					N	umber o	f Student	s				
Grade Level		Year 1 Year 2 Year 3 Year 4 2017 2018 2019 2020		20	Year 5 2021		Capacity 2026					
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	40		40		40	5-	40		40		40	
1	50		40		40		40		40		40	1
2	25	1	50		40		40		40		40	1
3	25		25		50		40		40		40	
4	25		25		25		50		40		40	1
5			25		25		25		50		40	
6			1		25		25		25		40	1.4
7			1	10.000			10.000	1.0 10			40	the second
8	10	1					T				40	(
Totals	165		205		245		260		275		360	

Alaka`i O Kaua`i Charter School Enrollment Plan – K-6

Attachment B - Enrollment Justification

2. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B.**

The demographics for Kauai school-age students are as follows:

Subject	Number	Percent
AGE		
Total population	67,091	100.0
Under 5 years	4,281	6.4
5 to 9 years	4,179	6.2
10 to 14 years	4,055	6.0
15 to 19 years	4,146	6.2

Source: http://arch.k12.hi.us,

According to this graphic, there are about 5,500 students between the ages of 5-11. Kauai is not broken down in population of areas, but the six DOE schools, plus two private schools, two charter schools and home school students will be able to fill our school. All six of the schools that will feed into us are at capacity.

Complex	Student Enrollment Total	SPED	ELL	Free & Reduced Lunch
Kapaa – Kapaa Elementary K-5	889	7.1%	6.5%	64.5%
Kauai – Wilcox School K-5	807	7.1%	6.0%	50.6%
Kauai – King Kaumualii School K-5	593	6.9%	11.2%	57.3%
Waimea – Kalaheo Elementary School K-5	472	7.4%	Not reported	44.3%
Waimea – Koloa School k-5	384	4.6%	6.6%	48.2%
Waimea- Ele`ele School k-5	461	7.2%	7.7%	53.7%

Charter

- Kawaikini Charter School -141- Hawaiian Immersion
- Kanuikapono Charter School -201 Hawaiian Project -base

Private

- Island School (private)- 367
- St. Catherine School (private)- 162
- Olelo Christian Academy (private)- 28

Source:

http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.asp

Attached is the list of intent to enroll which is on our excel sheet and not translating well to this word.doc or pdf.

	_		
Corey Anne De Santis	4	1st; 3rd; 5th; 7th	
christine robin hendrickson	2	adan hendrickson,6th grade	ari hendrickso
julia smart	2	aiden smart, grade 7	alex smart, 5
Sarah Guillerman Dooley	1	Alana, Kindergarten	
Writen - Rachelle Clemmy	1	Anele Attix Age 3	
Benjamin Prichard	2	Anneli, 2rd Grade	Kuuipo, 2nd G
Minna Freeman	2	Anneli, 3rd.	Kuuipo, 3rd.
Joanna Wheeler	1	Ariana Wheeler pre k (born june 30,2011)	
Erin Gaines	2	Asher Kindergarten	Fia 2nd Grade
Meredith Friedman	1	Ayden Teraoka, 2nd grade	
Mana Jampa	1	Bodhi 5yrs	Bodhi Jampa
Dawn Worley	2	callie Worley, pre K	Ashlyn Worley
Elizabeth Sancho	2	Camila, kindergarten	Helena, first gr
Cheryl Garma	1	Caylee, 3rd grade	
Sonrisa Stepath	2	Cecilia, 2	Alexander, pre
Hilda morales	1	Charlotte ixchel kailani ku morales-Widmer	
Rose Simon	2	Coby, 7th grade	Christian, 5th {
Corissa Kopmann	1	Connor 6th grade	
Patricia Agustin Melendez	1	Danya, 2nd grade	
Vicki Cano-Braman	1	David Braman, 3rd grade	
Desiree Wakuta-Matsuda	2	Emily, 1st Grade	Grant, 4th Gra
Jessica Hollies	1	Eva Alohilani, 2nd Grade	
Jenni Batalucco	3	Evan 6th grade	Ella 3rd grade
Shannon McHenry	2	Evan, 7th	Cheyenne 10tł
Rita Manderfeld	1	Evelyn , Kindergarten	
Erin Medeiros	1	Evora 1st grade	
Dr. Kathleen Scarbo	2	Finnegan, Kindrgarten	Adelaide, 1st g
carlie gill	1	Hallie Gill, 1st grade	, L
Collin Darrell	2	Harper 1st grade	Paxton 1st gra
Nicola & Robert Sherrill	2	Hudson, Kindergarten	Scarlet, 1st Ga
Written - Stephanie Kgrieger	1	Hunter Aiva - Grade Grade 2	
Karla Palamanos Bollmann	2	Ian Bollmann, 5th grade	Mateo, 1st gra
Stacey Lindberg	4	Imani, tenth grade	Abraham and
Sarah rhinelander	2	Itanu, kindergarten	Graciella, seco
Kelli Bowen	1	Jade, first grade	Gradiena, seco
Melissa Saalfeld	2	Jakob, 4th	Bodhi, preschc
Maroesjka Pedersen	1	Jazmine Pedersen- Kindergarten	bouin, present
Wardesjka i Edersen	т	Jessie Young, Preschool, would start Fall of	Tyler Young, P
John Young	2	2017	2017
Lia E Richards	4	Joseph,8th	Jakob,7th
			·

