

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION
 Applicant Team Name: Local District 4 Design Team (Echo Park Community Partners Design Team)

MCD OUT-COME	COMPONENT	SCHOOL PLAN
Federal re-requirement	Providing Extended School Year	CRES #14 Spun School will have a clear plan to guide IEP teams to determine the appropriateness of Extended School Year. Extended School Year (ESY) services will be provided during the summer for students with disabilities who have unique needs and require special education and/or related services supplementing the regular academic year. There will be a clear plan to ensure ESY programs and services in excess of the regular school year. ESY services will be based on student need and determined by the IEP team. ESY's purpose is to assist a student in his or her ability to maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to their continued progress. Annual ESY budget will be carefully planned by the retired financial director, administrator and the Instructional Leadership Team.
Federal Court requirement	MCD Outcomes (to be woven among others)	CRES 14 is committed to serve all children with special needs and comply with the Modified Consent Decree in the areas of: 1: Participation in Statewide Assessments, English Language Arts 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MD, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services

Los Angeles Unified School District

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Applicant Team Name: Local District 4 Design Team [Echo Park Community Partners Design Team]

APPENDIX D

MCD OUT-COME	COMPONENT	SCHOOL PLAN
		• 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance
All	Professional Development	CRES #14 Span School is committed to provide: • Opportunities to plan for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training with differentiated application of knowledge and skills to meet the needs of all students. • Explicitly addressed Tiered Instruction

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MCD OUT- COME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	CRES #14 Span is committed to: - Plan teacher recruitment procedures to ensure highly qualified teachers are available to students with IEPs. - Plan credential verification and monitoring processes. - Develop service to ensure the needs of students are addressed and mandated service norms are honored. - Plan clerical support for compliance. - Develop a plan for maintaining specialized equipment as needed. - Make a plan available for providing for health protocols.
	Fiscal	N/A (charters only)

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Outcome 14	Parent Participation	CRES #14 is committed to create: - Plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services. - Plans that will be developed to ensure parents are welcome partners in their child's education process. - Plans to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. - A procedure for responding to parents' concerns and complaints and providing a timely response.

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
K-8 Span Program	September 2011	School Management Services, Facilities Services Division, Principal	Experts from School Management Services and Facilities Services Division	Superintendent Ramon Cortines has approved this program. The enrollment of students become close to 600.	The enrollment stays around 650.
Multi-age Grouping Differentiated Instruction and Teaming	September 2011	Principal The Organizational Team	Highly-qualified teachers Appropriate equipment and supplies for classrooms	Students are reaching their benchmarks in a timely manner. Teachers are collaboratively planning.	Students' quarterly progress evidenced in their portfolios, standards-based tests, written reports, oral presentations to show successful implementation of grade-level standards, skills and knowledge.
Core Curricular Training	September 2011	Principal The Organizational Team The Instructional Leadership Team Publishing Companies' experts	Instructional materials, textbooks such as Everyday Math, Connected Math, GEMS, FOSS Kits, SCALE	The use of instructional materials are evident.	Ongoing classroom visits, guidance and assistance to teachers to use instructional materials by the Organizational Team, and Publishing Companies' experts

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Project-based, Inquiry approach, conceptual learning and Interdisciplinary Approach	September 2011	Principal The Organizational Team The Instructional Leadership Team, LAUSD Experts, UCLA Experts	Start-up Money for 10-day summer professional development	The use of strategies are evident in the classrooms. In depth-use of strategies are evident.	Ongoing classroom visits, guidance and assistance to teachers by the Organizational Team. The use of indicator checklists created by the Instructional leadership Team
Performance-based assessment tools	October 2011	Principal The Organizational Team The Instructional Leadership Team	UCLA Experts	Students' progress is evident based on their projects, written reports or oral presentations	Projects, portfolios, written reports, Oral presentations Rubrics based on grade-level standards
International Baccalaureate Program	September 2012	Principal The Organizational Team The Instructional Leadership Team	PD funds for 5-day summer or spring professional development	Teachers are collaboratively planning, using the IB profiles and themes	Ongoing classroom visits, guidance and assistance to teachers by the Organizational Team. Peer-Observation and Coaching
Service Learning program	November 2010	Principal The Organizational Team The Instructional Leadership Team Partnership Organizations	Services and supplies provided by partnership organizations	Ongoing communication with partnership organizations Student/parent's positive feedback Teachers' positive feedback	A monthly communication with partnership organizations Student/Parent Surveys to analyze their involvement in the community

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Best Behavior Attendance Program	September 2010	Principal The Organizational Team The Instructional Leadership Team, LAUSD Experts	LAUSD Experts, Student Body Funds	Behavioral Referrals are getting less from one month to the next. Attendance rates are getting better.	Behavioral Referral Data Attendance Data Monthly Instructional leadership Meeting to get teachers' feedback
Dual language Program	September 2012	Principal The Organizational Team The Instructional Leadership Team, LAUSD Experts	Highly-qualified bilingual teachers Training materials	More students speak and/or write in Spanish during core subject periods.	Analyze the first implementation year to determine the baseline data on how many students reach the first benchmark to acquire Spanish.
Parents Engagement	January 2012	The Instructional Leadership Team Parent Partnership Community Alliance Partnership organization	Experts from UCLA or UTLA to train Joyce Epstein's framework	Increase of parents engaging in the school community and activities with partnership organizations	Ongoing communication with partnership organizations, parent volunteer sign-in sheets, Parent surveys
Fund raising and Grant Writing	September 2012	The Instructional Leadership Team, Parents	LAUSD Experts, Training for fund raising and grant writing	Funds are granted. Funds in Student Body and Donation Funds are increasing.	Comparison of annual surplus

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☒ Pilot
 ☐ Network Partner
 ☐ ESBMM
☐ Independent Charter
 ☐ Affiliated Charter

Name of School CRES#14 Span School

Name of Applicant Group/Applicant Team Local District 4 Echo Park Community Partners Design Team

Lead Applicant Chicko N. Rupp

Title of Lead Applicant Interim Principal, CRES #14 Span School

Mailing Address 133 So. Beaudry Ave., 11th Floor, Los Angeles, CA 90017

Phone Number 213-241-0100 Fax Number 213-241-3389

Email Address chicko.rupp@lausd.net

Website (if available) _____

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a **FOR-PROFIT ENTITY**.
☐ The Applicant Organization/Applicant Team listed above is a **NOT-FOR-PROFIT** entity. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
☒ The Applicant Organization/Applicant Team listed above is **ONLY** comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) **IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES**. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Non-discrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-

out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Chicko N. Rupp

Title of Lead Applicant Interim Principal, CRES #14 Sean School

Signature of Lead Applicant  Date 12/1/2010

Name of Board President* Monica Garcia

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with a Board.*

CRES#14 SPAN PILOT SCHOOL Elect to Work Agreement 2011-2012

Mission Statement

The CRES #14 Span School will use the “conceptual learning” method of instruction to promote critical thinking and problem-solving. The staff will work across disciplines, integrating the arts and sciences. Through experiential learning, the inquiry approach, and project and theme-based instruction, we will produce students who will have an enduring, holistic understanding of what they have learned. Students who will feed to CRES#14 Span School will benefit from a strong concept-driven curriculum, which will connect them with the real world and their cultural social backgrounds. The staff will provide student-centered, hands-on activities with well-planned open-ended questions to promote students’ critical thinking and problem solving skills. CRES #14 Span School staff will work with local, national, and international organizations to create effective service learning and a dual language program. Through rigorous assessment and continual improvement, the staff will provide students with a stimulating and satisfying school experience, and equip students with what they need to flourish in the 21st Century.

Vision

The vision of CRES #14 Span School is that every student will successfully complete high school and graduate career-ready and college prepared, in order to become a productive member of the local and global community. All students will become bilingual, well-rounded, intellectually curious, socially conscious, environmentally sensitive, life-long learners and critical thinkers, who will be willing and able to join in the effort to improve the world of the 21st century. All students will have developed habits of character that will help them approach this task with humility, courage, intercultural understanding, and respect.

1. Conceptual Learning Through the Arts, Science, And Service Learning as a Core

Traditionally the arts have been ancillary to standard academic curriculum; CRES#14, however, will integrate the arts with core subject matter in an interdisciplinary approach as well as teach art as an independent subject matter. Studies prove that the arts: enhance students’ self-concepts, communication skills, and performances in academic disciplines; improve students’ attitudes and perceptions of other cultures; and raise students’ scores on Standard Assessments.

The students will observe and work in the professional arts community during the school day, after-school and /or weekends.

The arts are one of humankind’s most visual and essential forms of language, and if we do not educate our children in the symbol system called the arts, we will lose not only our culture and civility but our humanity as well.

CRES#14 Span School teachers will implement hands-on project-based student-centered activities for teaching key science concepts and content standards. They will develop project and inquiry-based learning activities in which students acquire information and build skills while investigating real-world issues and problems. Some of the project-based activities are introduced through the interdisciplinary approach. Students will engage in hands-on activities, discussions, and written reflection around topics.

To inspire students to observe their community/world and to take active participation, various partners such as Grand Avenue Partners (Music Center, Cal Arts, Cathedral of our lady of the Angeles, Center Theater Group, Grand Performances, Los Angeles Central Library, Los Angeles Master Chorale, Los Angeles Opera, Los Angeles Philharmonic, and Museum of Contemporary Art), the Harmony Project, Central L.A. New High School #9, L.A. Chamber Orchestra, Academy of Creative Education, Sierra Club, Tree People, and Echo Park Community organizations will be the focus of our service learning and diversity projects. This will require students to analyze and propose solutions to a real-world issue or problem, drawing on what they have learned during this year. All PreK-8 students are expected to work with the community and complete service based on the service project they establish during their course of unit of study. Numerous opportunities are established for family

and community engagement through student exploration of the “self, local, national, and global” units

2. Coordinated Thematic Units

Thematic units engage students in learning, capture their interest, and involve them in discussions that stir controversy, debate, and critical analysis. They are relevant to students intellectually and emotionally so that students can meaningfully apply them to their own lives.

The interdisciplinary approach to teaching envisions traditional subject classes as a unified and organic whole, rather than as compartmentalized individual pursuits. Teachers in an interdisciplinary setting work cooperatively to design, integrate, and administer curriculum that is mutually supportive and thematically linked. This emphasis on thematic units, combined with team teaching, multi-age grouping, and project-based instruction encourages students to incorporate the various intelligences and knowledge from each of their classes and to recognize and build connections in their studies and their lives. The interdisciplinary approach also challenges teachers to broaden their own appreciation and knowledge base of fields outside their chosen subject area.

3. Project-Based Learning

The basic premise of the project-based approach to curriculum integration is that successful, productive adults carry out a purposeful problem-solving process at work and in other areas of their lives. By completing appropriately scaled down versions of adult action-based projects, students are both developing the capacity for success in their personal and real world.

During the course of theme-based work, students will participate in at least one major project-based assignment, requiring students to work cooperatively, incorporating the skills and knowledge gained from their various classes.

4. PreK to 8TH Span Program

The Echo Park Community Partners Design Team believes that this PreK -8thh span model fits perfectly to Echo Park Community’s diversity. CRES # 14 Span School believes that students in K–8 schools have higher academic achievement, participate more in extracurricular activities, demonstrate greater leadership skills, and are less likely to be bullied than those following the elementary/middle school model.

5. Multi-Age Grouping

It’s been identified that multi-age grouping, cooperative learning, heterogeneous grouping, and flexible scheduling as important instructional strategies for older students. Multi-age grouping is also beneficial for gifted and students with special needs (Nye, 1993). Gifted students are challenged to achieve to their potential because there isn’t the limitation of a rigid grade-level curriculum. Students with special needs in mixed-aged grouping typically find that their individual differences are accepted and their contributions are recognized. In addition, at-risk students and English Learners are likely to benefit from this type of instructional setting, which creates a learning environment that provides them with developmentally appropriate challenges at their instructional level.

6. Team Teaching

CRES #14 Span School will place students in multi-age group settings, where one homeroom teacher and two partner teachers work together. Team teachers work collaboratively to provide differentiated and developmentally appropriate instruction to all students, including English learners, Gifted, and students with disabilities. The classrooms are divided into pre-K/K, K/1, 1/2, 2/3, 3/4, 4/5, 5/6, 6/7/ and 7/8. There will be structured team planning time throughout the school year.

7. Dual Language

CRES#14 Span School is committed to provide opportunities to students with a multilingualism program that embeds intercultural competencies as well as an awareness of the role of language in society. To succeed in the twenty-first century, students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world’s languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure

success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts.

Introduction

CRES#14 Span School is a school in the Pilot Schools reform model described in the Los Angeles Pilot Agreement per the Memorandum of Understanding between the Los Angeles Unified School District (LAUSD) and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District school as specified in the UTLA contract for teachers. Our terms and conditions of employment are determined by CRES#14 Span School and ratified by the design team that is creating the school's proposal. While not attempting to be exhaustive, this agreement states and highlights the more important terms and conditions.

Salary, Benefits, Seniority, and Membership in a Bargaining Unit:

Teachers will continue to accrue seniority as they would if they were working elsewhere in the Los Angeles Unified School District. When selected as a teacher, he/she will receive the salary and benefits established in the UTLA Contract. The teacher will be a member of the UTLA bargaining unit.

Terms of Employment:

1. The workday for CRES#14 Span School teachers is 7:15 a.m. to 3:15 p.m.
2. One or Two 60-minute (elementary), 45-minutes (middle) periods during 7:15 to the beginning of students' instructional time must be devoted to conferencing or mentoring students.
3. Teachers will devote additional hours as needed after-school each week assisting students who need extra help.
4. Teachers will maintain consistent contact with parents concerning the progress of their students, providing instructional recommendations for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well.
5. Teachers will keep records of meetings and calls to parents.
6. Teachers will attend professional development scheduled for the last 10 days of summer vacation. These will be paid days.
7. Teachers will attend all professional development sessions throughout the year.
8. Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
9. All teachers will work collaboratively with peers, including developing lessons and units in multi-age and interdisciplinary teams.
10. All teachers will attend a faculty meeting after school to collaborate with the entire faculty.
11. Teachers will acknowledge and support the school's arts, science and service learning goals in their curriculum and teaching methods.
12. Teachers will attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.
13. Teachers are expected to attend the 6th grade orientation that will be scheduled on the Saturday before school begins.
14. Teachers will attend a minimum of one 6th grade recruitment fair.
15. Teachers are responsible for one extra-curricular activity, club or school promotional event each semester.
16. Teachers will be involved in ad hoc committee, or program during the year.
17. Teachers will be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students and fellow faculty members.
18. Additional supplemental hours and tasks necessary to complete the mission of CRES#14 Span School may be assigned by the administration as needed.

In order to realize the mission of the school, the following will be agreed upon:

As a faculty member of CRES#14 Span School, I understand I am asked to put students needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with CRES#14 Span School mission statement and I intend to implement project-based, conceptual learning in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively.

My lessons and curriculum will be developed by my teaching team, which will include grade-level team teachers and/or across-the-grade-level teachers as well as other content specific teachers. I know that CRES#14 Span School aims to have interdisciplinary curriculum that works horizontally at grade-level and that builds vertically throughout a student's ten-year

education at the school. In order to plan and implement this innovative curriculum I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum.

The vision and focus of CRES#14Span School is conceptual learning through arts, ecology (science), and service learning. I agree to support them within my curriculum and teaching methodology.

I will attend CRES#14 Span School events to support the students; to this end, I agree to attend all major performances or events. In addition to attending extra-curricular events, I agree to help supervise or to lend my support to at least one extra-curricular event each semester.

As a small, independent school, teachers recognize that all teachers need to share in distributive leadership.

Performance Evaluations:

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are taken from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. A post observation meeting between the teacher and administrator will follow the formal observation.

Dispute Resolutions:

CRES#14 Span School has an internal Appeals Process (IAP) that appears in the Los Angeles Pilot Memorandum of Understanding between LAUSD and UTLA.

