



Community Advisory Groups

Ypsilanti Community Schools
High Quality Teachers and Teaching
Instructional Model

March 28, 2013

Committee Membership

Members

Sandy Riley, Facilitator, WISD	Theresa Perlin, Teacher
Kristen Rickman, Facilitator, Teacher	Matthew Perry, Teacher
Sue Smith, Facilitator, Educational Quality	Tonia Porterfield, Teacher
Kira Bierman, Parent	Connie Ray, Teacher
Cynthia Bowers, Teacher	Robin Reed, Teacher
Arlene Clark, Educational Quality	Debby Rust, Educational Quality
Susan Fisher, Teacher	Mark Salzer, Technology
Katherine Fisk, Teacher	Barbara Sartorius, Teacher
Sandy Hummel, Teacher	Lynne Stewart-Raglin, Educational Quality
Delores Jenkins, Administrator	Trish Thomas, Teacher
Vanessa Neil, Teacher	Staci Williams, Teacher
Cory Mcelemeel, Administrator	Cathy Winters, Teacher
Alan McWethy, Teacher	
Tabia Patton, Parent & Teacher	

Process

◆ Process Summary

- ◆ Multiple meetings were held with teachers, administrators, and a parent representative to build a framework to insure effective teaching and instruction. Feedback was received from other sub-committees within the Highly Qualified Teachers and Teaching group.

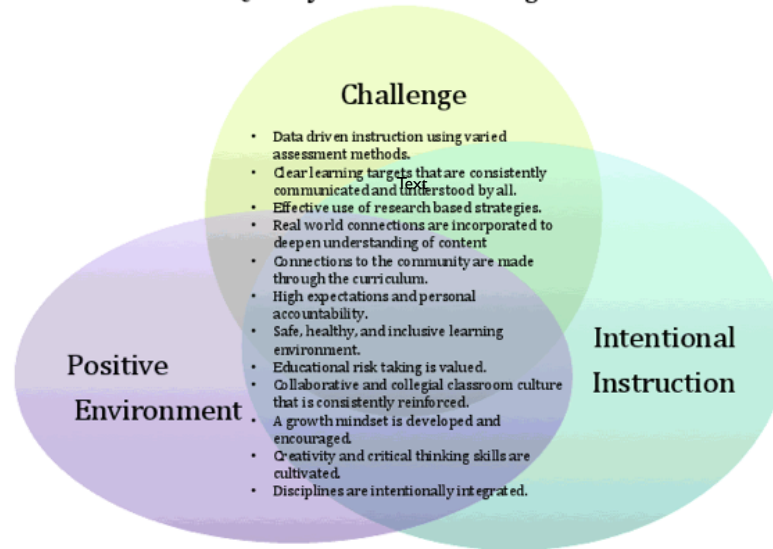
Process

◆ Process outline:

- ◆ Utilized summer 2012 Vision and Design recommendations.
- ◆ Began building a framework about “What makes a teacher effective?” referencing [Simply Better](#) by Bryan Goodwin.
 - ◆ Highly effective teachers...
 - ◆ CHALLENGE their students
 - ◆ Create POSITIVE CLASSROOM ENVIRONMENTS
 - ◆ Are INTENTIONAL about their teaching.
- ◆ Identified what principles fit in, and overlap, each of the 3 defining components of being a highly effective teacher.
- ◆ Received feedback from other advisory groups and colleagues.
- ◆ Identified research to support principles, refined and explained principles.
- ◆ Researched and assessed instructional models with the instructional principles rubric (Appendix C).
- ◆ Developed final recommendations.

Description of Framework

Quality Instruction Diagram



Guiding Principles



High expectations for ALL learners

Evidence-based “best” practices while allowing for innovation and creativity

Family and community partnerships

Student voice and empowerment

Responsibility, efficiency and financial viability

Alignment to Guiding Principles

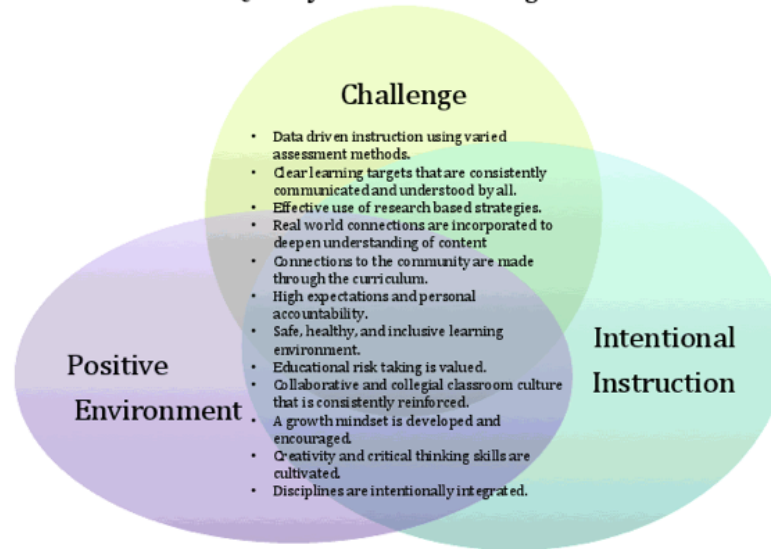
- ◆ **High Expectations for ALL learners**
 - ◆ High expectations for all learners is one of our instructional principles.
- ◆ **Evidenced-based “best” practices while allowing for innovation and creativity**
 - ◆ We utilized best practice research in the development of the instructional principles. A list of key documents is included in the reference section.
 - ◆ We chose to create our own rubric to assess the connection of instructional models to the instructional principles.
- ◆ **Family and community partnerships**
 - ◆ Connections to the community is one of our instructional principles.
- ◆ **Student voice and empowerment**
 - ◆ Student voice and empowerment is woven throughout our instructional principles (Collaborative classroom culture, Growth Mindset, Creativity and critical thinking).
- ◆ **Efficiency and financial viability and stability**
 - ◆ Our recommendation is designed to be used with current and future instructional models. The largest financial consideration is ongoing professional development.

Recommendations

- ◆ Adopt the instructional principles in Appendices A and B as non-negotiable elements to be evident in high quality instruction.
- ◆ Adopt the rubric in Appendix C to use in the evaluation of future instructional models.
- ◆ Recognize Appendix D as a catalog of instructional model examples.
- ◆ Create an on-going district instruction committee that reviews, selects, and evaluates district instructional programming.

Description of Framework

Quality Instruction Diagram



Challenges & Opportunities

- ◆ Enhancement of current instructional practices
- ◆ Alignment of instruction to Common Core State Standards
- ◆ Creation of a common catalog of current best practices. Review of current best practices and expertise of staff members.
- ◆ Investigation of an IB elementary school
- ◆ Increase integration of projects in the elementary curriculum
- ◆ Initial professional development and on-going support to build capacity and provide stability and

Next Steps

- ◆ Formation of an ongoing district instruction committee

Questions?

Design Pillars

Birth Through Kindergarten Entry

Leadership at All Levels

**Positive Culture/Climate Focused
on Learning**

High Quality Teachers/Teaching

**Every Student Will Have an
Opportunity to Earn College
Credit or a Career Credential Prior
to High School Graduation**