Hosanna Snyder	1	Judah, Kindergarten	
Sheila Calcagno	1	Kaheleilani Kanos, 8th	8th
Miranda Dornfeld	1	Kai Dornfeld, 2nd grade	
Patricia Brooks	2	kailana, preschool	noelani , presc
	2		nocium, prese
robert demond	3	kainoa demond preschool	kaleo demond
Donna Apilado-Schumacher	1	Keale Schumacher, 3rd. Grade	
Yvette Togikawa	2	Keani Eight Grade	Leiala Senior
Karla Villanueva-Bernal	2	Kilian, preschool	Riley, Kinderga
Shannon Rasmussen	2	Kona 3rd grade	Sage, 11th gra
Sherry Dire	2	Lauren Freundt	Ashley Freund
Jennifer Henderson	2	Leela , 6th	Narayan, 1st
Jennifer Schwartz	1	Levi, Kindergarten	
Vanessa Palamanos	2	Luisa -3rd grade	Julia-Pre-K
Tedra Baymiller	1	Luna Baymiller, First Grade	
Roberta Johnson	2	Madeline, 2nd Grade	Piper, Pre K
Kristen Jung	2	Mailah Jung, Second Grade	Levi Jung, Kind
Stuart Rosenthal	1	Makani, 6th	
Donna Daum	2	Makayla, 1st Grade	Cody, Prescho
Written - Kristen Jung	2	Malah Jung - Grade 2	Levi - Kinderga
jacqueline leineweber	1	Mia, kindergarten	
stacey lindberg	3	mosiah, 3rd grade	abraham, 5th į
Katherine Margaret Muzik		N/A	
Sherry Tancayo	2	Noel 10th	Mele. 4th
Amalia Gray	2	Noelani Gray Kindergarden	Nakoa Gray 2n
Leilani Smith	2	Oliver, Kindergarden	Luna, Preschoo
Aina Mei Koppel	3	Omar, 6th grade	Levi, 2nd grade
Amber Hartnell	1	Orus Hartnell-Haramein, grade 4	
Jesica Matsuoka	2	Phoenix, 6th grade	Finn, 2nd grad
Laura Sabbe	1	Phoenix, Kindegarten	
Kelly Lealani French	1	Preschool Level DOB 8.27.14	
Jamie Marie Baldwin	1	Raegan, kindergarten	
Karla P Villanueva-Bernal	2	Riley Bernal, Kindergarten	Kilian Bernal, F
Siobhan Thielen	2	Rio Thielen, Preschool-Kindergarten	Noah Thielen,
Jessica bever	3	Rowan bever K	nai'a bever 2n
Justine Bennett	2	Rowan, 1st grade	Zachary, 3rd g
lina skinner	1	Ryan skinner, 5th grade	
Katie Mae Carlson	2	Sereniti 7	Koda 5
Written - Katie Cailson	2	Sereniti - Age 12	Koda Age 11
kimberly Acierto	1	Sunny Acierto grade 1	-
Elizabeth Reeves	2	Sylvan Reeves, 3rd grade	Nimai Reeves,
Sarah Mecagni-Bogner	2	Tatum Bogner, 3rd grade	Taelynn Bogne
Jessa Wells	1	Teoni Wells-Palacio, Pre-school	<i>,</i> , , , , , , , , , , , , , , , , , ,

