LSC Principal Report – Inter-American
Date: January 15, 2013

REACH (Recognizing Educators Advancing Chicago Students) Students:

The Performance Evaluation Reform Act (PERA) was passed in January 2010 in the state of Illinois legislature. PERA defines new evaluation requirements for all districts in Illinois. ***REACH (Recognizing Educators Advancing Chicago Students) Students*** was built through a collaborative committee of CPS and CTU members in the winter of 2011/2012; a joint committee of CPS and CTU members continues to meet regularly to discuss implementation.

PERA requires (for CPS and all IL districts) that evaluators pass an ISBE certification assessment prior to conducting observations. It also requires both teacher practice and student growth be significant factor of an evaluation and, the student growth component must include two measures of student learning. In the first two years of implementation, student growth must be included *at a minimum* of 25% of the summative evaluation.
- Ms. Gallo and Dr. Vallez both successfully completed the 5 modules of training over the 2012 summer (>100 hours of training and testing).

This year, for elementary school teachers, 75% of the overall summative rating will be based on teacher practice (i.e., classroom observations). Student growth measures will be included at 25%, the state minimum requirement.

1) ***Teacher practice***: 75% of the overall summative rating will be based on teacher practice/classroom observations
   Probationary Assigned Teachers (4 formal observations this school year)
   Tenured Teachers (Recommended 2 formal and 2 informal)

2) ***15% Value-Added Score:*** A standardized measure that is based on NWEA MAP administered in reading and math in grades 3-8. English, reading and math teachers will receive an individual-value add score. Teachers of all other subjects and / or grade levels & Teacher-librarians will receive a school-wide value-add score based on literacy. This is an aggregate score and all teachers in the school will receive the same score.

2) ***10% REACH Performance Task (beginning and end of year tests):*** The other measure is a REACH performance task that is an authentic measure of the content and skills taught in the classroom every day.

In the past 7 weeks, Ms***. Gallo and Dr. Vallez have conducted 61 observations with 11 more scheduled this week to finalize two rounds of formal observations***. This represents ***95% of our time during a school week*** in which one administrator is fully occupied with the classroom observations and pre/post observation conferences with teachers.

Space Utilization Survey:
Mr. Robert Boik has requested an updated Space Utilization Survey on Monday, Jan. 14, 2013. This is used to "support facility planning" at the district level. Inter-American's Space Utilization Survey was updated and we need to sign the attestation form that it is complete.

Student Attendance:

	October 2012	**November 2012**	**December 2012**	**January 2013** *(as of 1-14-2013)*
Attendance **Percentage for Month**	96.39%	96.7%	93.9%	92.25% *(as of 1-14-2013)*
# of days that students **missed school**	567 days absent	406 days absent	622 days absent	423.5 days absent *(as of 1-14-2013)*

Tardies: Jan. 14, 2013   31 tardies   Jan. 11, 2013   31 tardies

Purchase of Curriculum Materials:

Everyday Math: The Everyday Math curriculum is still undergoing the alignment with the Common Core Standards. The representative advised our school to wait to review the new student reference books and teacher guides for purchase in the 2014-15 school year.

SEP-UP: In the implementation of the middle school science curriculum, we need to purchase the curriculum of units for the second cycle of the 7th/8th grade units of instruction. These costs are estimated at: **$6, 800.00.**

Energy: In this part of Issues and Physical Science, students explore energy transfer and conservation in the context of household energy usage. The activities explore key energy concepts, including the variety of types of energy, energy transfers within and between systems, the energy chains involved when energy is transformed from one type to a more desired type, and the methods used to quantify energy and determine the efficiency of energy transfers. This helps students develop their understanding of the environmental costs of all energy use and provides them with an approach to making decisions about energy. They apply this understanding in the culminating activity of the unit, in which they design an energy-efficient home.

Force and Motion: Students investigate concepts related to force and motion in the context of vehicle safety issues. The unit begins with investigations of speed, motion graphs, and the impact of mass and speed on vehicle accidents. Students investigate force, acceleration, mass and friction and are introduced to Newton's laws of motion. They apply these concepts to vehicle braking and stopping distances and investigate the stability of vehicles with different centers of mass. The unit ends with an investigation of types of car accidents and students' recommendations for reducing the risks of vehicle collisions.

Waves: In this unit, students learn about several kinds of waves and investigate the transmission of sound and light. They also investigate the situations in which some waves may be harmful to their health. Some of the questions addressed in this unit include: How is sound energy transmitted? Can light go through an object? What is ultraviolet light? How are sound and light waves similar?