Displacement:

For permanent teachers, you may unilaterally displace yourself from CRES#14 Span School within the Voluntary Displacement deadline set forth in the annual LAUSD Staffing Calendar, currently that date is April 15. Similarly, CRES#14 Span School may unilaterally displace you within the Involuntary Displacement timeline set forth in the annual LAUSD Staffing Calendar. In the event of such displacement, permanent teachers will be placed on the system-wide displacement list, subject to the terms and procedures of the UTLA contract.

Signatures:

I voluntarily elect to work at CRES#14 Span School I am signing this agreement to indicate that I understand and agree to the terms and conditions of my responsibility employment.

Name: _____

Date: _____

Principal: _____

Date: _____

References

- Fichman-Dana, N. & Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.
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- Irvine, J. & Armento, B. (2001). *Culturally responsive teaching: lesson planning for elementary and middle grades*. New York: McGraw Hill.
- Jensen, Eric (2001). *Arts with the Brain in Mind*
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- Spring, Joel. (2002). *Conflict of Interests: Fourth Edition*
- Vygotsky, Lev (1935). *Consciousness as a problem in the psychology of behavior*
- Wren, S.D. (2003). *The effect of grade-span configuration and school-to-school transition on student achievement*. U.S. Department of Educational Resources Information Center. ED 479 332.

SCHOOLS OPERATING 2009-2010

Total Students Enrolled 199	2% Special Education	8%
African American	8% Gifted and Talented	4%
European Indian	2% Economically disadvantaged	88%
Asian	50% English Learners	42%
Hispanic	20% Bilingual as First	21%
Latino	8% English Proficient	
Pacific Islander		
Unassigned Label		

STUDENTS WITH DISABILITIES (SWD) - CST

% Meeting State and Nation	2008-09	2009-10	Change
ELA	29.1%	34.1%	5.0
Math	29.2%	37.0%	7.7

CST Trends: English Language Arts

Subgroup	2005-06	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	2008-09	2009-10	2010-11	2011-12	1 yr Change	5 yr Change	Avg per yr
All Students	489	587	576	667	645	14.1%	32.8%	35.2%	41.0%	42.1%	6.3	11.9	2.9
African American	15	11	10	14	14	20.0%	18.2%	20.0%	21.2%	3.0%	11.3	2.8	
Asian	732	644	637	589	506	17.5%	28.8%	34.8%	37.0%	2.2%	-6.7	9.5	2.4
Latino	579	412	405	271	272	17.8%	28.8%	28.8%	28.8%	0.0%	-8.2	7.2	1.8
English Learner	37	60	55	46	44	0.0%	9.0%	3.6%	10.0%	6.4%	-5.6	9.5	2.3
SWD	542	737	720	642	597	30.8%	32.2%	34.0%	40.0%	6.8%	9.4	10.1	2.5

CST Trends: Mathematics

Subgroup	2005-06	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	2008-09	2009-10	2010-11	2011-12	1 yr Change	5 yr Change	Avg per yr
All Students	489	587	576	667	645	48.7%	48.4%	47.2%	48.2%	51.2%	3.0	4.5	1.1
African American	15	11	10	14	14	20.0%	0.0%	0.0%	0.0%	33.3%	33.3	3.3	
Asian	732	644	637	589	506	40.8%	46.7%	44.4%	44.2%	48.2%	4.0	4.0	1.2
Latino	579	412	405	271	272	39.8%	38.8%	36.1%	36.4%	42.0%	5.6	2.4	0.8
English Learner	37	60	55	46	44	8.8%	11.0%	8.1%	10.0%	13.4%	5.3	5.6	2.2
SWD	542	737	720	642	597	48.1%	48.4%	48.8%	43.0%	58.8%	10.8	4.7	1.2

CST Trends: Science

Subgroup	2005-06	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	2008-09	2009-10	2010-11	2011-12	1 yr Change	5 yr Change	Avg per yr
All Students	489	587	576	667	645	48.7%	48.4%	47.2%	48.2%	51.2%	3.0	4.5	1.1
African American	15	11	10	14	14	20.0%	0.0%	0.0%	0.0%	33.3%	33.3	3.3	
Asian	732	644	637	589	506	40.8%	46.7%	44.4%	44.2%	48.2%	4.0	4.0	1.2
Latino	579	412	405	271	272	39.8%	38.8%	36.1%	36.4%	42.0%	5.6	2.4	0.8
English Learner	37	60	55	46	44	8.8%	11.0%	8.1%	10.0%	13.4%	5.3	5.6	2.2
SWD	542	737	720	642	597	48.1%	48.4%	48.8%	43.0%	58.8%	10.8	4.7	1.2

MT - STANDARDS

MT - STANDARDS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ELA	29.1%	34.1%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%
Math	29.2%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%	61.0%

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MT - STANDARDS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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MT - STANDARDS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ELA	29.1%	34.1%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%
Math	29.2%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%	61.0%

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Math	29.2%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%	61.0%

Parent Survey

Parent Survey	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
% of Parents that responded	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%
% Strongly Agree or Agree	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
Opportunities for involvement	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
Participation of school	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
High Level of Requested Involvement	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%	47.5%

MT - STANDARDS

MT - STANDARDS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ELA	29.1%	34.1%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%
Math	29.2%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%	61.0%

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MT - STANDARDS

MT - STANDARDS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ELA	29.1%	34.1%	37.0%	40.0%	42.1%	44.2%	46.3%	48.4%	50.5%	52.6%	54.7%	56.8%	58.9%
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Program Survey		2019-20	2019-21	2019-22
% of Parents that responded		92.0%	92.0%	92.0%
% Strongly Agree or Agree		90.0%	90.0%	90.0%
Opportunities for involvement		90.0%	90.0%	90.0%
Participation at school		90.0%	90.0%	90.0%
High Level of Reported Involvement		90.0%	90.0%	90.0%

Program Survey		2019-20	2019-21	2019-22
% of Parents that responded		92.0%	92.0%	92.0%
% Strongly Agree or Agree		90.0%	90.0%	90.0%
Opportunities for involvement		90.0%	90.0%	90.0%
Participation at school		90.0%	90.0%	90.0%
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Participation at school		90.0%	90.0%	90.0%
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% Strongly Agree or Agree		90.0%	90.0%	90.0%
Opportunities for involvement		90.0%	90.0%	90.0%
Participation at school		90.0%	90.0%	90.0%
High Level of Reported Involvement		90.0%	90.0%	90.0%

APPENDIX 1

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://data.cde.ca.gov>

	2004-05	2005-06	2006-07
Percent Funding	14.4%	14.4%	21.4%
% of Parents that responded			
% Strongly Agree or Agree	90.1%	90.1%	90.1%
Opportunities for involvement			
Opportunities by involvement	90.2%	90.2%	91.4%
Parental involvement at school	90.1%	90.1%	91.4%
High Level of Reported Involvement	90.1%	90.1%	91.4%

[illegible]

	2000-01	1999-00	00a
Enrollment			
Total (Excluding Independent)	2,476	2,476	2,476
Ad	20,816	4,896	10,010
Admission Agreement			
1st year	2,176	1,476	2,176
Attendance			
Total	88,876	84,176	83,876
Enrolled	88,876	88,176	88,176
Enrolled Expenditure	10,076	21,176	4,876
Standard Rating			
% of Students that responded	88,176	88,176	88,176
% Strongly Agree to Agree			
First year to third school	88,176	88,176	88,176

	BASE	ADDITION	FY09	SMT ALL	SMT STANDARD	BASAL SCORES	GRADE LEVEL
2006-08	183	500	-3	50	1	3	2
2007-08	129	505	7	50	1	4	4
2008-09	140	541	36	50	3	4	4
2009-10	128	613	13	50	3	6	6
2010-11	145	643	14	50	3	7	7

	2008-2009	2009-10	0/1g
Identified Offsets - AG	2.0%	1.6%	-0.1
Identified Offsets - African Inexp	0.0%	0.0%	0.0
Identified Offsets - Europe	2.2%	1.3%	-0.1

[illegible]

	% Binding Basis and Above	2000-01	2001-02	2002-03	2003-04
U.A.		11.7%	11.7%	11.7%	-0.5
Math		58.6%	58.6%	59.6%	0.1

CST 180 MCLE English Language Arts													
Subgroup	Students Tested					% Students Approved					1 yr Change	5 yr Change	Avg per yr
	2008-04	2008-07	2007-04	2008-06	2008-08	2007-04	2007-06	2007-08	2008-08				
All Students	1,660	2,490	2,127	2,041	1,873	13.3%	13.3%	21.1%	21.1%	28.8%	1.5	15.5	2.9
African American	79	46	49	31	29	10.2%	13.1%	24.3%	25.0%	25.0%	-0.8	18.7	3.7
Asian	68	12	60	23	49	33.3%	26.4%	36.3%	36.1%	39.1%	4.4	25.8	7.8
Latino	2,402	2,381	1,802	1,721	1,441	12.3%	13.4%	20.4%	24.5%	26.4%	1.9	19.1	3.8
White	11	31	31	116	594	23.1%	36.8%	3.6%	3.7%	3.7%	0.0	2.8	0.7
English Learner	1,228	1,211	673	716	594	8.8%	2.8%	3.8%	3.8%	1.8%	-1.1	9.2	0.1
SWD	346	268	268	397	154	1.6%	1.2%	4.3%	3.3%	1.8%	3.0	36.1	4.8
State-Econ Disadv	2,547	2,118	1,441	1,872	1,655	11.3%	16.8%	22.4%	28.4%	28.8%	7.0	36.1	4.8

[illegible]

CALCULATED INFORMATION (1997-2009-10)		CUMULATIVE AVERAGE				CUMULATIVE STANDARD DEVIATION			
Attended	Wavy	Spiced	30-40C	50-60	70-80	2008-09	2009-10	2008-09	2009-10
BLA Q4	408	8.8%	20.7%	34.2%	16.1%	17.4%	21.7%	6.3	34.1%
BLA Q1	505	9.8%	20.0%	34.2%	16.0%	20.1%	20.6%	-4.7	34.8%
BLA Q2	610	10.2%	19.2%	34.2%	15.5%	22.1%	20.6%	4.5	34.8%
Wash Q4	438	14.8%	23.8%	34.2%	19.8%	18.3%	43.0%	6.8	33.2%
Wash Q1	588	9.7%	34.8%	34.2%	22.7%	30.0%	34.2%	6.3	34.8%
Wash Q2	427	14.8%	20.1%	30.2%	16.2%	19.5%	25.6%	1.3	43.0%
Second Wash	115	11.8%	31.2%	21.4%	1.8%	29.7%	24.2%	19.3	24.2%
Wash Q3	588	15.2%	14.1%	28.7%	13.6%	22.1%	30.8%	8.7	41.3%
Wash Q4	573	20.8%	14.1%	20.7%	11.8%	43.4%	28.7%	-5.3	42.0%

ANNE BARRY

CREDENTIALS / EDUCATION

Professional Clear Administrative Services Credential
 Professional Clear Multiple Subject Teaching Credential with CLAD
 M.A., with distinction, in Elementary Education (Language and Literacy), CSUN
 B.A., cum laude, with honors in Economics, Connecticut College

EXPERIENCE

2010 – present	PRINCIPAL, Lake St. Primary School and Rosemont EEC
2008 – 2010	PRINCIPAL, Ninth St. Elementary School
2007 – 2008	ASSISTANT PRINCIPAL, EIS, Olympic PC and LaFayette Park PC
2006 – 2007	ASSISTANT PRINCIPAL, EIS, Olympic Primary Center and Lake St. Primary School
2001 – 2006	ASSISTANT PRINCIPAL, EIS, Laurel Elementary School
2003 – 2005	SUMMER SCHOOL PRINCIPAL (3 summers) Planned, staffed, and supervised all aspects of summer school at Sherandoah and Braddock Drive Schools (LD3)
2000 – 2001	INSTRUCTIONAL COACH, LITERACY
1996 – 2000	MENTOR TEACHER PRESENTER FOR UCLA, CENTER
1993 – 2000	TEACHER

DEAN STEVEN TAGAWA

EXPERIENCE

- 2006-Current Los Angeles Unified School District – Principal – La Fayette Park Primary Center
 - Supervise classroom instruction on a daily basis
 - Conduct professional development and oversee the implementation of district core curriculum
- 2003-2006 Los Angeles Unified School District – Assistant Principal – Placentia Elementary School
 - Work with the Principal to identify short and long term goals for the school
 - Assist with school operations and conduct staff training on emergency procedures
- 2002-2003 School Services Advisor, Local District 4 – Wilson Family of Schools
 - Work with the Director to identify support schools and Principals from the Local District Office
- 2001-2002 Literacy Coach Adviser, Cahuenga Elementary School
 - Work with classroom teachers in groups and individually to facilitate the implementation of effective teaching methods, practices, and strategies which develop literacy
- 1996-2001 Teacher, Cahuenga Elementary School
 - Kindergarten and 5th Grade Chair - Coordinated and scheduled bi-monthly staff meetings
- 1998-2001 District Intern Instructor
 - Instruct teachers in the use of assessments that guide instruction
- 1990-1996 Monterey Park Christian School: Teacher and Interim Director

EDUCATION

- M.S., Education Administration
- B.A., Liberal Studies, California State University, Los Angeles
- California Clear Administrative Credential
- California Clear Teaching Credential, LAUSD District Intern Program
- CLAD certification
- Literacy Trained in Open Court Reading as a teacher and Literacy Coach

AWARDS RECEIVED

- 2008 Top 10 Administrators - United Teachers of Los Angeles (UTLA)
- Outstanding Teacher of the Year Award 2000 - Wilshire Rotary Club
- Golden Apple Recipient - Awarded to three teachers in the LAUSD District Intern Program after rigorous reviews of their teaching methods and portfolios
- Distinguished Honor Graduate - United States ARMY - Ft. Sam Houston 91R class 03
- ARMY Achievement Medals - Awarded for work done as the NCO in charge for humanitarian missions conducted in Texas 2003, Torrance 2004 (Armed Forces Day), Ecuador 2003, Ecuador 2004, El Salvador 2005.

Julie Van Winkle

Summary:

I am a middle school Math and Science teacher who has been teaching near Echo Park for the past 7 years. I lived in the Echo Park area for 5 years, and currently reside nearby in Downtown Los Angeles. I am passionate about inquiry-based instruction, collaboration among teachers, bilingual education, and social justice.

Education:UCLA Center X

August, 2003 – December, 2004

I attained my teaching credential through the University Intern program.

UCLA Department of Germanic Studies

August 1999 – March 2003

I attained my BA in German at UCLA. I finished my studies early, and graduated with Magna Cum Laude honors.

Pertinent Work History:Teacher, 8th Grade Science

January, 2010 - present

Nightingale Middle School, LAUSD

3311 N Figueroa, LA 90065

I currently teach 8th Grade Physical Science and am a Learning Teams facilitator at Nightingale Middle School in Northeast Los Angeles. The majority of my students are English Learners who benefit from differentiated instruction and hands-on, project-based learning. The students in my classroom are involved with many group projects and use technology whenever possible. My principal has chosen my classroom to be the "Classroom of the Future", and will serve as a model classroom for visitors to the school.

Teacher, 6th and 7th Grade Math and Science

August, 2007 – October, 2009

John Liechty Middle School, LAUSD

650 S Union Ave, LA 90017

At Liechty Middle School, I was a BTSA support provider, Learning Teams facilitator, and the UTLA chapter chair. I worked in a collaborative team with other Math and Science teachers, and we developed a technology-driven, inquiry-based Math curriculum that was featured on NPR's *Morning Edition* in the spring of 2009. I helped to organize the teachers and parents at Liechty to fight against the teacher layoffs of 2009; however, despite our efforts, many Liechty teachers (myself included) were laid off in July, 2009, and worked as substitute teachers for the beginning of the 2009/10 academic year.