Ann Marie Williamson	1	Travis, 2nd grade	
Written - Jessica Williams	2	Tristan - Grade 3	Sienna - Kinde
rachel geringer	1	Turtle Dybul, kindergarden	
Kimi W. Nagahisa	2	Veronica Nagahisa, 3rd grade	Keahiokalani L
KAPLAN BUNCE	2	Violet 5th grade	Clover 2nd gra
Writen - Amanda Wilson	1	Wilder Swift, Kindergarden	
Samantha Norton	1	William, prek	
Bard Widmer	2	Xochitl, kindergarden/1st grade	
Antonella Balajadia	1	Zariah, Kindergarten	
Parent Names	Child Count		
TOTAL CHILDREN			
INTERESTED	153		

There are 12 additional students on our new website for a total of 165 students.

Section II. A. 3 – School Data

Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

According to the 2013 Kauai County United States Census bureau, an estimated 69,512 people live on the island of Kauai. Alaka'i O Kaua'i may draw from the following DOE public schools which are at capacity or overcroweded (according to Bill Arakaki, Kauai Superintendent). In addition, there are possible students at private and charter schools they may choose to come to Alakai O Kauai.

http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.aspx

Public Elementary Schools (year 1 K-4, year 2 K-5)

- Kapaa Complex Kapaa Elementary School 889
- Kauai Complex Elsie H Wilcox Elementary School 807
- Waimea Complex Koloa Elementary School 384
- Kauai Complex King Kaumualii Elementary School 593
- Waimea Complex Ele`ele Elementary School 461
- Waimea Complex Kalaeho Elementary School 472

Public Middle Schools (by year three, add grade 6)

- Chiefess Kamakahelei Middle School 953
- Waimea Canyon Middle School 427
- Kapaa Middle School 647

Public Charter Schools

- Kawaikini Charter School -141– Hawaiian Immersion
- Kanuikapono Charter School -201 Hawaiian Project -base

Private Schools

- Island School (private)- 367
- St. Catherine School (private)- 162
- Olelo Christian Academy (private)- 28

ELA Continuum of Learning									
K - Grade 2Grades 3-5Grades 6-8									
"Learning to Read"	"Reading to Learn"	"Complex Analysis and Problem- Solving"							

English Language Arts

Primary Grades (Kindergarten – Grade 2): "Learning to Read"

The goal of the literacy program in the primary grades is learning to read, learning to write, and learning to use speaking and listening skills to communicate. This prepares students for the next stage of literacy, "Reading to Learn."

In the primary grades, K–2, students apply knowledge of phonics when attempting to read unknown words. As students move from Kindergarten to 2nd grade, they learn to identify and apply knowledge of phonics ranging from consonant sounds, vowel sounds and irregular patterns to decode words. Students first learn to fix reading mistakes by looking at the pictures and initial and final consonants and eventually learn to use their knowledge of letter sounds, words, and sentences to read unknown words. By the end of 2nd grade, students will recognize at least 200 words automatically in text. Students will learn to read text at a rate that is conversational and with expression. Students will show their understanding of literary and informational text by summarizing, making connections between the pictures and story and identifying important facts. Students' vocabulary will expand in all subject areas through discussion of text that they listen to or read independently. Students will learn to express their understanding of text orally and in writing. Students will read more challenging texts and materials as they progress through grade levels. Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Kindergarten

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable students to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. In kindergarten, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

• With help from the teacher, students retell stories, including key details.

