



# Community Advisory Groups

Ypsilanti Community Schools

Teacher and Principal Criteria

February 14, 2013

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# Recommendations

- Adopt the identified teacher commitments as the basis for developing the teacher selection criteria and process.
  - Adopt the identified principal commitments as the basis for developing the principal selection criteria and process.
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# Committee Membership

Naomi Norman, WISD

Georgina Hickey, Parent

Tiffany Marra, Parent

Karla Graessley, Principal

Terrance Green, Parent

Sima Thurman, Teacher

Noncy, Parent & Teacher

Jennifer Scott-Burton, WISD

Jon Margerum-Leys, EMU faculty

Ambrose Wilbanks, Community  
Member

Beth Vonck, Teacher

Debby Wilbanks

Becky Ralls, Special Education  
Teacher

Belinda Jackson, Teacher

Laura Lisiscki, Superintendent

Sharon Irvine, District  
Administrator

# Process

- Summer 2012 Visioning and design teams
  - Drafted characteristics of a high quality teacher
- Advisory Group
  - Reviewed draft characteristics
  - Gathered information on “What is a good teacher” from students
  - Discussed and reviewed student definitions
  - Consulted Danielson, Marzano and Chicago Schools teacher criteria and evaluation models. Read and considered “Simply Better” by Bryan Goodwin definition of high quality teachers.
  - Reviewed draft with instruction and program configuration sub-committees
  - Reviewed district core values to make sure they were fairly represented in the criteria
  - Created final draft in google docs and edited



# Teacher Commitments



COMMITMENT	DESCRIPTION	CORE VALUE
<b>LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Commits to ongoing learning throughout lifetime for self and students</li> <li>• Seeks knowledge, takes initiative, remains current</li> <li>• Reflects and grows in own teaching practice and professionally</li> <li>• Shares their love for learning with their students</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Resilience</li> </ul>
<b>HIGH EXPECTATIONS FOR SELF AND OTHERS</b>	<ul style="list-style-type: none"> <li>• Has a vision for optimal performance</li> <li>• Persistently seeks success and meets it</li> <li>• Coaches and supports ongoing improvement</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> </ul>
<b>POSITIVE RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Builds and sustains positive relationships with students and families</li> <li>• Promotes positive interaction with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Vibrant Family and Community Partnerships</li> <li>• Student Voice and Empowerment</li> </ul>
<b>RICH DIVERSITY EMBRACED</b>	<ul style="list-style-type: none"> <li>• Understands, embraces and engages the rich diversity in the classroom, school and community</li> <li>• Honors all children</li> <li>• Values the heritage of the Willow Run and Ypsilanti School communities</li> <li>• Values and respects multiple perspectives</li> <li>• Culturally proficient</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Student Voice and Empowerment</li> <li>• Vibrant Family and Community Partnerships</li> </ul>

# Teacher Commitments, cont...

<b>STRONG CONTENT AND PEDAGOGICAL KNOWLEDGE</b>	<ul style="list-style-type: none"><li>• Creates and defines learning targets and communicates them effectively to students</li><li>• Knows content well enough to make it explicit, model it, know where it lies in the cradle-to-career spectrum, and assess it in others</li><li>• Uses a broad range of strategies and classroom structures appropriately aligned to the learning targets.</li><li>• Assesses the prior knowledge of students and scaffolds learning to meet grade level expectations.</li><li>• Utilizes national, state, local, and discipline-specific and other standards</li></ul>	<ul style="list-style-type: none"><li>• High Expectations</li></ul>
<b>UNDERSTANDING AND USING DATA</b>	<ul style="list-style-type: none"><li>• Develops and/or selects assessments that match learning targets.</li><li>• Understands and intentionally uses formative assessment in the classroom to inform instruction and students learning.</li><li>• Analyzes and uses standardized assessment data</li><li>• Analyzes and uses classroom and building-level data to make instructional decisions</li></ul>	<ul style="list-style-type: none"><li>• High Expectations</li><li>• Responsibility</li></ul>