Teacher, 6th Grade Math

June, 2004 – July, 2007

CityLife Downtown Charter School

1501 Wilshire Blvd, LA 90017

During my time at CityLife, I taught in office spaces, LAUSD facilities, and – when the school could not secure a space that was up to code – outside on a blanket in MacArthur Park. The many obstacles that we faced as an organization helped me to become more prepared for the unexpected, and to be flexible as a teacher.

Credentials and Skills:

- CA Multiple Subjects Teaching Credential
- CA Foundational Science Teaching Credential

Katharine S. Carver

Katharine S. Carver has lived in Echo Park for 19 years and has taught art for 24 years both in schools and museums. She obtained a BA in Studio Art from UC Santa Barbara in 1982, an MA in Art Education from New York University in 1986 and an MA in Teaching English to Speakers of Other Languages from Cal State LA in 1992. She became National Board Certified in Art: pre-adolescent to young adult in 2008 and currently teaches art at Belmont High School, LAUSD, District 4. Over the years, many of Ms. Carver's students have been accepted to the Ryman Arts program for advanced high school art students on the USC campus. Her students have won awards from Neutrogena's annual multi-cultural themed art contest, the annual Congressional District Art Contest and have exhibited their work in local Echo Park cafés: The Downbeat Cafe and Tribal Cafe. Currently, Ms. Carver's students' artwork can be viewed on the "Blue Gold: world water wars" facebook and website. Her students learned about the world water crisis from the documentary film "Blue Gold", created collages about it, exhibited the artwork in the school hallways, and the film's director visited the school to answer students' questions. Ms. Carver has two children who attend Elysian Heights Elementary, LAUSD, in Echo Park. She is active in community organizations such as Northeast Little League in Elysian Park and volunteers time in the Elysian Heights community garden. She is very excited about the possibilities for Cres #14 school and would love her own children to attend a school where learning occurs through social interaction, with hands-on, real-world projects that relate to students' lives, interests, and their community.

Education

Mark Shrager

Seekings:

- A part-time position in the area of finance, specifically education or non-profit finance.
- Consulting assignments in the areas of school or non-profit finance, dealing with:
 - Development of budget documents communicating the organization's financial information to governing boards, staff, stakeholders, and the general public.
 - Developing and improving financial systems to enhance reporting of information to interested parties.
 - Supervising staff in development of financial information, including reports to senior organizational management.
- Grant writing.

Experience

- 36 years of experience in the public sector in developing, communicating, and submitting budget documents for scrutiny by all levels of management and the public.
- As Deputy Director of Budget Services had supervisory responsibility for various aspects of developing a \$19 billion school district budget which received the Government and Finance Officers Association's Distinguished Budget Presentation Award – the only district in California to receive the award.
- Created budget documents for development of budgets utilizing a per-pupil concept for innovative high schools.
- Created and submitted budgets for 35 charter schools, utilizing a crosswalk document developed to convert the charters' non-compliant chart of accounts to the State's S.A.C.S. accounting structure.
- B.A. in Political Science from UCLA, 1979.
- Graduate courses in economics, management, accounting, public policy, business mathematics, business law, etc.

Other Accomplishments

- Taught classes in budget and finance for LAUSD academy program.
- Guest lecturer on grant-writing and financial administration at UCLA and the University of Southern California.
- Published author of over 100 magazine articles.
- Three-time champion on the *Jeopardy!* game show.

APPENDIX 2

Maria Julieta Silva

Objective

My goals are to earn a Master's Degree in Educational Leadership and an Administrative Credential at California State University Los Angeles and to continue my education so I am a self-actualized individual with the skills needed to support and to direct the functioning of an educational institution. I would like to apply for an administrator position in the Los Angeles Unified School District in the future.

Education

- Bachelor's Degree in Liberal Arts with honors
- Multiple Teaching Credential with BCLAD Certification, Emphasis in Spanish)
- Currently enrolled at California State University, in the Charter College of Education in the Master's Educational Leadership Program

Professional Experience

- 13 years experience as a Teacher Assistant
- Five years of full time public certificated teaching experience at the elementary level
- Four years of experience as the English Learner Program Coordinator at Union Avenue Elementary School. I'm the current coordinator.

Qualifications

- Highly committed to student academic achievement, including the arts component
- Expertise in bilingual methodology, second language acquisition, and culturally responsive pedagogy
- Expertise in implementing the English Language Development Program required by LAUSD
- Experience in providing instruction to meet the individual needs of English Learners through differentiated instruction

Skills

- Computer knowledge and use of the SIS System
- Strong bilingual background, communication skills, and Spanish translation to establish communication with students, parents, and community members in their primary language
- Thinking Maps and ELD trained
- Strong professional and interpersonal skills

ROBER SCOTT JOHNSON BIO

Full name: Robert Scott Johnson (Colleagues and others know me as Scott Johnson).

Union Avenue Elementary Teacher (12 years)

Resident in Echo Park (12 years)

Parent of Elysian Heights Elementary School students, boy in 5th and girl in 1st grade, (7 years, from Pre-K to 5)

Wife grew up in Echo Park, taught at Elysian Heights Elementary for five years, and currently teaches at Hollywood Primary Center.

Originally from San Jose, California, I moved to Los Angeles after graduating UC Santa Cruz, into the neighborhood my wife grew up in. She attended Union as a first grader thirty years ago. I have taught there for 12 years now and been chapter chair for ten of them.

Union Avenue is the fifth oldest school in LAUSD and is probably the most improved campus districtwide for any school over 1,000 students, API gain of 347 points over ten years. I also founded and volunteer teach the Beyond Carbon Science Club at Union. Students in the club have visited LADWP's Castaic Lake Hydroelectric Power Plant, spoken at the American Lung Association's Annual State of the Air Report press conference, and given their own press conference on California's impact from and potential leadership on global climate change.

Click on the link below to see Mayor Villaraigosa introduce and react to Jorge Campos, fifth grade student.

[youtube.com/watch?v=pl_VRIdnk4Y](https://www.youtube.com/watch?v=pl_VRIdnk4Y)

Chieko N. Rupp

PROFILE

An effective and inspirational leader: very strong instructional and administrative background, including general and special education, plus elementary through adult education. BCC certified (Spanish) and tri-lingual in English, Spanish and Japanese.

PROFESSIONAL EXPERIENCE

Educational Consultant: February 2009 to current

- Developed curriculum, vision, mission, all strategic planning to help open a pilot school in Loca District 4 in Los Angeles Unified School District.
- Developed curriculum, vision, mission, all strategic planning to open an international school in Tianjin, China.

Principal/Headmaster of Phoenix Private Schools, Rowland Heights: September 2008 – February 2009

- Developed curriculum, vision, mission statements, all strategic planning to open a brand new private school in Rowland Heights.
- Hired teachers, trained them to become IB (International Baccalaureate) curriculum educators and technology-based instructors.

Retired from Los Angeles Unified School District: September 2008

Director: iDivision/Design Schools, LAUSD December 10, 2007 – September 2008

- Developed and conducted successful and strategic voting procedures used by multiple elementary schools, middle schools, and large high schools, which resulted in the Innovation Division receiving credibility from Board members, the Superintendent, parents, and teachers.

Director: Division of Special Education, LAUSD April 8, 2002 – December 9, 2007

- Designed and implemented a series of very large and intricate professional development academies tailored to educate all levels of Special Education Administrators and Bridge Coordinators in the effective functioning and instructional strategies of Special Education.

Principal: Multnomah Elementary School, LAUSD October 1997 – April 2002

Highly Gifted Magnet Program & Environmental Science Magnet Program

- Led school to post API scores of 10 (similar schools) for five years in a row including raising scores from 498 to 747 over that same period. Now it's a California Distinguished School.

Assistant Principal: May 95 - Sept.97 Walnut Park Elementary School, LAUSD
March 93 - April 95 West Vernon Elementary School, LAUSD

Specialist: Aug. 91 - March 93 Migrant Education Program, LAUSD

Instructional Advisor: Jan. '90 - Aug. 91 Region H, LAUSD

Categorical Program Advisor: Jul. '86 - Jan. '90 Monte Vista School, LAUSD

- Obtained Spanish Bilingual bicultural Certificate (BCC).

Mentor and General Ed. Teacher: Jan. '85 - Jul. '86 Second St. School, LAUSD

- Honored as outstanding Mentor Teacher of the Year by Harry Hadler, Superintendent of the District.

Special Ed. Teacher: Sept. '72 - Jan '85 Abilon St. Elementary, LAUSD

- Nominated as outstanding special education teacher in the District.

CREDENTIALS AND CERTIFICATES

Bilingual-Bicultural Certificates (BCC) in Spanish & Language Development Specialist Credential (LDS)

- Professional Clear Administrative Services Credential, Preschool, Kindergarten, Grades 1 - 12, and Adult Classes
- Standard Teaching Credential, K to 12, Life

Walasse Der's Bio

Walasse Der has been a Kindergarten teacher a La Fayette Park Primary Center in LAUSD for the past ten years. She has been at La Fayette Park P.C. since the school opened in 2001 and collaborated with fellow teachers and staff members in developing and maintaining a campus that emphasizes academic rigor, high expectations, safety, community, equality and empowerment. She is highly interested in integrating technology and multimedia tools with academic curriculum so that all students have opportunities to experience success and to feel passionate about learning and academics. She is also interested in utilizing music, body movement, and dance to support achievement in math, language arts, and English language development. She continually participates professional development or training opportunities so that she can strengthen her knowledge of appropriate curriculum, modifications, and child development and facilitate discussions with teaching peers about current teaching practices and strategies. She is a National Board Certified (NBC) teacher in the area of Early Childhood Generalist and is trained and experienced in Marriage Family Therapy and School Counseling. (EBIC). She utilizes Constructive Discipline and Applied Behavior Analysis techniques to help special needs students experience academic, behavioral, and social success and guides parents in strengthening their relationships with their children by utilizing family and behavioral counseling theories and techniques. She currently lives in the Silverlake/Echo Park community. She received a B.A. in Social Welfare and minor in Education from UC Berkeley, multiple subject teaching credential from San Francisco State University, and an M.S. in Counseling and Pupil Personnel Services credential in school counseling from CSU Los Angeles.

Shannon Corbett

Objective	An opportunity to act as Director, Principal Leader in the local district setting.		
Education	• BA Degree-1998 • Elementary Multiple Subject Teaching Credential-2000 • Masters-Educational Leadership, 2002 • Administrative Credential-2002		
Professional Experience	2018-current	Local District 4	Los Angeles, CA
	Director	• Supervise schools and their site administrators to ensure that the instructional program provides opportunities for every student to reach grade level proficiency. Supervise schools to ensure that daily operations follow state, federal, and local policies and guidelines. Prepare and present meaningful professional development for school site administrators. Support site administrators in their personal growth toward the state standards and in the implementation of district initiatives. Support the leadership and strategic plan of Local District 4.	
	2006-2018	Garvanza Elementary School	Los Angeles, CA
	Principal	• Facilitate the development of a shared vision for achievement of all students with the creation and implementation of a school wide strategic plan. Ensure the school operates within parameters of federal, state, and local laws. Make decisions, problem solve, and effectively manage all aspects of school operations. Supervise instructional programs and provide opportunities for ongoing and meaningful staff development. Strengthen the school through the establishment of community and parent partnerships. Promote equity, fairness, and respect among all members of the school community. Coordinate and supervise all instructional programs. Oversee and maintain all school budgets. Provide training and support for new educators.	
	2003-2006	Garvanza Elementary School	Los Angeles, CA
	Assistant Principal, Elementary Instructional Specialist	• Make decisions, problem solve, and effectively manage all aspects of school operations. Supervise instructional program and provide opportunities for ongoing, meaningful staff development. Strengthen school through the establishment of community and parent partnerships. Promote equity, fairness and respect among all members of the school community. Coordinate and supervise all Special Education programs and IEP compliance. Develop a school wide safety and emergency preparedness plan. Oversee parent education and student intervention programs.	
	2002-2003	Garvanza Elementary School	Los Angeles, CA
	Categorical Program Advisor	• Oversee categorical programs and expenditures, organize state wide testing programs, plan, develop and organize instructional interventions for Title I and bilingual students. Ensure school compliance with state programs, work collaboratively with parent groups and develop parent involvement opportunities. Facilitate the enrollment process.	
	1999-2002	Garvanza Elementary School	Los Angeles, CA
	Teacher	• Plan and implement instructional programs that adhere to district philosophy, goals, and objectives as outlined in the adopted Course of Study. Create a classroom environment conducive to learning by employing a variety of teaching strategies. • Keep current in subject matter and learning theory. • California Distinguished School 2006 • Title I Academic Achieving School 2005, 2006, 2007 • Shining Star School Award 2004, 2005, 2006, 2007, 2009 • Presenter (SST, Intervention, Closing the Achievement Gap, Strategic Planning) • Presenter (APEIS Academy, New Principal Academy LDM)	
Summary of Qualifications			

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Teaching the Tweens Pages 20-25

Mayhem in the Middle: Why We Should Shift to K-8

Cheri Pierson Yecke

Middle schools are increasingly switching to the K-8 model to improve student achievement. Ten strategies can help ease the transition. In early 2005, the National Governors Association convened an education summit to address the dismal state of U.S. high schools. Nearly one-third of students eventually drop out, which annually costs the U.S. economy an estimated \$16 billion in lost productivity. Although well intended, the solutions that many governors offered at the summit misidentified the cause of "high school" problems. Abundant evidence indicates that the seeds that produce high school failure are sown in grades 5-8 (National Center for Education Statistics, 2000). In far too many cases, U.S. middle schools are where student academic achievement goes to die. As measured by international comparisons, such as the Trends in International Mathematics and Science Study (TIMSS), the achievement of U.S. students begins to plummet in middle school. And, as countless teachers and parents will attest, contemporary middle schools have become places where discipline is often lax and intermittent. Too many educators view middle school as an environment in which little is expected of students, either academically or behaviorally, on the assumption that students must place self-discipline and high academic expectations on hold until the hormone-driven storms of early adolescence have passed. But if surging hormones truly drive middle school students' supposed lack of capacity to focus on academics, why does this phenomenon strike only in the United States? Other countries don't experience a similar decline in achievement at these grades. Something else is driving this precipitous drop in achievement. I propose that it is the anti-intellectualism inherent to the middle school concept. To understand, we need to differentiate between middle schools and the middle school concept. Middle schools are simply organizational groupings, generally containing grades 6, 7, and 8. The middle school concept, on the other hand, is the belief that the purpose of these schools is to create students who are imbued with egalitarian principles; who are in touch with their political, social, and psychological selves; and who eschew competition and individual achievement to focus on identity development and perceived societal needs (Gallagher, 1991; Sicola, 1990; Toepfer, 1992). Although many U.S. middle schools are flourishing with strong and rigorous academic programs, the middle school concept—the notion that middle schools should be havens of socialization and not academies of knowledge—has wrought havoc on the intellectual development of many middle school students. As any reform-minded superintendent or courageous middle school principal may tell you, reclaiming middle-grades schools from the clutches of the middle school concept has not been an easy task. In fact, this goal has been so elusive in some districts that the only alternative has been to eliminate the middle school grade configuration altogether, returning instead to the K-8 model. Several urban school districts, such as Baltimore, Maryland, and Philadelphia, Pennsylvania, are now abandoning both the middle school concept and middle schools. By 2008, the number of K-8 schools in Philadelphia will have increased from 61 to 130. Baltimore has opened 30 K-8 schools in the last few years. Districts like Brookline, Massachusetts, and Cincinnati, Ohio, are now exclusively K-8. The goal for these districts is the same: to increase academic achievement and create an atmosphere more conducive to learning (Chaker, 2005).

Why K-8?

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Although many U.S. educators embraced the middle school concept during the 1970s, 1980s, and 1990s, some educators refused to jump on the bandwagon. As a result, parents, teachers, and administrators at many schools that remained K-8 discovered anecdotally that their students demonstrated fewer behavioral problems and higher academic achievement than many students enrolled in middle schools. School district leaders in Milwaukee, Wisconsin, Baltimore, and Philadelphia wanted to determine whether they could verify these anecdotal observations through research. The studies they undertook convinced them to accelerate a shift to the K-8 model in their districts.