• With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

Reading for Information

- With help from the teacher, students ask and answer questions about key details in a text.
- With help from the teacher, students identify what person, place, thing, or idea a picture shows.

Writing

• Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.

Grade 1

In grade one, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students retell stories, including key details, and show that they understand the lesson or moral of a story.
- Students identify who is telling the story at various points in a text.

Reading for Information

- Students ask and answer questions about key details in a text.
- Students use the illustrations and details in a text to describe key ideas. *Writing*
- Students name a topic and supply some facts about the topic.
- Students provide some sense of closure.

Grade 2

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Writing tasks in grade two may include stories, essays, reports, and persuasive paper.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading for Information

- Students ask and answer such questions as , and to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful. *Writing*
- Students introduce a topic and use facts and definitions to develop points.
- Students provide a concluding statement or section.

Intermediate Grades (Grades 3-5): "Reading to Learn"

By the time a child reaches Grade 3, s/he should be reading and writing fairly fluently. Thus, the focus of literacy instruction is on using reading, writing and speaking as tools for learning (acquiring, interpreting, and analyzing information and ideas, and creating new ideas). This prepares students for the next stage of literacy, "Complex Analysis and Problem-Solving."

At the intermediate level, grades 3–5, students will experience a wide range of reading materials. Attention will be devoted to instruction of both literary and informational text. Literary text includes short stories, mysteries, realistic fiction, chapter books, fairy tales, myths, poetry and plays. Informational text study will include content related to social studies, health, and science units. Students will learn to read textbooks, biographies, online materials, functional documents such as maps, recipes, and directions. Intermediate students read silently at a good rate and automatically use a wide range of word-solving strategies while focusing on meaning. In oral reading, students will continue to read with accuracy and expression. Readers will learn to adjust their rate of reading based on the type of text and their purpose for reading. Readers will learn to monitor their comprehension by recognizing when they lose understanding, and are then able to apply different strategies to regain meaning. Vocabulary instruction will focus on teaching students various ways to unlock the meaning of unfamiliar words. Students will learn to express their understanding of text orally and in writing.

Grade 3

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. In grade three, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.
- Students distinguish their own point of view from that of the narrator or those of the characters.

Reading for Information

- Students ask and answer questions about what they read by referring directly to parts of the text.
- Students use information gained from images or illustrations.

Writing

• Students introduce a topic and use facts, definitions, and details to develop points.

- Students provide a concluding statement or section.
- Students group related information together.

Grade 4

In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text.

In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. In grade four, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students determine the theme of a story, play, or poem from details in the text and summarize the text.
- Students compare and contrast the point of view from which different stories are told, including the difference between first- and thirdperson accounts.

Reading for Information

- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

Writing

- Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within categories of information using words and phrases such as another, for example, also, and because.
- Students use precise language and subject-specific vocabulary.

Grade 5

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. In grade five, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.
- Students describe how a narrator's or speaker's point of view influences how events are described.

Reading for Information

- Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

- Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially)
- Students use precise language and subject-specific vocabulary.

Grade 6

In Grade 6, students will learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students will read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students will analyze both the structure and content of complex, grade-appropriate text. Students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. In grade six, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to...

Reading Literature

- Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments.
- Students explain how an author develops the point of view of the narrator or speaker in a text.

Reading for Information

• Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.

• Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue.

Writing

- Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from the information or explanation presented.
- Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.
- Students use appropriate transitions to clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary.
- Students establish and maintain a formal writing style.