# Teacher Commitments, cont....

<b>RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE</b>	<ul style="list-style-type: none"> <li>• Monitors, adjusts and articulates instructional practice on an ongoing basis</li> <li>• Responds to, reflects on and evolves instructional practice</li> <li>• Communicates in timely and effective ways with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Creativity and Innovation</li> </ul>
<b>PARTICIPATES IN AND CREATES A COMMUNITY OF LEARNERS</b>	<ul style="list-style-type: none"> <li>• Builds trust and creates a classroom culture of acceptance, safety and risk taking</li> <li>• Holds students responsible for actions both academically and socially, with reflection time built for the purpose of perspective taking</li> <li>• Actively participates in professional learning communities</li> <li>• Collaborates with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice and Empowerment</li> <li>• Respect</li> </ul>
<b>TAKES RESPONSIBILITY FOR COMMUNITY OUTREACH</b>	<ul style="list-style-type: none"> <li>• Builds relationships with families and appropriate community groups and utilizes them as instructional resources</li> <li>• Inviting people into the classroom and extending out from the classroom</li> <li>• Being aware of community events and happenings</li> <li>• Communicates with community groups</li> </ul>	<ul style="list-style-type: none"> <li>• Vibrant Family and Community Partnerships</li> <li>• Respect</li> </ul>
<b>COLLEGIALITY AND PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>• Adheres to district and school rules and procedures (attendance, timely lesson plans, etc)</li> <li>• Participates in district and school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> </ul>





# Principal Commitments

<b>LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Commits to ongoing learning throughout lifetime for self, staff and students</li> <li>• Seeks knowledge, takes initiative, remains current</li> <li>• Reflects and grows professionally</li> <li>• Shares their love for learning with their students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Resilience</li> </ul>
<b>HIGH EXPECTATIONS FOR SELF AND OTHERS</b>	<ul style="list-style-type: none"> <li>• Has a vision for optimal performance</li> <li>• Persistently seeks success and meets it</li> <li>• Coaches and supports ongoing improvement</li> <li>• Develops clearly defined "SMART" goals</li> <li>• Understands and commits to the full duration of this endeavor from strategic planning to future sustainability</li> <li>• Demonstrates the integrity to foster and maintain only competent and effective staff</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> </ul>
<b>POSITIVE RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Builds and sustains positive relationships with students and families</li> <li>• Promotes positive interaction with faculty, district leaders and colleagues</li> <li>• Promotes and models a safe and supportive learning culture</li> <li>• Communicates expectations clearly</li> <li>• Identifies and promotes leadership qualities in staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Vibrant Family and Community Partnerships</li> <li>• Student Voice and Empowerment</li> </ul>
<b>RICH DIVERSITY EMBRACED</b>	<ul style="list-style-type: none"> <li>• Understands, embraces and engages the rich diversity in the classroom, school and community</li> <li>• Honors all staff, children and families</li> <li>• Values the heritage of the Willow Run and Ypsilanti School communities</li> <li>• Values and respects multiple perspectives and is culturally proficient</li> <li>• Builds and sustains mutual respect and good intent</li> <li>• Maintains high visibility around the school and community</li> <li>• Positive school culture is immediately visible</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Student Voice and Empowerment</li> <li>• Vibrant Family and Community Partnerships</li> </ul>



# Principal Commitments Cont...

<b>EFFECTIVE INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Knows, understands, identifies, and describes effective instructional practices.</li> <li>• Understands and can recognize the broad range of effective instructional strategies and classroom structures appropriately aligned to learning goals.</li> <li>• Understands and can recognize assessment of the prior knowledge of students and the scaffolding of learning to meet grade level expectations.</li> <li>• Understands how to support teaching staff in their development of effective instructional practices.</li> <li>• Supports the utilization of national, state, local, and discipline-specific and other standards</li> <li>• Knows and understands special education laws</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Resilience</li> </ul>
<b>UNDERSTANDING AND USING DATA</b>	<ul style="list-style-type: none"> <li>• Understands and expects faculty to use effective assessment practices</li> <li>• Analyzes and uses standardized assessment data</li> <li>• Analyzes and uses classroom and building-level data to make sound school improvement decisions</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Responsibility</li> </ul>
<b>RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE</b>	<ul style="list-style-type: none"> <li>• Monitors and adjusts leadership practice and behaviors on an ongoing basis based on feedback</li> <li>• Responds to, reflects on and evolves leadership practice</li> <li>• Communicates in timely and effective ways with all stakeholders</li> <li>• Articulates own leadership vision</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Creativity and Innovation</li> <li>• Diversity</li> <li>• Student Voice and Empowerment</li> </ul>