The Milwaukee Study

Researchers in Milwaukee conducted a longitudinal analysis of 924 Milwaukee students who either

attended K–8 schools or attended K–6 elementary schools and then proceeded to a middle school for 7th and 8th grade (Simmons & Blyth, 1987). The study controlled for race, ethnicity, teacher-student ratios, and levels of teacher education. The researchers found that the students in the K–8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school track. The authors concluded that the intimacy of the K–8 environment and the delay of the transition to a new school until students were more mature may have accounted for the discrepancy.

The Baltimore Study

In Baltimore, researchers undertook a longitudinal study of two cohorts of students: 2,464 students who attended K–5 schools and then went on to middle schools, and 407 students who attended K–8 schools (Baltimore City Schools, 2001). After controlling for baseline achievement, the researchers found that the students in the K–8 schools scored much higher than their middle school counterparts on standardized achievement measures in reading, language arts, and math. The students in the K–8 schools were also more likely to pass the required state tests in math. Further, more than 70 percent of the K–8 students were admitted into Baltimore's most competitive high schools, compared with only 54 percent of students from the middle schools (Baltimore City Schools, 2001).

The Philadelphia Study

Philadelphia carried its examination of the achievement of students progressing through either K–8 or middle schools into high school to determine whether academic gains or losses from either model were sustained over time. After controlling for student background, researchers analyzed achievement data from approximately 40 K–8 schools and 40 middle schools.

The analysis showed that the students in the K–8 schools had higher academic achievement than those in the middle schools and that their academic gains surpassed those of the middle school students in reading and science, with statistically higher gains in math (Offenberg, 2001).

Eleven percent more students from the K–8 schools were accepted into the most challenging high schools. Moreover, once in high school, the grade point averages of students who had attended K–8 schools were higher than those of former middle school students. Offenberg concluded, "As a group, K–8 schools are more effective than middle-grades schools serving similar communities" (2001, p. 28). The study noted that one factor possibly contributing to these differences is the number of students at a specific grade level. Although a K–8 school and a middle school might have the same total number of students, they are spread over more grades in the K–8 school, reducing the number of students in each grade. Offenberg's report suggests that as the number of students in a given grade increases, performance gains decrease.

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Ten Strategies for Transition

I conducted site visits in all three school districts—Milwaukee, Baltimore, and Philadelphia—to see how the K–8 model was working and to gather advice for those interested in making the transition to the K–8 model. I selected one school in each district to visit on the basis of the school's ethnic diversity. The schools serve low-income urban students; each school faces its own demographic challenges. All three schools came to the K–8 model by a different route.

Humboldt Park K–8 School in Milwaukee shifted from K–5 to K–8 a few years ago. Its student population is notably diverse: Approximately 35 percent of students are Hmong, 30 percent are white, 15 percent are Hispanic, and 15 percent are black. Hamilton Elementary/Middle School in Baltimore has been a K–8 school for more than 20 years; its student body is 75 percent black. The Julia de Burgos School in Philadelphia, originally a 6–8 middle school, expanded downward to add grades K–5; its student body is 89 percent Hispanic. In all three schools, staff and administrators were committed to meeting the needs of underprivileged students and believed that they could best accomplish this in a K–8 setting. Their advice, along with feedback from students and parents, suggests 10 strategies that can ease the transition to a K–8 model.

Strategy 1: Include parents in the process.

To ensure the success of the K–8 model, parents should participate in all aspects of the planning process. Policy decisions concerning such varied issues as curriculum, dress code, and behavioral expectations call for parental input. The most academically successful school that I visited, Humboldt Park K–8 School in Milwaukee, also has the most active and organized parents. Parents initiated the move to transition Humboldt Park into a charter school because they were concerned that district policies might undermine the school's academic program. This high level of engagement was not a reflection of higher socioeconomic status: 70 percent of students at Humboldt Park come from low-income homes.

Strategy 2: Add higher rather than lower grades.

Incrementally adding higher grades to shift an elementary school to a K–8 school appears to be a smoother process than adding lower grades to a middle school. This approach seems to minimize grade-level imbalances and necessitate fewer building modifications. Faculty members at Humboldt Park unanimously agreed that when adding grades 6, 7, and 8, schools should add only one grade each year. This gives time for students, faculty, support staff, and administration to adjust.

Strategy 3: Ensure grade-level balance.

Attaining demographic balance among the various grade levels should be a priority. Having too many older or younger students means that the needs of the dominant group can drive school policies and set the school tone. For example, one schoolwide policy limited bathroom passes because some of the middlegrades students used them to roam the halls. However, because younger students tend to use the bathroom more frequently than older students do, lower-grades teachers challenged this policy. If transition logistics require a temporary imbalance, schools should ensure that staff members are aware of the undue weight that the overrepresented grades might bring to a school and remind them that the imbalance is only temporary.

Strategy 4: Make 6th grade a transition year.

Moving from the elementary to the upper-grades section of the school requires students to become familiar with a different location and learn rules that often give them greater freedom. Because this change usually occurs in 6th grade, it would be helpful to provide flexibility as students make the transition. Retaining some elements of the elementary school—such as recess, classroom learning centers, or walking in lines during classroom changes—may help 6th grade function as a bridge between the elementary and middle grades.

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Strategy 5: Establish a strict transfer policy.

District officials need to acknowledge the challenges that transfer students bring to schools. Involuntary transfers are harder for schools to deal with and typically occur when the district administration decides to relocate students who have had difficulties elsewhere. Philadelphia wisely handles this issue through an alternative program that accommodates students with the most serious discipline problems. Baltimore has no such program in place, leaving staff members and faculty frustrated as they struggle to balance teaching students who do not have serious behavior problems with rehabilitating those who do. Voluntary transfers present other challenges. Students who arrive from schools that have less structure and lower academic standards might find the transition to a challenging K–8 setting difficult. Humboldt Park addresses this issue by requiring mandatory after-school lessons to help transfer students catch up. Schools can also provide an opportunity for students to receive remediation in the summer before the school year starts. Either way, schools should establish a policy that helps transfer students adjust to the level of work required. Twenty-five percent of children in 4th through 8th grade care for themselves regularly either before or after school.

—*America's Children: Key National Indicators of Well-Being, 2005*

Strategy 6: Modify facilities.

A school transitioning into a K–8 structure may need to make certain physical modifications to adapt its facility to students of various ages. For example, elementary schools adding middle grades will need to add computers in the library and include books appropriate for middle-grades students. If the library has limited space, the school may need to create a separate computer lab. The school might also consider

adding lockers for older students or building a more advanced science lab. For any newly K–8 school, the cafeteria will most likely require scheduling changes and menu revisions to adapt to an influx of older or younger students. Moreover, making the transition from a middle school to a K–8 school entails creating centers and “nooks” in primary classrooms and modifying restrooms by lowering toilets and sinks. In addition, designating a separate building wing for the upper grades provides older students with some time on their own and reduces unsupervised interactions with younger students. Humboldt Park in Milwaukee does a good job of this. In contrast, Philadelphia’s Julia de Burgos School, which of the three schools observed had the least separation among its students, reported the most challenges with interactions between older and younger students.

Strategy 7: Have high expectations for both academics and behavior.

High academic achievement rarely happens in an undisciplined environment. Of the schools I visited, Baltimore’s Hamilton had the most behavior problems. This was also the only school in which student achievement declined in the upper grades. In contrast, Milwaukee’s Humboldt Park had the strictest discipline policy. There, 75 percent of students leave kindergarten reading at the 2nd grade level. Policies establishing academic and behavioral norms—such as consistent expectations regarding homework or dress code—will set the K–8 school’s tone for years to come, and parents should be involved in drafting them. Behavioral expectations don’t need to be uniform throughout the school. Schools should provide some flexibility for upper-grades students, giving them greater freedom and responsibility as they prepare to transition to high school. For example, most K–8 schools allow upper-grades students to change classes independently as opposed to walking in lines.

Strategy 8: Decide on the academic approach.

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The schools that I visited in Baltimore and Milwaukee organize their upper-grades teachers by academic department. The teachers at Julia de Burgos School in Philadelphia initially sought that structure but now prefer the self-contained approach. The self-contained model, in which students stay with the same teacher for the core subjects of reading, math, science, and social studies, appears to foster better teacher-student relationships and a more nurturing environment. But it also means that teachers must prepare for four subjects instead of one, and it may force them into unfamiliar fields in which they have received no specialized training. The departmentalized setting, in which each teacher is a specialist in one or more areas, is more likely to produce higher academic achievement but provides fewer opportunities to counsel and mentor students. It is fairly well established that strong subject-area knowledge in teachers correlates with higher student achievement (Whitehurst, 2002). It is therefore unfortunate that in 2004, half of Philadelphia’s middle-level teachers failed exams assessing their content knowledge (Snyder & Mezzacappa, 2004). Although colleges of education might bear some of the blame, these gaps might also reflect a shift away from academics that has characterized much of the middle school movement’s troubled history. U.S. middle-level teachers with subject-specific certificates appear to be a dying breed. In 1980, 80 percent of middle-level teachers held subject-specific certificates, but that number had dropped to 52 percent by 2000 (Clark, Petzko, Lucas, & Valentine, 2001). One study shows that during the 1999–2000 school year, alarming percentages of middle-grades teachers lacked a college major or certification in the areas in which they taught: 58 percent lacked a major or certification in English, 57 percent in science, 69 percent in math, 71 percent in history, and 93 percent in physical science (National Center for Education Statistics, 2002). Another recent study found that only 22 percent of middle school math teachers surveyed indicated that they had majored in math, and fewer than half had a teaching certificate in that subject (Loveless, 2004). K–8 planners need to find the right balance. A truly compassionate education cannot allow the desire for a nurturing environment to trump access to a rigorous, well-taught curriculum.

Strategy 9: Provide greater access to advanced courses and electives.

Because the upper grades have fewer students, K–8 schools have difficulty offering advanced subjects—such as foreign language classes or advanced math—that can enrich a curriculum. However, schools should not deny challenging academic opportunities to their students because of their particular grade configuration. One solution is to work collaboratively with other K–8 schools in the district, or even with the local high school, to have itinerant teachers come to the school to offer such

classes. This may require some flexibility in scheduling. Another option might involve distance learning. Above all, students need access to higher levels of math. A study from the U.S. Department of Education found that the academic intensity and quality of a student's high school curriculum were the most important factors in determining whether students completed a bachelor's degree (Adelman, 1999). Students cannot take rigorous courses in high school—especially advanced math courses—if they have not prepared themselves for this challenging work in their middle grades.

Strategy 10: Provide greater access to extracurricular opportunities.

With a larger student body in a given age group, middle schools can offer band, choir, and sports activities to a degree that K–8 schools cannot. However, several K–8 schools working together might field a team or create a band or choir. Schools could also coordinate extracurricular activities after school for all students in grades 6, 7, and 8, regardless of whether they attend a K–8 school or a middle school.

A number of districts—even those on the cutting edge of the K–8 movement—are guilty of lumping K–8 schools with elementary schools in various administrative funding classifications. This practice often rules out funding for extracurricular activities.

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Moving Forward

The K–8 model is no silver bullet for middle school reform, but it deserves consideration. In this era of flexible education options, K–8 schools and middle schools can coexist—provided that middle schools embrace standards and accountability. C. S. Lewis once wrote, If you are on the wrong road, progress means doing an about-turn and walking back to the right road; and in that case, the man who turns back soonest is the most progressive man. Going back is the quickest way on. (1943)

This summarizes the key strategy for undoing the damage that the middle school concept has done to U.S. education: We must go back to find scientifically based research that reveals the strengths or weaknesses of specific education practices, go back to proven methodologies, and go back to parents and empathetically listen to their concerns. The key to renewing middle-grades education in the United States is to treat it as education rather than as personal adjustment. That means having high academic standards, a coherent curriculum, effective instruction, strong leadership, results-based accountability, and sound discipline. That formula has begun to pay off in the primary grades. It can pay off in the middle grades as well.

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Reggio Emilia Philosophy

The following overview of the Reggio Emilia Approach was taken from a packet of information available at The Hundred Languages of Children traveling exhibit:

Hailed as an exemplary model of early childhood education (Newsweek, 1991), the Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate children's construction of "his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages" (Edwards and Forman, 1993). The Reggio Emilia approach to early childhood education is a city-run and sponsored system designed for all children from birth through six years of age. The Reggio Emilia approach can be viewed as a resource and inspiration to help educators, parents, and children as they work together to further develop their own educational programs. The Reggio Emilia approach is based upon the following principles:

Emergent Curriculum: An emergent curriculum is one that builds upon the interests of children. Topics for study are captured from the talk of children, through community or family events, as well as the known interests of children (puddles, shadow, dinosaurs, etc.). Team planning is an essential component of the emergent curriculum. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement.

Project Work: Projects, also emergent, are in-depth studies of concepts, ideas, and interests, which arise within the group. Considered as an adventure, projects may last one week or could continue throughout the school year. Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic and the selection of materials needed to represent the work. Long-term projects or *progettazione*, enhance lifelong learning.

Representational Development: Consistent with Howard Gardner's notion of schooling for multiple intelligences, the Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development. Presentation of concepts and hypotheses in multiple forms of representation -- print, art, construction, drama, music, puppetry, and shadow play -- are viewed as essential to children's understanding of experience. Children have 100 languages, multiple symbolic languages.

Collaboration: Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work. Within the Reggio Emilia approach multiple perspectives promote both a sense of group membership and the uniqueness of self. There high emphasis on the collaboration among home-school-community to support the learning of the child.

Teachers as Researchers: The teacher's role within the Reggio Emilia approach is complex. Working as co-teachers, the role of the teacher is first and foremost to be that of a learner alongside the children. The teacher is a teacher-researcher, a resource and guide as she/he lends expertise to children (Edwards, 1993). Within such a teacher-researcher role, educators carefully listen, observe, and document children's work and the growth of community in their classroom and are to provoke, co-construct, and stimulate thinking, and children's collaboration with peers. Teachers are committed to reflection about their own teaching and learning.

Documentation: Similar to the portfolio approach, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents. Pictures of

children engaged in experiences, their words as they discuss what they are doing, feeling and thinking, and the children's interpretation of experience through the visual media are displayed as a graphic presentation of the dynamics of learning. Documentation is used as assessment and advocacy.

Environment: Within the Reggio Emilia schools, great attention is given to the look and feel of the classroom. Environment is considered the "third teacher." Teachers carefully organize space for small and large group projects and small intimate spaces for one, two or three children. Documentation of children's work, plants, and collections that children have made from former outings are displayed both at the children's and adult eye level. Common space available to all children in the school includes dramatic play areas and worktables for children from different classrooms to come together.

Features of The Reggio Emilia Approach

Teacher Role:

- to co-explore the learning experience with the children
- to provoke ideas, problem solving, and conflict
- to take ideas from the children and return them for further exploration
- to organize the classroom and materials to be aesthetically pleasing
- to organize materials to help children make thoughtful decisions about the media
- to document children's progress: visual, videotape, tape recording, portfolios
- to help children see the connections in learning and experiences
- to help children express their knowledge through representational work
- to form a "collective" among other teachers and parents
- to have a dialogue about the projects with parents and other teachers
- to foster the connection between home, school and community

Projects:

- can emerge from children's ideas and/or interests
- can be provoked by teachers
- can be introduced by teachers knowing what is of interest to children: shadows, puddles, tall buildings, construction sites, nature, etc.
- should be long enough to develop over time, to discuss new ideas, to negotiate over, to induce conflicts, to revisit, to see progress, to see movement of ideas
- should be concrete, personal from real experiences, important to children, should be "large" enough for diversity of ideas and rich in interpretive/representational expression

Media:

- explore first: what is this material, what does it do, before what can I do with the material
- should have variation in color, texture, pattern: help children "see" the colors, tones, hues; help children "feel" the texture, the similarities and differences
- should be presented in an artistic manner—it too should be aesthetically pleasing to look at—it should invite you to touch, admire, inspire
- should be revisited throughout many projects to help children see the possibilities

file:///Users/user/Desktop/AFTER%20REVIEW/Appendix%205Conceptual%20Teaching%20&%20Learning.webarchive

Conceptual Learning

Motivation Tool Chest for Students & Teachers

Page 2 of 2 Resource Page

It is the conceptual mind that makes sense out of the world. If the conceptual mind is not engaged, then there is no real thinking going on.