As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers. Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
STRAND: READING LITERATURE			TOPIC: Key Ideas and Details				
K.RL.1 W th prompt ng and support, ask and answer quest ons about key deta s n a text.	1.RL.1 Ask and answer quest ons about key deta s n a text.	2.RL.1 Ask and answer such quest ons as who, what, where, when, why, and how to demonstrate understand ng of key deta s n a text.	3.RL.1 Ask and answer quest ons to demonstrate understand ng of a text, referr ng exp c t y to the text as the bas s for the answers.	4.RL1 Refer to deta s and examp es n a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	5.RL.1 Quote accurate y from a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	6.RL.1 C te textua ev dence to support ana ys s of what the text says exp c t y as we as nferences drawn from the text.	
K.RL.2 W th prompt ng and support, rete fam ar stor es, nc ud ng key deta s.	1.RL.2 Rete stor es, nc ud ng key deta s, and demonstrate understand ng of the r centra message or esson.	2.RL.2 Recount stor es, nc ud ng fab es and fo kta es from d verse cu tures, and determ ne the r centra message, esson, or mora .	3.RL.2 Recount stor es, nc ud ng fab es, fo kta es, and myths from d verse cu tures; determ ne the centra message, esson, or mora and exp a n how t s conveyed through key deta s n the text.	4.RL.2 Determ ne a theme of a story, drama, or poem from deta s n the text; summar ze the text.	5.RL.2 Determ ne a theme of a story, drama, or poem from deta s n the text, nc ud ng how characters n a story or drama respond to cha enges or how the speaker n a poem ref ects upon a top c; summar ze the text.	6.RL.2 Determ ne a theme or centra dea of a text and how t s conveyed through part cu ar deta s; prov de a summary of the text d st nct from persona op n ons or judgments.	
K.RL.3 W th prompt ng and support, dent fy characters, sett ngs, and major events n a story.	1.RL.3 Descr be characters, sett ngs, and major events n a story, us ng key deta s.	2.RL.3 Descr be how characters n a story respond to major events and cha enges.	3.RL.3 Descr be characters n a story (e.g., the r tra ts, mot vat ons, or fee ngs) and exp a n how the r act ons contr bute to the sequence of events.	4.RL.3 Descr be n depth a character, sett ng, or event n a story or drama, draw ng on spec f c deta s n the text (e.g., a character's thoughts, words, or act ons).	5.RL.3 Compare and contrast two or more characters, sett ngs, or events n a story or drama, draw ng on spec f c deta s n the text (e.g., how characters nteract).	6.RL.3 Descr be how a part cu ar story's or drama's p ot unfo ds n a ser es of ep sodes as we as how the characters respond or change as the p ot moves toward a reso ut on.	
STRAND: READING	LITERATURE		TOPIC: Craft and Str	ructure			
K.RL.4 Ask and answer quest ons about unknown words n a text	1.RL.4 Ident fy words and phrases n stor es or poems that suggest fee ngs or appea to the senses.	2.RL.4 Descr be how words and phrases (e.g., regu ar beats, a terat on, rhymes, repeated nes) supp y rhythm and mean ng n a story, poem, or song.	3.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, d st ngu sh ng tera from non tera anguage.	4.RL4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng those that a ude to s gn f cant characters found n mytho ogy (e.g., Hercu ean).	5.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve anguage such as metaphors and s m es.	6.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve and connotat ve mean ngs; ana yze the mpact of a spec f c word cho ce on mean ng and tone.	