K-3 Literacy Assessment: The STEP (Strategic Teaching and Evaluation of Progress) Assessment was identified by the teachers as the preferred assessment for measuring the early literacy progress for students in grades K – 3.   It is a developmental literacy assessment, instructional tool and data management system that defines the pathway and tracks the progress of students using research-based milestones. STEP enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence. It is developed by the University of Chicago and Urban Education Institute.

The timeline for implementation for STEP is:
       February 2013 – Purchase English component of STEP Purchase price
       March – June 2013 – Train teachers in grades k-3 to administer STEP and interpret results
       Fall 2013 - Purchase Spanish component of STEP (available in fall of 2013)

Purchase Price:
       Test Kits: $425 / kit x 14 kits = $5950 (English kits)
       Data Tool: $500 + $10/student = $3380 annual fee (both Spanish and English)
       Total for Feb. 2013 purchase: **$9330**

Study Group: "Conducting a Mind" from *A Mind at a Time* ***by Mel Levine***
       Fifteen teachers and administrators are reading and discussing a chapter from Mel Levine's book *A Mind at a Time*. This chapter provides a thorough perspective of attention and organization challenges. We are interested in learning more about how to understand children who have difficulties with attention and organization.

The CPS Framework for Teaching

Adapted from the *Danielson Framework for Teaching* and Approved by Charlotte Danielson

2012

Domain 1: Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

Knowledge of Content Standards Within and Across Grade Levels

Knowledge of Disciplinary Literacy

Knowledge of Prerequisite Relationships

Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

Knowledge of Child and Adolescent Development

Knowledge of the Learning Process

Knowledge of Students' Skills, Knowledge, and Language Proficiency

Knowledge of Students' Interests and Cultural Heritage

Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications

c. Selecting Instructional Outcomes

Sequence and Alignment

Clarity

Balance

d. Designing Coherent Instruction

Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs

Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks

Use of a Variety of Complex Texts, Materials and Resources, including Technology

Instructional Groups

Domain 2: The Classroom Environment

a. Creating an Environment of Respect and Rapport

Teacher Interaction with Students, including both Words and Actions

Student Interactions with One Another, including both Words and Actions

b. Establishing a Culture for Learning

Importance of Learning

Expectations for Learning and Achievement

Student Ownership of Learning

c. Managing Classroom Procedures

Management of Instructional Groups

Management of Transitions

Management of Materials and Supplies

Performance of Non-Instructional Duties

Direction of Volunteers and Paraprofessionals

d. Managing Student Behavior

Expectations and Norms

Monitoring of Student Behavior

Fostering Positive Student Behavior

Response to Student Behavior

Access for Diverse Learners	
e. Designing Student Assessment	
Congruence with Standards-Based Learning Objectives	
Levels of Performance and Standards	
Design of Formative Assessments	
Use for Planning	

Domain 4: Professional Responsibilities

a. Reflecting on Teaching and Learning

Effectiveness

Use in Future Teaching

b. Maintaining Accurate Records

Student Completion of Assignments

Student Progress in Learning

Non-Instructional Records

c. Communicating with Families

Information and Updates about Grade Level Expectations and Student Progress

Engagement of Families and Guardians as Partners in the Instructional Program

Response to Families

Cultural Appropriateness

d. Growing and Developing Professionally

Enhancement of Content Knowledge and Pedagogical Skill

Collaboration and Professional Inquiry to Advance Student Learning

Participation in School Leadership Team and/or Teacher Teams

Incorporation of Feedback

e. Demonstrating Professionalism

Integrity and Ethical Conduct

Commitment to College and Career Readiness

Advocacy

Decision-Making

Compliance with School and District Regulations

Domain 3: Instruction

a. Communicating with Students

Standards-Based Learning Objectives

Directions for Activities

Content Delivery and Clarity

Use of Oral and Written Language

b. Using Questioning and Discussion Techniques

Use of Low- and High-Level Questioning

Discussion Techniques

Student Participation and Explanation of Thinking

c. Engaging Students in Learning

Standards-Based Objectives and Task Complexity

Access to Suitable and Engaging Texts

Structure, Pacing and Grouping

d. Using Assessment in Instruction

Assessment Performance Levels

Monitoring of Student Learning with Checks for Understanding

Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

Lesson Adjustment

Response to Student Needs

Persistence

Intervention and Enrichment