REMEMBER: Your TEKS are written to Emphasize Concepts AND Depth of Content

Higher Complexity moves from facts to concepts for enduring understanding

Higher Complexity requires Critical, Conceptual, and Creative Thinking

Critical Thinking-- The ability to deal with abstractions; discovering patterns and meanings, system thinking; to see the "big picture" of interrelationships (between domains), the ability to take educated risk, and utilize collaboration skills

How do you teach the essential knowledge and skills in your content area?

You cannot use the student objectives as check lists to check off Topic by Topic, or Fact by Fact. Topic-based curriculum is boring and referred to as the "coverage level" or "Cover-to-cover" (book) curriculum. This low-level teaching method does not engage the student at the conceptual cognitive level.

Children begin school at the conceptually engaged level. They are taught "family", "self", "community". These are all concept terms. However, somewhere about the second to third grade they are turned into "fact munchers". In Kindergarten, they study the "big ideas" -- family, town, environment, which are all conceptual ideas. But later in school, teachers believe that factual teaching is the only way to get curriculum across. It is well known that human beings are thinking beings. A thinking being does not put "heart" into a flatline topic-based curriculum. A thinking being is curious about how patterns fit and how puzzles work.

The growing criticism of public schools is based on several major issues, but none more so than the dissatisfaction with children who cannot think. The critics claim that schools disperse inert (unused) knowledge. This is knowledge that is not transferable, not by its nature, but because it is has not been applied or transferred across domains.

"The causes of limited knowledge transfer are mostly attributed to the dis-embeddedness of learning situations in schools." (Vanderstraeten and Biesta, 2005) The "dis-embeddedness" referred to here is the lack of connectedness or transferable learning that can be used to build mental models in diverse situations to solve problems or to make sense out of the world.

Constructivism shifts the focus of learning from rote memorization to learning by building conceptual structures through reflection and abstraction in order to apply knowledge across domains.

Building conceptual structures requires the learner to see connectedness by using structures of knowledge that are generalizable and transferable. This transferability is desired so that the learner can use processes in one domain to solve problems or devise new ideas in another domain. In other words, the transfer of knowledge helps the learner to be more productive.

John Dewey, a founding constructivist, stressed that continuous, "intrinsic connection of organism and world on the level of action...thus introducing the notions of action and experience." (Vanderstraeten & Biesta, 2005, p. 1)

Constructivist see learning as an active process where the learner constructs new ideas based on past/present experiences. The learner creates mental models to manipulate, propose hypotheses, discover new principals or explain new concepts.

This definition simply describes knowledge as something that must be built by the learner through linkages to prior knowledge and not received through some passive environment i.e. a lecturing teacher.

In other words, learning is work, not of the teacher, but of the student. Learning requires concentration, reflection, action, and mental modeling.

The mind is NOT lazy! It actually likes to solve problems. Look at the picture below and count how many triangles you can find.

Actually, there are no triangles in the picture, but the mind works to resolve the diagram and to make sense of it. The mind automatically draws conclusions and solves the dilemma. The mind is ALWAYS working, solving, calculating, and discerning. Why then are children seemingly lazy, bored or disinterested in classroom activities?

There is a need to build capacity in student/teacher leadership through research and data analysis skills, Internet literacy skills, and productivity skills. In response to these needs, teachers must create a learning atmosphere in the classroom which promotes leadership capacity through research, communication, problem-solving, and presentation skills.

Teachers who love "learning-to-learn" will be able to transfer that attitude to students.

"In a thinking classroom, facts become tools to develop concepts and generalizations and become building blocks to support Conceptual Learning.

Motivation is intrinsically generated by the conceptual mind.

As factual coverage increases, conceptual engagement decreases--along with motivation for learning." Dr. Lynn Erickson

NOTE: In early grades we begin K-3 learning with concepts like: family, community, and emphasize social behavior. But for some reason at around the 4th grade, we often turn learning into "facts" causing student motivation to start its downhill slide.

LET'S PRACTICE: Remember that Conceptual Learning allows all learners to work at their own level of understanding. It allows gifted students to work at their level and special needs students to work at their level. Conceptual learning creates a synergy between the lower (factual) and higher (conceptual) levels of thinking.

Examples of Key Cross-Curricular Concepts:

Conflict	Populations	Systems	Change/Continuity	Cooperation
Patterns	Culture	Migration/Immigration		
Interdependence	Justice	Freedom	Corruption/Greed	



November 18, 2010

Chiko Rupp
CRES#14
Echo Park Design Team
5428 Townsend Ave.
Eagle Rock, CA 90041

Dear Ms. Rupp:

It is my pleasure to write an endorsement letter for Central Regional Elementary School #14 (CRES#14) and the Echo Park Design Team.

As an active community-based organization working with stakeholders throughout the immediate neighborhood and greater Los Angeles area we are excited to work with CRES#14 students and teachers to create a greater awareness of the local environment linked to the community.

TreePeople's educational program includes field trips and curriculum for elementary students, campus forestry, and teacher training and support in environmental service learning. Also, our staff includes the Los Angeles region's California Regional Environmental Education Community (CREEC) Coordinator, a program funded by the California Department of Education that provides quality environmental resources for teachers and students.

We are pleased that CRES#14 will include environmental, community, and service-based learning, and that community engagement is the foundational base of the curriculum. We fully support the efforts of CRES#14 to use the conceptual learning method of instruction to promote critical thinking skills and project-based instruction to integrate arts and science. It is through this experiential learning that students will develop a well-rounded understanding of their environment, their connection to it, and a desire to participate as an active member of their community.

We look forward to working with you,


Christyne Smith
Director of Education and Program Development

16401 Melrose Lane, Suite 100, Beverly Hills, CA 90209 TEL: 310 750-4600 FAX: 310 750-4600 www.treepeople.org

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APPENDIX 6



November 15, 2010

Dr. Dale Higl
Superintendent of Local District 4

Dear Dr. Dale Higl,

As someone whose life has been shaped - and who has witnessed countless other lives impacted - by the power of music and the arts, I am pleased to express my support for the establishment of CRSD #141 Span School.

As an administrator of one of Los Angeles' leading musical ensembles, I whole-heartedly support the emphasis your school plan places on skill development via creativity. This admiration for your mission stems from both my background in education and my experience programming and presenting arts learning programs with a number of music organizations over the last three decades. I have seen first-hand how integrating arts and music into a deep and diverse curriculum stimulates young minds, improves student performance, and fosters life-long intellectual curiosity.

Beyond the arts, I am also encouraged by your determination to see all students achieve at a high level. I believe the school's approach to developing language skills and cultural fluency, while instilling respect for the natural world and engaging youngsters in service learning, all speak strongly to your commitment to whole-person development.

In a national education climate which focuses on a narrow range of skills, it is the last concept that has been lost. And I believe, as you do, that fostering adults who are productive and compassionate and hungry to discover the full breadth of life experiences should be the ultimate goal of every child's education.

With best wishes for your success,


Andrew Lagum
Executive Director

Jeffrey Kahan
Music Director
Andrew Lagum
Executive Director

2010 Figueroa Street, Suite 100
Los Angeles, California 90012
T 213 482 2801 F 213 482 2107
info@laoc.org



October 18, 2010

Dale Vigil
Superintendent, Local District 4
Los Angeles Unified School District -
333 S. Beaudry Ave., 11th Floor
Los Angeles, CA 90017

Dear Dale,

On behalf of the Music Center Performing Arts Center of Los Angeles County and our colleagues among the Grand Avenue Partner (GAP) organizations, I am writing to express our interest in potential partnerships with the new Central Region Elementary School (CRES) #14 Span School. GAP includes Cal Arts, Cathedral of our Lady of the Angels, Center Theatre Group, Grand Performances, Los Angeles Central Library, Los Angeles Master Chorale, Los Angeles Opera, Los Angeles Philharmonic, and Museum of Contemporary Art. We were pleased to see the written proposal for the school includes important reference to the vital role of the arts in supporting the overall mission of the school. This new K-8 school will open in September, 2011 and provide an exciting new opportunity for families in the Echo Park community.

Like you, we are very interested in helping communities develop a seamless pre-K-12 sequential pathway for learning in the arts. As part of the Belmont Zone of Choice, the students at CRES #14 will have the ability to apply to the new arts high school. Having a pre-K through grade 8 continuum under one roof, affords an exciting chance to create models for sequential arts learning.

As the leadership and governance structure for the new school is finalized, we will look forward to meeting with them to explore their needs and goals in terms of a potential collaboration with the Grand Avenue Partners.

In addition to this new school, please let us know if there are other elementary schools that could also play a role as part of this overall K-12 vision for a sequential model.

As always, we look forward to working with you.

Sincerely,


Mark Slavkin
Vice President for Education



19 October 2010

Chieko Rupp
CRES #14 Echo Park Design Team
5428 Townsend Ave.
Eagle Rock, CA 90041

Dear Ms. Rupp,

I'm writing on behalf of Harmony Project to support the application of the Echo Park Design Team in reference to CRES #14.

BOARD OF DIRECTORS

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Harmony Project is a research-based non-profit organization that promotes the positive development of high need youth through music. Harmony Project connects high need youth with professional musicians mentors up to 300 hours per year, and develops local neighborhood youth orchestras with these young people on Saturdays. Harmony Project is unique because we commit to our students for their entire childhood – from early childhood through high school graduation. Through ongoing music study and participation in youth orchestras, students develop discipline, persistence, self-esteem, and accountability – skills they need for success in school and in life. With a current enrollment of 800 students, and 19 full-time youth orchestras and other music ensembles, Harmony Project was awarded the President's Coming Up Taller Award in 2009, the nation's highest honor for an arts program targeting high need youth.

Harmony Project looks forward to contributing the following to the success of the Echo Park Design Team's vision for CRES #14, funds permitting:

- Provision of curriculum and training for Preschool Teachers and Aides in the implementation of a music-based intervention for preschool children, "Experience the Music", which has been shown to close or eliminate development and learning gaps between preschool children from disadvantaged homes relative to their more advantaged peers. The "Experience the Music" curriculum, developed at the University of Miami, Frost School of Music, is designed to be integrated throughout the school day, at very low cost, by existing Preschool Teachers and Aides. The curriculum utilizes the dollies system for evaluating the learning and development of preschool age children.
- Consultation in developing and implementing a comprehensive standards-based music curriculum for students from preK through 8th grade.
- Collaboration in developing a CRES #14 after-school youth orchestra and band program.
- The opportunity for CRES #14 students to participate in Harmony Project community-based youth orchestras, which rehearse nearby on Saturdays.

400 West Street, Suite 210
Los Angeles, CA 90013
(213) 462-4001
(213) 462-4007 fax
www.harmonyproject.org

APPENDIX 6

- The opportunity for CRES #14 students to matriculate into Harmony Project's after school music programs when they graduate from CRES #14.

Very best wishes on the realization of the Echo Park Design team's vision for CRES #14!

In solidarity,



Margaret Martin, MPhil, DPhil
Harmony Project Founder
margaretmartin08@gmail.com



El Centro Del Pueblo

1127 Lomax Street, Los Angeles, California 90026

elcentrodelpueblo.org

Tel: 213-482-0218 • Fax: 213-482-0221

October 15, 2018

To Whom It May Concern:

It is my pleasure write a support letter for Central Region Elementary School #14 (CRES 14) being submitted to the Los Angeles Unified School Board as part of the Public School Choice Option for families living in the Echo Park and surrounding areas.

El Centro's mission is to provide social services in an effort to improve the quality of life for the youth and families of Echo Park, Temple-Brandry, Silverlake, Pico-Union, Elysian Valley and the central-city communities. It is our hope that CRES #14 will provide an education that also improves the community through its instructional programs, parent involvement activities, and community outreach.

El Centro del Pueblo traditionally sets its community-service goals by responding either to needs expressed by the community or the needs evident to staff through their work with "at risk" populations. It is for these reasons that the agency has consistently instituted programs which include the whole family and has established collaborative efforts with other service providers to complement El Centro's current services.

With the construction of CRES #14, El Centro del Pueblo can be a valuable resource by providing job training, family preservation, child abuse and neglect intervention, emergency services, youth counseling, behavior change outreach, alcoholism prevention, AIDS prevention and a family development network of services delivered in a culturally and linguistically appropriate manner that meets the needs of the individual and family.

In conclusion, I fully support the efforts of the CRES#14 Design team as they seek external support for school programs that are designed to promote diversity, arts education, and dual language programs for the students and families.

Sincerely,

Sandra L. Figueroa-Villa
Executive Director

APPENDIX 6

California Institute of the Arts
13200 Mulvan Parkway
Van Nuys, California 91411-3199
info@ciarts.edu

October 20, 2010

Office of the President
Phone 818.232.7100
Fax 818.232.7101

To Whom It May Concern:

The California Institute of the Arts is pleased to support the philosophy, the vision and the program for the CRES 14 Span School in Echo Park. We are pleased to see the creators of the school consist of teachers, administrators, parents and community members as part of the design team. The Design Team represents several organizations that are committed to supporting this project, including Los Angeles Unified School District Local (LAUSD) Local District 4, United Teachers Los Angeles (UTLA), Associated Administrators of Los Angeles AALA, the Echo Park Community Council and a growing number of community and arts organizations.

We are very pleased to know that your program focuses on conceptual learning through arts education and community involvement. These two goals build upon each other and are core to how Cal Arts defines itself. We are a community of artists who collaborate, create and learn under one roof. In addition, CalArts is continuing and expanding its mission to reach out to the community and broaden access to quality arts education to diverse communities.

We are interested in continuing the conversation with CRES#14 Span School about training and nurturing the next generation of artists, and fostering innovation within the broadest context possible. CalArts is committed to working with youth in communities with challenging learning environments to foster artistic experimentation and to create access to higher education. CalArts is also committed to providing CalArts students with opportunities to teach and enhance their teaching skills, and by doing so also refine their artistic abilities, and redefine the role of artists, arts education, and the arts in society.

We look forward to contributing to a partnership that can be a model demonstrating the transformative potential of community and arts education as a powerful force to equalize access to educational opportunities. We are proud to endorse CRES 14 Span School to create a school with an arts focus for the Echo Park community.

Sincerely,


Steven D. Levine
President

ART • CREATIVE WRITING • MUSIC • FILM/VIDEO • THEATRE • DANCE

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CENTRAL LOS ANGELES HIGH SCHOOL #9
School for Visual and Performing Arts
LOS ANGELES UNIFIED SCHOOLS DISTRICT

430 N. Grand Ave., Los Angeles, CA 90012
OFFICE: (213) 217-6600 FAX: (213) 938-0933
Central-los-aa.schoolsdp.com

Ramon C. Carlsom
Superintendent of Schools

John W. Vigil Ed. D.
Local District Superintendent

Luis M. Lopez Ed. D.
Principal

October 21, 2018

To Whom It May Concern:

I am Luis Lopez, principal of Central Los Angeles High School #9. I am pleased to endorse CRES #14 Span School as a partner school. I have carefully reviewed the academic program of CRES#14 and agree that both schools will benefit from each other's strengths, helping to promote the best possible K-12 arts education. I am convinced that the partnership with CRES#14 Span School will foster the development of the unique talents and abilities of each student, facilitating an outstanding arts education, PreK - 12. I look forward to supporting their efforts by providing the following opportunities:

Teachers and staff will participate in our professional development when appropriate.

CRES#14 Span School students will participate in our students' performances or art shows.

Our students will contribute community service hours as mentors or tutors.