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
KIRUEI garten K.RL.5 Recogn ze common types of texts (e.g., storybooks, poems)	I.RL5 Exp a n major d fferences between books that te stor es and books that g ve nformat on, draw ng on a w de read ng of a range of text types.	2.RL.5 Descr be the overa structure of a story, nc ud ng descr b ng how the	3.RL.5 Refer to parts of stor es, dramas, and poems when wr t ng or speak ng about a text, us ng terms such as	4.RL.5 Exp a n major d fferences between poems, drama, and prose, and refer to the structura e ements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, sett ng descr pt ons, d a ogue, stage d rect ons) when wr t ng or speak ng about a text.	5.RL.5 Exp a n how a ser es of chapters, scenes, or stanzas f ts together to prov de the overa structure of a part cu ar story, drama, or poem.	6.RL.5 Ana yze how a part cu ar sentence, chapter, scene, or stanza f ts nto the overa structure of a text and contr butes to the deve opment of the theme, sett ng, or p ot.
K.RL.6 W th prompt ng and support, name the author and ustrator of a story and def ne the ro e of each n te ng the story.	1.RL.6 Ident fy who s te ng the story at var ous po nts n a text	2.RL.6 Acknow edge d fferences n the po nts of v ew of characters, nc ud ng by speak ng n a d fferent vo ce for each character when read ng d a ogue a oud.	3.RL.6 D st ngu sh the r own po nt of v ew from that of the narrator or those of the characters.	4.RL.6 Compare and contrast the po nt of v ew from wh ch d fferent stor es are narrated, nc ud ng the d fference between f rst- and th rd-person narrat ons.	5.RL.6 Descr be how a narrator's or speaker's po nt of v ew nf uences how events are descr bed.	6.RL.6 Exp a n how an author deve ops the po nt of v ew of the narrator or speaker n a text.
STRAND: READING	LITERATURE		TOPIC: Integration of	of Knowledge and Ide	as	la ser a ser
K.RL.7 W th prompt ng and support, descr be the re at onsh p between ustrat ons and the story n wh ch they appear (e.g., what moment n a story an ustrat on dep cts).	1.RL7 Use ustrat ons and deta s n a story to descr be ts characters, sett ng, or events.	2.RL.7 Use nformat on ga ned from the ustrat ons and words n a pr nt or d g ta text to demonstrate understand ng of ts characters, sett ng, or p ot.	3.RL.7 Exp a n how spec f c aspects of a text's ustrat ons contr bute to what s conveyed by the words n a story (e.g., create mood, emphas ze aspects of a character or sett ng).	4.RL.7 Make connect ons between the text of a story or drama and a v sua or ora presentat on of the text, dent fy ng where each vers on ref ects spec f c descr pt ons and d rect ons n the text.	5.RL.7 Ana yze how v sua and mu t med a e ements contr bute to the mean ng, tone, or beauty of a text (e.g., graph c nove ; mu t med a presentat on of f ct on, fo kta e, myth, poem).	6.RL.7 Compare and contrast the exper ence of read ng a story, drama, or poem to sten ng to or v ew ng an aud o, v deo, or ve vers on of the text, nc ud ng contrast ng what they "see" and "hear" when read ng the text to what they perce ve when they sten or watch.
K.RL.9 W th prompt ng and support, compare and contrast the adventures and exper ences of characters n fam ar stor es	1.RL9 Compare and contrast the adventures and exper ences of characters n stor es.	2.RL.9 Compare and contrast two or more vers ons of the same story (e.g., C ndere a stor es) by d fferent authors or from d fferent cu tures.	3.RL.9 Compare and contrast the themes, sett ngs, and p ots of stor es wr tten by the same author about the same or s m ar characters (e.g., n books from a ser es).	4.RL.9 Compare and contrast the treatment of s m ar themes and top cs (e.g., oppos t on of good and ev) and patterns of events (e.g., the quest) n stor es, myths, and trad t ona terature from d fferent cu tures.	5.RL.9 Compare and contrast stor es n the same genre (e.g., myster es and adventure stor es) on the r approaches to s m ar themes and top cs.	6.RL.9 Compare and contrast texts n d fferent forms or genres (e.g., stor es and poems; h stor ca nove and fantasy stor es) n terms of the r approaches to s m ar themes and top cs.

