reviews of staff members should be perceived as a 'morale building' activity. Recognizing strengths is a key piece of this experience. Narrowing areas for improvement promotes a culture that accepts mistakes as part of a learning organization – one focused on making a difference in the lives of our students and community members.

MORALE BUILDER	MORALE KILLER
Student's 1 st	Adult Centered
Servant Leader	Self-Serving
Flexible	Rigid
Cherishes Conversations	Sees Interactions as Disruption
Works with Team	Prefers Isolation
Maintains Confidentiality	Encourages Gossip
Takes Initiative	Makes Excuses
Embraces Conflict	Avoids Differences
Engaging	Unpleasant
Grateful	Unappreciative

3. SCHOOL PERFORMANCE

A school performance may be assessed using quantitative and qualitative means. Quantitative metrics can include: attendance, re-enrollment, teacher retention, critical mass of excellent and exceptional staff; and long-term growth in standardized test scores. Standardized test scores are not as effective when viewed annually. To determine the value of teaching and learning over time, there should be at least three years in between tests to have a solid grasp of growth indicators. Rather than focus so much attention on grade level testing, schools should concentrate on analyzing data from student, staff and family satisfaction surveys.



Approaching performance reviews with customer service in mind, may be a healthy start to school improvement.

#DTHINK TIP:

The key to exceeding customer expectations is delivering positive surprises that disrupt industry stereotypes.



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