I hope that ongoing meetings will be held throughout the school year to discuss what we can do collectively to improve our arts education. I am delighted to enthusiastically endorse CRES #14 Span School.

Sincerely,



Luis Lopez
Principal

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October 19, 2010

To Whom It May Concern:

The Academy of Creative Education is pleased to support LAUSD's proposal for CRES-14. Their proposal embraces arts education as both an integral component of project-based learning during the school day, and as an after-school enrichment program to extend the school day and engage students seeking a deeper level of involvement in the arts.

Founded in 2004, the Academy of Creative Education provides an intensive visual and performing arts summer program for students throughout Los Angeles in grades 4-12 from its base at Oakwood School in North Hollywood. The Academy of Creative Education believes that each child has a creative voice that deserves to be shared. We offer technique classes to give students the tools to realize their creative vision, and close collaborations with professional teaching artists who are active both locally and nationally. Our students perform and create new art side-by-side with professionals, a process that is inspiring, empowering and also deeply humbling.

The Academy of Creative Education is excited to partner with LAUSD's CRES-14 to provide arts education to this school. We would like to work with CRES-14's teachers and administration to explore possibilities of incorporating teaching artists from our large community to enhance project-based learning during the school day as guest artists or artist-in-residence. The Academy of Creative Education would also provide after-school workshops in music, theater and visual arts to students from CRES-14. Both of these projects would be funded through grants that the Academy of Creative Education is actively researching, and would be offered to CRES-14 and its students at no cost. We are also seeking funding to provide tuition assistance to any CRES-14 students who would like to attend the Academy of Creative Education during the summer.

We are enthused that LAUSD's proposal for CRES-14 includes such strong support for the arts. We are positive that they will be able to foster a learning environment that is student-centered and allows each student to be successful. We support the LAUSD proposal and express our willingness to collaborate with them.

Sincerely,

Ivan Johnson and Sarah Weiss
Co-Directors, the Academy of Creative Education

[file:///Users/user/Desktop/AFTER%20REVIEW/Appendix%207%20Stephen%20Krashen's%20Theory%20of%20Second%20Language%20Acquisition%20\(Assimilação%20Natural%20-%20o%20Construtivismo%20e%20Ersino%20de%20L.%C3%AADrugas\).html](file:///Users/user/Desktop/AFTER%20REVIEW/Appendix%207%20Stephen%20Krashen's%20Theory%20of%20Second%20Language%20Acquisition%20(Assimilação%20Natural%20-%20o%20Construtivismo%20e%20Ersino%20de%20L.%C3%AADrugas).html)

Description of Krashen's Theory of Second Language Acquisition: Krashen's theory of second language acquisition consists of five main hypotheses:

- the Acquisition-Learning hypothesis,
- the Monitor hypothesis,
- the Natural Order hypothesis,
- the Input hypothesis,
- and the Affective Filter hypothesis.

The Acquisition-Learning distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'. (Veja o texto ao lado e também outra página em português sobre [Acquisition/Learning](#)).

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In

other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Cognitive and noncognitive effects of multigrade and multi-age classes: A best-evidence synthesis

Veenman, Simon. *Review of Educational Research*. Washington: Winter 1995. Vol. 65, Iss. 4; pg. 319

Abstract (Summary)

Multigrade and multi-age classrooms, in which students from two or more grades are taught by one teacher at the same time, represent a significant phenomenon in schools. Veenman reviews the best evidence concerning the cognitive and noncognitive effects of the multigrade classroom and the multi-age classroom, in which children of different ages are grouped together for educational and pedagogical benefits.

• [Jump to indexing \(document details\)](#)

Full Text (18893 words)

Copyright American Educational Research Association Winter 1995

Multigrade classes are classes in which students from two or more grades are taught by one teacher in one room at the same time. Students in multigrade classes retain their respective grade-level assignments and their respective grade-specific curricula. Such classes are generally formed for administrative and economic reasons.

Some schools may deliberately mix both age and grade levels for educational reasons. The student is kept with the same teacher in the same class for a number of years, usually three. This practice is described as multi-age grouping. It is important to differentiate multigrade classes from multi-age classes. Multigrade classes are formed out of necessity; multi-age classes are formed deliberately for their perceived educational benefits.

A great deal of research has been devoted to the effects of multigrade and multi-age classes, but there are only a few comprehensive reviews on this topic. Based on a review of the studies of multigrade and multi-age grouping up to 1983, Pratt (1986) concluded that these types of grouping had no consistent effect on academic achievement and a generally benign effect on social and emotional development. Miller (1990) reviewed studies conducted up to 1986 and also concluded that multigrade and multi-age classrooms do not negatively affect students' academic performance or social relationships and attitudes. Both of these reviews were quite limited, however. Pratt did not provide a complete overview of the relevant studies, and in both reviews the number of statistically significant findings in favor of multigrade/multi-age classes or single-grade/single-age classes were simply counted. Little attention was paid to the particular form of multigrade/multi-age classes, the methodological quality of the studies, or the size of the effects. The criteria used for inclusion of studies were not indicated. Moreover, multigrade classes were not differentiated from multi-age classes. Both reviews included only studies conducted in English-speaking countries (primarily the United States).

The purpose of the present review is to highlight the reasons for the increasing number of multigrade classes, the concerns and perceptions about multigrade classes, and the claimed advantages of multi-age grouping. Moreover, the international research into the cognitive and non-cognitive effects of multigrade and multi-age classes will be reviewed, and the implications for future research will be discussed.

The Prevalence of Multigrade Teaching

The multigrade classroom occupies a particularly significant position in schools in densely populated areas with shifting enrollment rates, in thinly populated areas, and in developing countries trying to improve the quality of education in rural communities. Since the mid 1970s, many schools in Western industrialized countries have been forced to discharge teachers because of financial cuts and declining student enrollments due to changing birth rates. As a consequence, these schools have had to set up multigrade classes (also called combination classes, mixed-age classes, split classes, double classes, and vertically-grouped classes). As a result of population shifts towards suburbs, schools in rapidly developing suburban areas may experience increases in

enrollment while schools preach to dealing with these fluctuating enrollments has been to combine students from two or more consecutive grades to form a multigrade classroom with one teacher.

In the Netherlands, 53% of the elementary school teachers have multigrade classes (Commissie Evaluatie Basisonderwijs, 1994). In Switzerland, 23% of all classes are multigrade (Poglia & Strimatter, 1983). In Germany, about 80,000 students attend schools with multigrade classes (Knoerzer, 1985). Of the 642 schools in England and Wales surveyed by Walsh, Dunne, Stoten, and Stewart (1984), 40% said that they had experienced an increase in multigrade group teaching as a result of declining enrollment. A further 15% said that declining enrollment might lead to an increase in the extent of multigrade teaching in the future. Almost half of the new teachers in England and Wales had their first posts in multigrade classes (Her Majesty's Inspectorate, 1982). In a sample from a suburban district in the United States (Arizona), approximately 17% of the students were in multigrade classes (Rule, 1983). Thus, demographic contraction and staff cuts appear to have caused increases in the number of multigrade classes in most Western countries over the past few decades.

As already noted, multigrading is a common phenomenon in rural areas where schools often consist of only one, two, three teachers. One out of every seven classrooms in Canadian schools consists of two consecutive grades in one classroom. One out of every five students is enrolled in a multigrade classroom. It is interesting to note that in this large country more multigrade classrooms are found in urban than in rural districts (Gayfer, 1991). Over 85% of the elementary schools in Western Australia employ some form of multigrade grouping (Pratt & Treacy, 1986). One third of New Zealand's elementary schools are one- or two-teacher schools. In Scotland, a quarter of the elementary schools have fewer than 50 students. In Finland, 70% of the elementary school students are enrolled in schools with three or fewer teachers (Pietilae, 1978). In Portugal, 80% of the children attend schools with no more than two classrooms. In France, there are 11,000 one-teacher rural schools (Marshall, 1987). In Austria, about 25% of the elementary schools are one-, two-, or three-room schools (Noesterer, 1991). The United States currently has fewer than 1,000 one-room schools; as late as 1918, however, there were close to 200,000 one-room schools, which represented 71% of all public schools (Miller, 1990). This decline in the number of rural schools in the United States is due to population shifts, improved transportation, cost saving measures, and higher educational standards.

According to UNESCO (1989), the incidence of multigrade teaching in elementary schools is quite significant in Asian and Pacific countries. Countries such as the Republic of China and India have reported as many as 420,000 and 327,000 schools practicing multigrade teaching, respectively. Multigrade teaching occurs in about 20,000 schools in Indonesia and about 1,540 schools in Malaysia. A recent survey of elementary schools in Pakistan revealed that 58% of the elementary school teachers taught more than one grade at a time (Rowley, 1992). More multigrade schools are likely to be opened as the policy on equal educational opportunities is gradually implemented (UNESCO, 1989).

Advantages of Multi-Age Grouping

Multi-age student grouping is, of course, one characteristic of the nongraded school. However, it is also practiced by schools that do not label themselves as nongraded. As we will use the term, multi-age grouping occurs within the framework of a graded system, and students so grouped retain their grade labels. Schools that practice multi-age grouping claim that this classification is superior to single-age or horizontal grouping by stressing the advantages of the social and family-like structure of the group, in which students who are at least a year apart in age are placed in the same classroom for several years. Whereas multigrade classes are usually formed for administrative and financial reasons, multi-age classes are usually based on pedagogical and didactic motives. Many of the schools with multi-age classrooms have been influenced by the apparent advantages of "family groups" in nursery schools and by the principles underlying British infant

APPENDIX 8

schools, in which 5-, 6-, and 7-year-olds are taught in the same class (Mycock, 1966). Advocates of multi-age grouping claim that it yields the following cognitive and noncognitive benefits.

- (1) Students have a chance to form relationships with a wider variety of children than is possible in the traditional same-age classroom. This leads to a greater sense of belonging, support, security, and confidence.
- (2) Teaching a diverse group of students demands individualized instruction.
- (3) The development of a balanced personality is promoted by fostering the attitudes and qualities that enable students to live in a complex and changing social environment.
- (4) The self-concepts of slower, older students are enhanced when they are asked to tutor younger students in their class.
- (5) More secure teacher-student relationships may be established as the student remains with the same teacher for two or more years.
- (6) Fewer anxieties may develop because the educational atmosphere is conducive not only to academic progress but also to social growth.
- (7) Multi-age grouping provides younger students with the opportunity to observe, emulate, and imitate a wide range of behaviors; older students have the opportunity to assume responsibility for less mature and less knowledgeable students.
- (8) Multi-age grouping invites cooperation and other forms of prosocial behavior and thus appears to minimize competitive pressures and the need for discipline.
- (9) Students in the lower grade(s) can enrich their learning by attending to the material designed for the higher grade(s), while students in the higher grade(s) can profit from opportunities to review the material designed for the lower grade(s).
- (10) Current concepts of cognitive development (e.g., the zone of proximal development and cognitive conflict) imply that children whose knowledge or abilities are similar but not identical can stimulate each other's thinking and cognitive growth.
- (11) Finally, multi-age grouping relaxes the rigid curriculum with its age-graded expectations, which are inappropriate for a large number of students (Draisey, 1985; Ford, 1977; Franklin, 1967; Katz, Evangelou, & Hartman, 1993; Mycock, 1966).

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Strategies for Success Pages 42-45

Project-Based Learning: Pursuits with a Purpose

Steven Walk

When children are free to choose their own projects, integrating knowledge as the need arises, motivation—and success—follow naturally.

About three weeks ago, in the safety of my classroom, a tarantula crawled up my arm. Needless to say, it was a unique experience. The tips of the eight hairy legs felt like the pads on the bottom of a dog's paws. The body was soft, with stiff hairs growing at a sharp angle. And the eyes, well ... there were eight of them.

This scene is indicative of the wonderfully eclectic experiences I have had with my 5th graders in our project-based classroom. Just three weeks earlier, the student, who had chosen to study these spiders for his project, asked our class whether or not we would let a tarantula crawl up our arms. (Fearing for my life, I answered no.) He proceeded to track down and interview a local biology professor, who then came to our classroom with the spiders. Based on what both of them said, I reconsidered.

Of course, the idea of project-based learning is not new. William Heard Kilpatrick, a popular professor at Teachers College, heralded the idea in the first quarter of this century. It was his prophetic vision that helped motivate me to create a project-based, democratic classroom.

Kilpatrick was an advocate of basing schools on child-chosen projects that engender "purposeful activity." In other words, projects that originate intrinsically for a real purpose, as opposed to extrinsically assigned teacher and school-created tasks. He agreed with John Dewey that a school should not only prepare one for life, but be life itself:

As the purposeful act is thus the typical unit of the worthy life in a democratic society, so also should it be made the typical unit of school procedure (Kilpatrick 1918).

That the project emanates from the child's own interests is critical to its having purpose. Indeed, Kilpatrick saw this as the most valuable by-product of project-based learning.

Our class has two one-hour project times each day. In the morning, students may investigate anything they choose, either individually or collaboratively. Students have used this time to study everything from hydrofoils to elephants to Claude Monet, as well as to repaint classroom bookshelves. Afternoon is for a class exploration. We alternate between student-initiated topics that are (after much discussion) selected by class consensus, such as "Equality and Prejudice" and "Our Urban Ecosystem," and projects that are based on our 5th grade curriculum, such as "The Age of Exploration."

Before students begin their projects, they must write a plan and have me approve it. These project plans are an integral part of our classroom. They communicate the importance of thinking through the project in its entirety before actually beginning work. The plans must include topic questions that the students want to answer, possible resources, how they will show what they've learned, when their research will begin and end, and when they will present their finished project to the class. After completing their projects, students must also write a self-evaluation to help them become metacognitively aware of their learning.

All the World's a Classroom

Our projects help create a rich learning environment. Two-thirds of the way into the school year, the students have completed more than 60 projects. Walk into our classroom during project time, and you might see children sprawled on the rug taking notes from books on the habitats of beavers or on medieval life, or two students across the room watching a videotape on Jane Goodall, or others conducting tests on http://www.ascd.org/publications/educational_leadership/nov94/vol...

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the aerodynamics of paper airplanes. Go to the library down the hall (past students rehearsing a play they have written), and you might find members of the other half of the class conducting research on virtual reality or the history of Halloween. If you then go to the computer lab, you'll see, for example, one student inputting survey data while another learns to write a new computer language. In short, you never know what you might experience next, or, most important, what the students might experience next.

Children's experiences aren't confined to the classroom, however, or even to the school itself. One of the saddest notions of schooling is that it must take place within the walls of the classroom. The world is out there to interact with, and this past year, students have interacted with it in a variety of ways. They have, for example—

written a letter to a zoologist at the National Zoo;

written to Richard Reeves, the author of *President Kennedy*, and used the Internet to research John F. Kennedy's presidency;

interviewed a therapist about child abuse;

interviewed employees and residents at a nursing home for our "Equality and Prejudice" class project;

observed beluga whales at the Shedd Aquarium; and

surveyed parents on violence in video games.

When the school year started, students were hesitant to use the classroom telephone to call for information. Now, hardly a day passes when some students aren't tracking down answers by phone.

A Sense of Community

Another powerful result of project-based teaching is the creation of a true learning community. When the work is really flowing, there is a certain ethos in the air; students are into their work so intently, so genuinely, and they are constantly interacting and collaborating with one another. One student conducts a science experiment creating a vacuum with a candle, a jar, and some water; and three other children come to watch. Two students research the history of shoes, and classmates wander over to listen to an interesting anecdote. Another student builds a model set for his animated film, and someone offers suggestions. There is something infectious about this spontaneous give-and-take.

My role in cultivating such an atmosphere is critical. I'm constantly moving from one student to the next—watching, listening, asking or answering questions, challenging, offering suggestions, or lending a hand. I am much less a teacher than a facilitator, guide, and resource.