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence									
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6			
K.RL.10 Act ve y engage n group read ng act v t es w th purpose and understand ng.	1.RL.10 W th prompt ng and support, read prose and poetry of appropr ate comp ex ty for grade 1.		3.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, at the h gh end of the grades 2–3 text comp ex ty band ndependent y and prof c ent y.	4.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, n the grades 4–5 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.	5.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, at the h gh end of the grades 4–5 text comp ex ty band ndependent y and prof c ent y.	6.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poems, n the grades 6–8 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.			
STRAND: READING	INFORMATIONAL		TOPIC: Key Ideas an	d Details	in the second second	The state of the state of the			
K.RI.1 W th prompt ng and support, ask and answer quest ons about key deta s n a text.		2.Rl.1 Ask and answer such quest ons as who, what, where, when, why, and how to demonstrate understand ng of key deta s n a text.	3.Rl.1 Ask and answer quest ons to demonstrate understand ng of a text, referr ng exp c t y to the text as the bas s for the answers.	4.Rl.1 Refer to deta s and examp es n a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	5.Rl.1 Quote accurate y from a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	6.Rl.1 C te textua ev dence to support ana ys s of what the text says exp c t y as we as nferences drawn from the text.			
K.RI.2 W th prompt ng and support, dent fy the man top c and rete key deta s of a text.	I.RI.2 Ident fy the man top c and rete key deta s of a text.	2.RI.2 Ident fy the man top c of a mu t paragraph text as we as the focus of spec f c paragraphs w th n the text.	3.RI.2 Determ ne the man dea of a text; recount the key deta s and exp a n how they support the man dea.	4.RI.2 Determ ne the man dea of a text and exp a n how t s supported by key deta s; summar ze the text.	5.RI.2 Determ ne two or more man deas of a text and exp a n how they are supported by key deta s; summar ze the text.	6.RI.2 Determ ne a centra dea of a text and how t s conveyed through part cu ar deta s; prov de a summary of the text d st nct from persona op n ons or judgments.			
K.RI.3. W th prompt ng and support, descr be the connect on between two nd v dua s, events, deas, or p eces of nformat on n a text.	I.RI.3 Descr be the connect on between two nd v dua s, events, deas, or p eces of nformat on n a text.	2.RI.3 Descr be the connect on between a ser es of h stor ca events, sc ent f c deas or concepts, or steps n techn ca procedures n a text.	3.RI.3 Descr be the re at onsh p between a ser es of h stor ca events, sc ent f c deas or concepts, or steps n techn ca procedures n a text, us ng anguage that perta ns to t me, sequence, and cause/effect.	4.RI.3 Exp a n events, procedures, deas, or concepts n a h stor ca, sc ent f c, or techn ca text, nc ud ng what happened and why, based on spec f c nformat on n the text.	5.RI.3 Exp a n the re at onsh ps or nteract ons between two or more nd v dua s, events, deas, or concepts n a h stor ca, sc ent f c, or techn ca text based on spec f c nformat on n the text.	6.RI.3 Ana yze n deta how a key nd v dua , event, or dea s ntroduced, ustrated, and e aborated n a text (e.g., through examp es or anecdotes).			
STRAND: READING	INFORMATIONAL		TOPIC: Craft and Str	ructure					
K.RI.4 W th prompt ng and support, ask and answer quest ons about unknown words n a text.	I.RI.4 Ask and answer quest ons to he p determ ne or c ar fy the mean ng of words and phrases n a text.	2.RI.4 Determ ne the mean ng of words and phrases n a text re evant to a grade 2 top c or subject area.	3.Rl.4 Determ ne the mean ng of genera academ c and doma n- spec f c words and phrases n a text re evant to a grade 3 top c or subject area.	4.RI.4 Determ ne the mean ng of genera academ c and doma n- spec f c words or phrases n a text re evant to a grade 4 top c or subject area.	5.RI.4 Determ ne the mean ng of genera academ c and doma n- spec f c words and phrases n a text re evant to a grade 5 top c or subject area.	6.RI.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve, connotat ve, and techn ca mean ngs.			