# Principal Commitments Cont....

<b>DISTRIBUTIVE LEADERSHIP</b>	<ul style="list-style-type: none"> <li>• Participates in and creates a community of learners</li> <li>• Maintains and builds healthy and professional relationships</li> <li>• Holds and enacts a collaborative mindset</li> <li>• Promotes teacher coaching and mentoring</li> <li>• Owns student performance</li> <li>• Models leadership principles</li> <li>• Identifies staff strengths, and embraces, encourages and empowers teacher leaders</li> <li>• Uses site-based leadership team in decision-making</li> <li>• Builds trust and creates a school culture of acceptance, safety and risk taking</li> <li>• Actively participates in and leads professional learning communities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice and Empowerment</li> <li>• Respect</li> <li>• Diversity</li> </ul>
<b>RESOURCEFULNESS AND COMMUNITY OUTREACH</b>	<ul style="list-style-type: none"> <li>• Develops community partnerships</li> <li>• Builds relationships with families and appropriate community groups and utilizes them as learning resources</li> <li>• Invites community leaders into the building</li> <li>• Being aware of community events and happenings</li> <li>• Communicates with community groups</li> </ul>	<ul style="list-style-type: none"> <li>• Vibrant Family and Community Partnerships</li> <li>• Respect</li> </ul>
<b>COLLEGIALITY AND PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>• Adheres to district and school rules and procedures (attendance, meets deadlines, etc)</li> <li>• Participates in district and school initiatives</li> <li>• Upholds and promotes the district vision in a positive light</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• High Expectations</li> <li>• Respect</li> </ul>

# Guiding Principles



1. High expectations for ALL learners
2. Evidence-based “best” practices while allowing for innovation and creativity
3. Family and community partnerships
4. Student voice and empowerment
5. Responsibility, efficiency and financial viability

# Next Steps

1. Identify evidence that will be used in selection process
2. Send out survey to all teachers asking for their input on the evidence and selection process
3. Develop selection process and timeline and finalize the evidence and criteria for selection

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# Considerations

- These commitments could be used as a guide or template for the development of other positions throughout the district
  - The selection process, teacher development model and evaluation system should all be aligned to this set of commitments so we have a cohesive system.
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# Questions?

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# Design Pillars

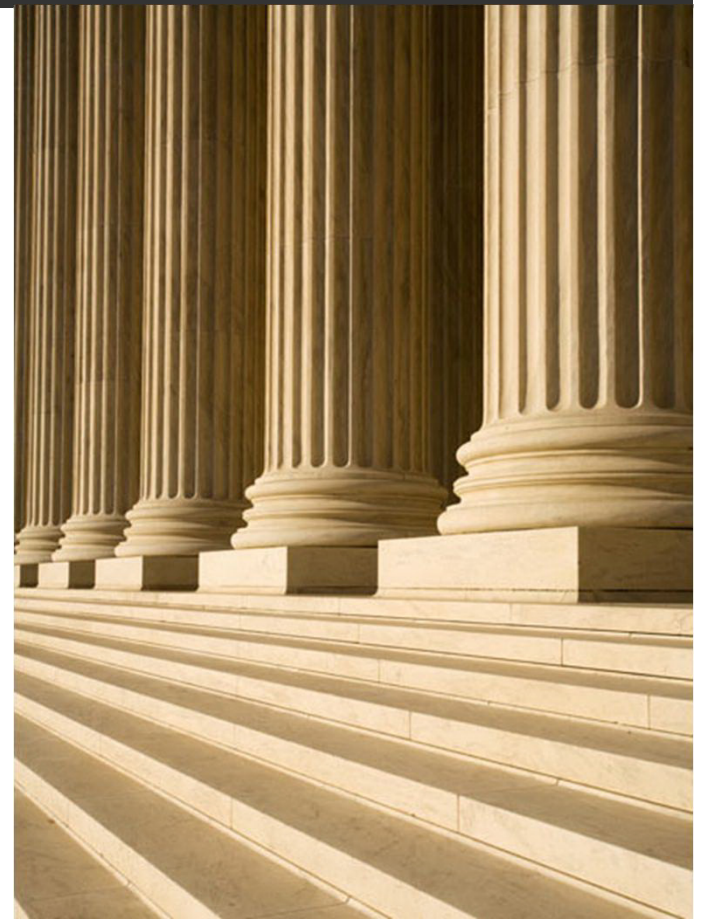
**Birth Through Kindergarten Entry**

**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**





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# Core Values

Diversity

High Expectations  
for All Students

Student Voice  
and  
Empowerment

Vibrant Family  
and Community  
Partnerships

Educational  
Excellence

Resilience

Creativity and  
Innovation

Respect

Responsibility

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