Kilpatrick considered the social nature of project-based classrooms one of its most compelling strengths. It is a natural way, he wrote, for children to develop their moral character:

Children are living together in the pursuit of a rich variety of purposes, some individually sought, many conjointly. As must happen in social commingling, occasions of moral stress will arise.... Under the eye of the skillful teacher the children as an embryonic society will make increasingly finer discriminations as to what is right and proper (1918).

Our class does experience "moral stress" at times, but as a community we work through it together.

Having daily class meetings (based on Glasser 1975) gives everyone a formal opportunity to discuss problems. As a result, discipline problems are minimal, particularly because students are interested in what they are doing—they see their pursuits as having purpose.

Not Going by the Book

Our classroom owes its spontaneity and rich learning environment to other, no less crucial, learning strategies:

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Projects are not tied to a textbook curriculum. For example, instead of studying fractions for only four weeks when the chapter is covered, the students have been working with fractions since September and will continue to do so throughout the year. We take a developmental and constructivist approach to learning. Because I don't believe there is any such thing as a "5th grader," there are no 5th grade or high-track or low-track projects, only projects. Everyone proceeds at his or her own pace. This does not mean that all students will challenge themselves; we must nudge one another into challenging projects and ideas. That is a key component of Kilpatrick's legacy: classrooms full of teachers, not just learners.

As in life, every project requires students to work within many disciplines. As William Ayers wrote:

Projects can integrate and give meaning to other aspects of school and the curriculum...; projects can be phenomenally economical, doing double duty, triple duty, quadruple duty in fulfilling linear mandates and impoverished guidelines (1993).

Projects enable students to use processes, skills, and ideas as the need arises. Said Kilpatrick:

We learn better—certainly as a rule—when we face a situation calling for the use of the thing to be learned. Other things being equal then, we shall try to teach our arithmetic as it is needed (1925).

For example, one student recently surveyed the class on their favorite basketball players. This might appear to be a frivolous use of learning time, but not to the child who conducted the survey—a girl who was struggling with math. She constructed a pie graph reflecting which players were most highly favored by the class. She worked hard to convert her fractions into percentages, and accurately drew the estimated pie chart after four attempts. Finally, she fed her data into a computer and created a graph—which very meaningfully matched her estimated graph. In her class presentation, she surprised me by having everyone huddle around the computer while she showed them how to generate a graph. Within a few days, three other students used the computer to create graphs for their projects.

Success for All

The most important rationale for learning through projects is that they serve as an outlet for every child to experience success. By trusting children and allowing them to choose what to explore, they become intrinsically motivated—more than happy to work hard for the highest quality.

International Baccalaureate Program:

IB Students' High School and Postsecondary Experiences in Chicago Public Schools

Led by the Consortium for Chicago School Research, this mixed methods study seeks to closely examine the high school and postsecondary experiences of DP students in Chicago Public Schools (CPS). The study will investigate the extent to which DP is associated with college retention and whether the DP offers positive learning environments for the students they serve.

Anticipated completion date is January 2011.

Completed studies

A Study of Successful Practices in the IB Continuum

Philip Hallinger, Allan Walker & Moosung Lee, Hong Kong Institute of Education (HKIEd)

In this study, the Hong Kong Institute for Education illuminates key strategies and practices that promote successful programme implementation and transition within full continuum IB schools. The mixed methods study analysed data from a global survey of 235 IB coordinators and case studies of five full continuum schools in the Asia-Pacific region. The study found that schools employed leadership practices and management strategies to address issues and challenges emerging from programme transitions. Commonly and saliently identified leadership practices and management strategies included 1) various strategies for the purpose of articulation, 2) cross-programme interaction, and 3) strategic staffing. Among the three major leadership and management strategies, articulation promoted a better transition through building consistency and coherence between programs. Consistency between programmes in terms of teaching, learning, and assessment was critical to a smooth transition. In a similar vein, coherence of curriculum between programmes was another key pillar for a smooth transition. Finally, support for students was also directly associated with better program transitions.

Research Summary

[Link to the report on the HKIEd website return to list of studies](#)

PYP and MYP Student Performance on the International Schools' Assessment

Ling Tan & Yan Bibby, Australian Council for Educational Research

This study, undertaken by the Australian Council for Educational Research (ACER), investigated how International Baccalaureate (IB) students enrolled in the Primary Years Programme (PYP) and Middle Years Programme (MYP) performed on the International Schools' Assessment (ISA), relative to non-IB students. The ISA assesses student performance in Grades 3 to 10 across four domains: Math Literacy, Reading, Narrative Writing, and Expository Writing. The math and reading components of the assessment are based on the reading and mathematical literacy frameworks of the OECD's Programme for International Student Assessment (PISA). The study sample included IB students (N=23,575) and non-IB students (N=14,317) across Asia and Oceania, Europe, Africa and the Americas, who participated in the ISA in 2007/2008 and 2008/2009. On the whole, despite some regional differences, the results indicate that IB PYP and MYP students outperformed their non-IB peers on the ISA across all four domains in a majority of grade levels, with the strongest effects noted in Year 10 Math and Expository Writing. IB students' ISA scores in Grades 9 and 10 also compare very favourably to PISA benchmarks in Math and Reading. On the other hand, there was insufficient evidence to suggest that IB schools authorized for a longer period produce better student outcomes, and no clear patterns were noted in student performance across IB full continuum schools and single or dual programme schools.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 1 PARENTING <i>Help all families establish home environments to support children as students.</i>
Sample Practices • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
Challenges • Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
Redefinitions • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i>
Results for Students • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
Results for Parents • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
Results for Teachers • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

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TYPE 2 COMMUNICATING <i>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</i>
Sample Practices • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/visitor pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
Challenges • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
Redefinitions • "Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.
Results for Students • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
Results for Parents • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
Results for Teachers • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

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Epstein's Framework of Six Types of Involvement
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TYPE 3 VOLUNTEERING Recruit and organize parent help and support.
Sample Practices • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
Challenges • Recruit volunteers widely so that all families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
Redefinitions • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
Results for Students • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
Results for Parents • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
Results for Teachers • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 4 LEARNING AT HOME <i>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</i>
Sample Practices • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
Challenges • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
Redefinitions • "Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life. • "Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing – not "teaching" school subjects.
Results for Students • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
Results for Parents • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
Results for Teachers • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

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TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.	
Sample Practices • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.	
Challenges • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.	
Redefinitions • "Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas. • Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.	
Results for Students • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.	
Results for Parents • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.	
Results for Teachers • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.	

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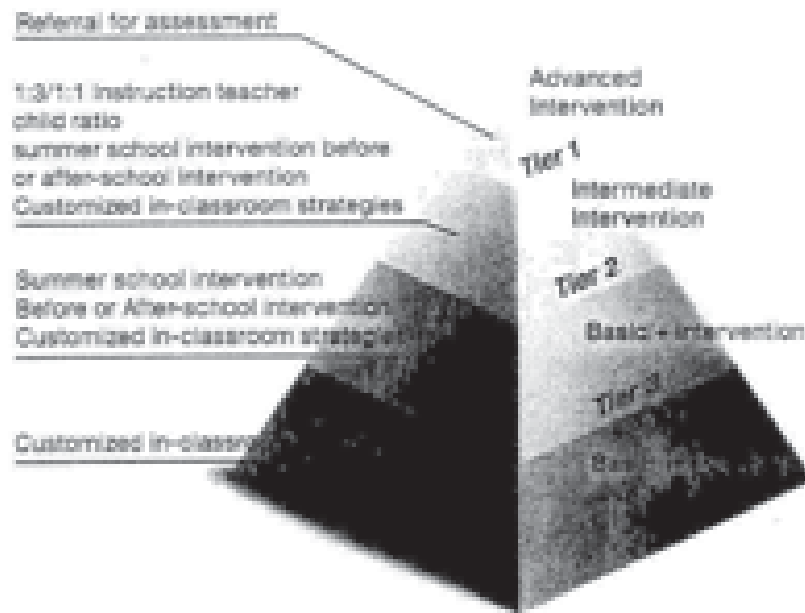
Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 6 COLLABORATING WITH COMMUNITY <i>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</i>
Sample Practices • Information for students and families on community health, cultural, recreational, social support, and other programs or services. • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
Challenges • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
Redefinitions • "Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development. • "Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools. • "Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.
Results for Students • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
Results for Parents • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services. • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
Results for Teachers • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

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INTERVENTION MODEL

Intervention Model: This model is designed to maximize student achievement. To provide the greatest service to students in need of intervention, A school staff member will work closely with the teacher and the student both in and out of the classroom to ensure success. This model for intervention is for both academic and behavioral purposes. We will use the Student Success Team (SST) process to set goals, analyze data, and to determine the most effective interventions



CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Adapted from the California Professional Standards for Educational Leaders and the United States Department of Education, www.ed.gov/leaders.

STANDARD 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades and consistent with the vision.
- Leverage and marshal sufficient resources, including technology to implement and sustain the vision for all students and all subgroups of students.

STANDARD 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Supply a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

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CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Adapted from the original work of the California State Board of Education, 1999, and the California Professional Standards for Educational Leaders, 2014

STANDARD 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

STANDARD 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

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Adapted from the California Professional Standards for Educational Leaders, 2014.

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News Release

For Immediate Release

April 27, 2010
#09/10- 235

TEACHER EFFECTIVENESS TASK FORCE MOVES LAUSD REFORMS FORWARD

Los Angeles – One of Superintendent Ramon Cortines' main goals is to bring about education reform to the Los Angeles Unified School District (LAUSD). Today, April 27, the Teacher Effectiveness Task Force (TETF), representing multiple points of view, presented its report to the Los Angeles Board of Education with recommendations for ensuring every classroom is led by a highly effective teacher and every school is led by a highly effective principal and leadership team.

"This effort was brought about through the dedication and professionalism of every single member," said Ted Mitchell, president of the California State Board of Education, and chair of the 36-plus-member task force. "Our goal is to set reforms in motion. The needs are high and the work is just beginning."

The Task Force began meeting in fall 2009 in response to the April 2009 board motion "Quality Leadership and Teaching to Ensure a World Class Education for All," brought forward by Board Vice President Yolie Flores, Board President Mónica García and Board Member Dr. Richard Vladovic.

"I appreciate the long hours and fruitful work every member put into this report," LAUSD Superintendent Ramon C. Cortines said. "Our goal must be to have an effective teacher in every classroom and an effective principal leading every school by fall 2016. This district must now establish action steps to implement what we can and negotiate where necessary. Our students, our staff and our community deserve a modernized and excellent education system."

Labor partners, parents and community representatives, private sector leaders, higher education partners, as well as District leaders, teachers, and administrators, worked collectively to propose bold steps related to teacher, administrator and support personnel effectiveness. Subdivided into five sub-committees – Evaluation, Differentiated Compensation, Tenure, Support Mechanisms and Legislation—members developed recommendations for their focus areas.

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TETF

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Some of the report's recommendations include:

Redesigned Teacher and Administrator Evaluation Process

The TETF proposes developing an evaluation process within a true performance management framework, including multiple measures of effectiveness—student outcome data, parent and student input, and an enhanced assessment of instructional quality.

Differentiated Compensation and Career Ladders

Recommendations for establishing varied compensation for individual teachers and other personnel. Further, these recommendations propose the development of a new career ladder offering high performing teachers the opportunity to apply for instructional leadership positions as coaches, professional developers, mentors and other similar roles.

Restructured Tenure Process

Initial tenure recommendations seek to restructure the process, allowing a greater focus on employee developmental needs and opportunities, as well as moving the tenure decision window from the current two-year probationary period up to four years. In addition, the tenure decision should be a deliberate action, rather than a default result.

Support Mechanisms

In addition to other recommendations, the support mechanisms proposals focus on augmenting early teacher support and intervention, further defining professional growth pathways for teachers throughout their careers, and addressing issues of intervention and exit for teachers.

Legislative Action Steps

Proposed legislative changes include those related to tenure (as proposed by other sub-committees) as well as layoff education code changes, and dismissal process changes. Additionally, there are recommendations to address funding concerns for the District.

"Over the next month I will be working with staff to develop a three-year implementation plan based on the Task Force's recommendations," Cortines added. "In the meantime, I have studied the recommendations and feel that we can and should move forward on some of the administrative recommendations."

Cortines announced several action steps in response to the report, including:

Performance and Quality Matters at All Levels

Cortines has asked staff and the leadership at all Local District Offices to work with the Chief Human Resources Officer and the Chief Academic Officer to develop a multi-measure evaluation system that focuses on how LAUSD's efforts support student learning. This work will be completed by the end of the summer so that LAUSD can model the evaluation process for all employees (*Administrator Evaluation Recommendation #5*).

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Addressing Teacher and Administrator Evaluation

Corines proposed a convocation be held this June with representatives from the teacher and principal ranks, collective bargaining partners, Local District leadership, and local institutes of higher education to develop common language, expectations, and accountability around effective Teaching & Learning and School Leadership. At this convocation, LAUSD partners will work to develop Teaching & Learning and School Leadership Frameworks and observation rubrics that will anchor teacher and administrator reviews within the 2010-2011 school year (*Teacher Evaluation Recommendation #1, Administrator Evaluation Recommendation #1 & #4*).

Starting next school year, LAUSD will pilot a multi-measure evaluation system for teachers and school leaders (*Teacher Evaluation Recommendation #1, Administrator Evaluation Recommendation #2*).

- LAUSD has several funding opportunities that will allow the District to partner with its unions to actively try new models of evaluation, support, compensation, career development and placement. These include the following:
 - The Teacher Incentive Fund: Final grant requirements are forthcoming.
 - School Improvement Grants: Due June 1 with funding levels approaching \$100 million over three years.
- By July, LAUSD will empanel a technical advisory group of leading researchers on measuring educator effectiveness to advise District leadership on research-based approaches as it builds toward taking these systems District-wide. (The panel will be formed mainly by members of our LA Education Research Consortium in alignment with our LA Compact).

Recognizing Excellence through Differentiated Compensation

Based on the work of LAUSD's Leadership Training Academy, the District is already on target to create a new career ladder opportunity for teachers – to become Teacher Leaders. LAUSD's first cohorts will start training this fall (*Differentiated Compensation Recommendation #1 and Support Mechanisms Recommendation #1*).

Corines also announced the District's participation in the Talent Sharing Initiative – a national research project funded by the Department of Education that measures the impact of offering effective teachers financial incentives to teach in high-needs schools. This fall, 10-15 teachers will participate in this initiative (*Differentiated Compensation Recommendation #3*).

Further, Corines is closely watching recently proposed legislation (e.g., Senate Bill 955) that seeks to address protecting LAUSD's most needy schools.

"I think we can all agree that we need a better approach than the one afforded to us currently by California law – one that allows us to look at measures other than seniority in active partnership with our labor partners," Corines added. (*Differentiated Compensation Recommendation #3, Legislative Recommendation #4*)

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Finally, the recently released School Improvement Grant guidelines and the Teacher Incentive Fund guidelines call for direct rewards for improving student achievement and increasing graduation rates as a required strategy.

"Now is the time for LAUSD to lead; now is the time for us to create the LAUSD way of implementing these strategies" Cortines said. "We need to find additional ways to celebrate the thousands of excellent educators who go above and beyond to accelerate learning for all of our students." (*Differentiated Compensation Recommendation #4*)

Reforming Tenure

In LAUSD, any probationary teacher up for permanency will need an active and affirmative statement of support from their supervising administrator and Local District Superintendent to receive tenure (*Tenure Recommendation #1*).

LAUSD will support legislative efforts to change the tenure decision point from March 15 to June 15 (*Tenure Recommendation #3*).

Starting this summer, LAUSD is training all site administrators on fairly and expeditiously evaluating, and documenting and pursuing dismissal for persistently poor performers (*Tenure Recommendation #4, Support Mechanisms Recommendation #5*).

Supporting Educator Development

By January 2011, every teacher and every administrator will be invited to develop individual growth plans tied to areas of strength and needed development based on the Teaching & Learning or School Leadership Framework. (*Evaluation Recommendation #4, Differentiated Compensation Recommendation #2, Support Mechanisms Recommendation #4*).

Effective July 1, all educator support and development programs will align their offerings and curricula to the common language and expectations contained in our Teaching & Learning and School Leadership Frameworks (*Support Mechanisms Recommendations #2, #3 & #4*).

A Comprehensive Legislative Agenda in Support of Teacher and School Leader Effectiveness

LAUSD's Government Relations team will do an analysis of pending legislation that relates to these recommendations and to develop a comprehensive legislative agenda and corresponding strategy. It will support the District's efforts to ensure an effective teacher in every classroom and an outstanding leader at every school.

- With conceptual agreement from LAUSD's partners, the District will support extending the probationary period for teachers in the current legislative session.
- For next year's session, LAUSD will study and consider the other recommendations of the Task Force.

"In the next month, we will develop a three-year strategic plan for educator effectiveness that will result in achieving our vision of an effective teacher in every classroom and an outstanding leader in every school," Cortines said. "We will learn from this work and expand on it for all LAUSD employees."

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APPENDIX 15

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The “Data Wise” Improvement Process

Eight steps for using test data to improve teaching and learning

by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane

The package containing data from last spring’s mandatory state exam landed with a thud on principal Roger Rubin’s desk. The local newspaper had already published an article listing *Franklin High* as a school “in need of improvement.” Now this package from the state offered the gory details. Roger had five years of packages like this one, sharing shelf space with binders and boxes filled with results from the other assessments required by the district and state. The sheer mass of paper was overwhelming. Roger wanted to believe that there was something his faculty could learn from all these numbers that would help them increase student learning. But he didn’t know where to start.

School leaders across the nation share Roger’s frustration. The barriers to consistent, regular use of student assessment data to improve instruction can seem insurmountable.

There is just so much data. Where do you start? How do you make time for the work? How do you build your faculty’s skill in interpreting data accurately? How do you build a culture that focuses on improvement, not blame? How

do you maintain momentum in the face of all the other demands at your school?

Our group of faculty and doctoral students at the Harvard Graduate School of Education and school leaders from three Boston public schools worked together for over two years to figure out what school leaders need to know

and do to ensure that the piles of student assessment results landing on their desks are used to improve student learning in their schools. We have found that organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. After much discussion, we settled on a process that includes eight distinct steps school leaders can take to use their student assessment data effectively, and organized these steps into three phases: Prepare, Inquire, and Act.

The “Data Wise”

Improvement Process graphic shown at left illustrates the cyclical nature of this work. Initially, schools prepare for the work by establishing a foundation for learning from student assessment results. Schools then inquire—look



Step 5: Examining Instruction

In order to solve your learner-oriented problem, it is important at this stage to reframe it as a “problem of practice” that your faculty will tackle. Now the challenge is to develop a shared understanding of what effective instruction around this issue would look like. School leaders can help teachers become skilled at examining practice, articulating what is actually happening in classrooms, and comparing it to the kind of instruction that is needed.

Step 6: Developing an Action Plan

Solutions at last! It may seem as though you have to work through a large number of steps before deciding what to do about the issues suggested by your data. But because of the careful work you have done so far, the remaining steps will go more smoothly. In this first step of the “Act” phase of the work, you begin by deciding on an instructional strategy that will solve the problem of practice you identified. You then work collaboratively to describe what this strategy will look like when implemented in classrooms. Then it is time to put the plan down on paper. By documenting team members’ roles and responsibilities, you build internal accountability. By identifying the professional development and instruction your team will need and including it in your action plan, you let teachers know they will be supported every step of the way.

Step 7: Planning to Assess Progress

Before implementing your plan, you need to figure out how you will measure its success. Too often, educators skip this step and find themselves deep into implementation without a clear sense of how they will assess progress. As a school leader, you can help your school decide in advance what short-, medium-, and long-term data you will gather and how you will gather it. You can then work together to set clear short-, medium-, and long-term goals for student improvement.

Step 8: Acting and Assessing

Your school team worked hard to put their action plan ideas down on paper. Now that it is time to bring the ideas up off the paper, four questions can guide your work as a school leader: Are we all on the same page? Are we doing what we said we’d do? Are our students learning more? Where do we go from here? Implementation of the action plan can be like conducting an experiment in which you test your theories of how instructional strategies lead to student learning.

We made a very conscious decision to draw the “Data Wise” Improvement Process as an arrow curving back on itself. Once you get to the “tail” of the “Act” phase, you continue to repeat the cycle with further inquiry. As the practice of using a structured approach to improving instruction becomes ingrained, you may find it easier to

The “Data Wise” District

What can district administrators do to support schools in becoming “data wise”?

1. Set Up a Data System

Whether the district creates its own system or purchases a software program, administrators must consider:

- What data to include
- How to organize it and update it regularly
- Computational power vs. ease of use
- How to balance access and confidentiality

2. Create Incentives

One incentive is to require that school improvement plans be based on student assessment results. If schools with strong improvement plans and proven results are granted more autonomy, this can motivate school teams to do the analysis work well.

3. Support New Skills

School staffs will need professional development to support a variety of skills:

- How to interpret and use assessment data
- How to assess data and create graphic displays
- How to participate productively in group discussions
- How to develop, implement, and assess action plans

4. Find the Time

Teachers need time to work together in order to learn and implement these new skills. Options can include:

- Scheduling a weekly early release day
- Paying substitutes to cover classes
- Compensating teachers for extra time

5. Model the Work

District leaders can also model the “Data Wise” improvement process. This may be new and challenging work for most members of the central office team, but it sends a strong message to the district’s schools. ■

know what questions to ask, how to examine the data, and how to support teachers and students. You will also be able to go deeper into the work, asking tougher questions, setting higher goals, and involving more people in using data wisely. ■

Kathryn Parker Boudett teaches at the Harvard Graduate School of Education. *Elizabeth A. City* teaches aspiring principals in Boston’s School Leadership Institute and is a doctoral student at the Harvard Graduate School of Education. *Richard J. Murnane*, an economist, is the Thompson Professor of Education and Society at the Harvard Graduate School of Education. This article is adapted from *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, edited by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane (Harvard Education Press, 2005).

For Further Information



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For sample protocols that you can use to help structure faculty conversations about data, visit the Harvard Education Letter subscriber-only website at www.subscriber.edletter.org.



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Evaluating Professional Development, according to Guskey (2006)

Kruiden, H., & Boudard, S. (2006). *Questions and answers: A conversation with Thomas R. Guskey*. *The Evaluation Exchange*, XI(4), Winter 2005/2006. Retrieved April 4, 2006 from the Harvard Family Research Project web site at <http://www.gse.harvard.edu/http://eval/issue52/guskey.htm>

Thomas R. Guskey, Ph.D., is a professor in the College of Education at the University of Kentucky and an expert in research and evaluation who has authored or edited 12 books, including *Evaluating Professional Development* (Corwin, 2000). He has twice won the National Staff Development Council's prestigious Book of the Year Award and three times won the Article of the Year Award. Below, he discusses his five-step process for evaluating professional development in education and its connection to professional development planning.

Q: What is your five-level model for evaluating professional development, and how did it come to be?

A: My thinking was influenced by the work of Donald Kirkpatrick, who developed a model for evaluating training programs in business and industry. Kirkpatrick described four levels of evaluation that he found necessary in determining the value and worth of training programs. The first was participants' reactions to the training—whether they liked it or not. A second level was what new knowledge and/or skills participants gained from the training. A third level was how it influenced what they did on the job. And a fourth level considered how the training affected their productivity.

I thought this model could be useful for what we do in professional development in education. As we applied the model, however, we found that professional development efforts still were not yielding positive results—but nothing in the model explained why. Examining programs more closely, I found that things were done right from a training perspective, but educators were then sent back to organizations that did not support them in what we asked them to do. Things broke down at the organization level. So I added a new level in the middle of the model, labeled "organizational support and change," to consider those aspects of the organization that have critical influence on the implementation of new policies and practices. (See Figure 1 for the model.)

Q: What do you hope people take away from your model?

A: There are three major aspects of the model that I hope people will consider. First, each of these five levels is important in its own right. Each level provides different types of information that can be used in both formative and summative ways. Formatively, we need to find out at each level what's been done well and, if not done well, how it can be improved. Summatively, we need to know the effectiveness of elements at each level to judge the true value and worth of any professional development endeavor.

Second, each level builds on those that come before. For example, people must have a positive reaction to a professional development experience before we can expect them to learn anything from it. They need to gain specific knowledge and skills before we look to the organization for critical aspects of support or change. Organizational support is necessary to gain high quality implementation of new policies and practices. And appropriate implementation is a prerequisite to seeing improvements in student learning. Things can break down at any point along the way, and once they break down, the improvement process comes to a screeching halt.

Third, many educators are now finding how useful it can be to reverse these five levels in professional development planning. In other words, the first thing people need to do when they plan professional development is to specify what impact they want to have on student learning. They begin planning by asking, "What improvements in student learning do we want to attain and what evidence best reflects those improvements?" Then they step back and ask, "If that's the impact we want, what new policies or practices must be implemented to gain that impact?" Next, they consider what types of organizational support or change are needed to facilitate that implementation, and so forth. This planning process compels educators to plan not in terms of what they are going to do but in terms of what they want to accomplish with their students. All other decisions are then based on that fundamental premise.

I argue that most of the critical evaluation questions that need to be addressed in determining a professional development program's effectiveness should be asked in the planning stage. Planning more carefully and more intentionally not only makes evaluation easier, it also leads to much more effective professional development. Increasingly, educators at all levels are coming to view professional development as a purposeful and

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intentional endeavor that should be designed with specific goals in mind.

Q: Why are levels four and five of your evaluation model—in which professional development is linked to student outcomes—so difficult to accomplish?

A: The primary reason is that getting information at those levels must be delayed. Immediately following any professional development activity, I can gather information about levels one and two—finding out if people liked it and what they gained from that experience in terms of new knowledge and skills. But information on levels three, four, and five cannot be gathered at that time. Again, planning backward makes this clearer. If I know what I want to accomplish and what evidence best reflects those goals, it's easier for me to decide how and when I'm going to gather that evidence and what I will do with it once I have it.

Q: What are some of the other challenges in evaluating professional development, and how can these be addressed?

A: Many professional development leaders avoid systematic evaluations for fear that the evaluation won't yield "proof" that what they're doing leads to improvements in student learning. And if this is the case, funding may be withdrawn. Recognizing the distinction between "evidence" and "proof," however, can help resolve this dilemma.

To obtain proof—by which I mean to show that professional development uniquely and alone leads to improvements in student learning—is very difficult. It requires a level of experimental rigor that is hard and often impossible to attain in practical school settings. But most policymakers, legislators, and school leaders are not asking for ironclad proof. What they want is evidence that things are getting better. They want to see improvements in assessment results or test scores, increased attendance, fewer discipline problems, or decreased dropout rates. Historically, professional development leaders haven't done a very good job of providing any such evidence.

A related challenge concerns the nature of that evidence, especially its credibility and its timing. I recently discovered, for example, that not all stakeholders in professional development trust the same evidence. I conducted a study in which groups of educators were asked to rank order 15 different indicators of student learning in terms of which they believed provided the most valid evidence. When I compared administrators' and teachers' rankings, I found they were almost exactly reversed! Administrators rated national and state tests highly, while teachers trusted their own, more immediate sources of evidence. From a policy perspective, that indicates to me that no single source of evidence is going to be adequate. Instead, we need to consider multiple indicators. We also need to involve multiple stakeholders in the planning process to identify the sources of evidence that they believe provide the best and most valid representation of success.

Some experts suggest that when educators engage in professional development endeavors, results might not be evident for two or three years. But when teachers are experimenting with new approaches to instruction or a new curriculum, they need to gain evidence rapidly to show that it's making a difference. If they don't see such evidence, they quite naturally revert back to the tried and true things they've done in the past. This isn't because they are afraid of change. Rather, it's because they are so committed their students and fear that the new approach might lead to less positive results. So, in planning professional development, we must include some mechanism whereby those responsible for implementation can gain evidence of success from their students rather quickly—within the first month of implementation.

Q: Can you comment on what we know and don't know about what makes professional development effective? How can we go about reaching some consensus about what is important?

A: A couple of years ago, I identified thirteen lists of characteristics of effective professional development that had been assembled by different professional organizations and research groups. In analyzing these lists, I found very little consensus. There wasn't even agreement on the criteria for effectiveness. Some lists were based on the concurrence opinions among researchers, others used teacher self-reports, and only a few looked at impact on student learning. My conclusion was that we may not have a true consensus on what makes professional development effective, and that moving toward one may be more complicated than most people think.

I helped to develop the Standards for Staff Development published by the National Staff Development Council. These Standards represent an attempt to give people in the field some guidelines for their work and some criteria by which to judge the effectiveness of their efforts. Because of their general nature, however, these Standards leave a lot of room for interpretation. For example, they describe the importance of extended time for professional development and the need to ensure that activities are ongoing and job-embedded. Researchers have shown, however, that simply adding more time for job-embedded activities is insufficient. Doing ineffective things longer doesn't make them any better. Instead, we must ensure that the extended time provided for professional development is structured carefully and used wisely, engaging educators in activities shown to yield improved results.

Q: How do you think the federal No Child Left Behind Act (NCLB) is impacting professional development and its evaluation?

A: I believe that certain aspects of the No Child Left Behind Act are motivated by frustration on the part of the federal government in allocating funds to education and not seeing much come from it. Too often in the past, educators have planned professional development based on what's new and what's hot, rather than on what is known to work with students. In NCLB, the federal government imposes specific requirements that compel educators to consider only programs and innovations that are "scientifically based research." Educators must now verify the research behind different programs and innovations. They must ensure that research comes from reliable sources, specifically peer-reviewed journals. They must show that the program has been applied in a wide variety of contexts and that its effects evaluated by third parties. They must demonstrate that the evidence of effects has been gathered over a significant period of time so that the program can be shown to be sustainable.

I agree with those who suggest that insistence on this definition of "scientifically based research" may be too restricting. A lot of valuable research does not meet the criteria of randomized designs, but can provide us with good, important evidence. Still, NCLB and other national efforts are

moving us in the right direction.

This past year, I've met with leaders in the U.S. Department of Education and various philanthropic organizations, who are considering changing the request for proposal process to be more specific with regard to evaluation. In particular, they want people, within proposals, to outline specifically how they will gather evidence at each of the five levels in the evaluation model. Their hope is that this will lead to improved results from various funded programs. I share their hope.

Figure 1. Five Levels of Professional Development Evaluation¹

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	- Did they like it? - Was their time well spent? - Did the material make sense? - Was it useful? - Was the leader knowledgeable and helpful? - Were the refreshments fresh and tasty? - Was the room the right temperature? - Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	- Paper-and-pencil instruments - Simulations - Demonstrations - Participants' reflections (oral and/or written) - Participants' portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization Support & Change	- What was the impact on the organization? - Did it affect organizational climate and procedures? - Was implementation advocated, facilitated, and supported? - Was the support public and overt? - Were problems addressed quickly and efficiently? - Were sufficient resources made available? - Were successes recognized and shared?	- Director's and school records - Minutes from follow-up meetings - Questionnaires - Structured interview with participants and district or school administrators - Participants' portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	- To document and improve organizational support - To inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	- Questionnaires - Structured interview with participants and their supervisors - Participants' reflections (oral and/or written) - Participants' portfolios - Direct observations - Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	- What was the impact on students? - Did it affect students' performance or achievement? - Did it influence students' physical or emotional well-being? - Are students more confident as learners? - Is students' attendance improving? - Are dropouts decreasing?	- Students' records - School records - Questionnaires - Structured interviews with students, parents, teachers, and/or administrators - Participants' portfolios	- Students' learning outcomes: - Cognitive (Performance & Achievement) - Affective (Attitudes & Dispositions) - Psychomotor (Skills & Behaviors)	- To focus and improve all aspects of program design, implementation, and follow-up - To demonstrate the overall impact of professional development

1. Guskey, T. R. (2006). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

Last Updated: Thursday, Feb 18, 2006