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence									
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6			
K.RI.5 Ident fy the front cover, back cover, and t t e page of a book	to ocate key facts or nformat on n a text	pr nt, subhead ngs, g ossar es, ndexes, e ectron c menus, cons) to ocate key facts or nformat on n a text eff c ent y.	3.RI.5 Use text features and search too s (e.g., key words, s debars, hyper nks) to ocate nformat on re evant to a g ven top c eff c ent y.	4.RI.5 Descr be the overa structure (e.g., chrono ogy, compar son, cause/effect, prob em/so ut on) of events, deas, concepts, or nformat on n a text or part of a text.	5.RI.5 Compare and contrast the overa structure (e.g., chrono ogy, compar son, cause/effect, prob em/so ut on) of events, deas, concepts, or nformat on n two or more texts.	6.RI.5 Ana yze how a part cu ar sentence, paragraph, chapter, or sect on f ts nto the overa structure of a text and contr butes to the deve opment of the deas.			
K.RI.6 Name the author and ustrator of a text and def ne the ro e of each n present ng the deas or nformat on n a text.	I.RI.6 D st ngu sh between nformat on prov ded by p ctures or other ustrat ons and nformat on prov ded by the words n a text	2.RI.6 Ident fy the man purpose of a text, nc ud ng what the author wants to answer, exp a n, or descr be.	3.RI.6 D st ngu sh the r own po nt of v ew from that of the author of a text.	4.RI.6 Compare and contrast a f rsthand and secondhand account of the same event or top c; descr be the d fferences n focus and the nformat on prov ded	5.RI.6 Ana yze mu t p e accounts of the same event or top c, not ng mportant s m ar t es and d fferences n the po nt of v ew they represent.	6.RI.6 Determ ne an author's po nt of v ew c purpose n a text and exp a n how t s conveyed n the text.			
STRAND: READING	INFORMATIONAL		TOPIC: Integration of	of Knowledge and Ide	as				
K.RI.7 W th prompt ng and support, descr be the re at onsh p between ustrat ons and the text n wh ch they appear (e.g., what person, p ace, th ng, or dea n the text an ustrat on dep cts).	I.RI.7 Use the ustrat ons and deta s n a text to descr be ts key deas.	2.RI.7 Exp a n how spec f c mages (e.g., a d agram show ng how a mach ne works) contr bute to and c ar fy a text.	3.RI.7 Use nformat on ga ned from ustrat ons (e.g., maps, photographs) and the words n a text to demonstrate understand ng of the text (e.g., where, when, why, and how key events occur).	4.RI.7 Interpret nformat on presented v sua y, ora y, or quant tat ve y (e.g., n charts, graphs, d agrams, t me nes, an mat ons, or nteract ve e ements on Web pages) and exp a n how the nformat on contr butes to an understand ng of the text n wh ch t appears.	5.RI.7 Draw on nformat on from mu t p e pr nt or d g ta sources, demonstrat ng the ab ty to ocate an answer to a quest on qu ck y or to so ve a prob em eff c ent y.	6.RI.7 Integrate nformat on presented n d fferent med a or formats (e.g., v sua y, quant tat ve y) as we a n words to deve op a coherent understand n of a top c or ssue.			
K.RI.8 W th prompt ng and support, dent fy the reasons an author g ves to support po nts n a text.	1.Rl.8 Ident fy the reasons an author g ves to support po nts n a text.	2.Rl.8 Descr be how reasons support spec f c po nts the author makes n a text.	3.RI.8 Descr be the og ca connect on between part cu ar sentences and paragraphs n a text (e.g., compar son, cause/effect, f rst/second/th rd n a sequence).	4.RI.8 Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text.	ev dence to support part cu ar po nts n a text, dent fy ng wh ch reasons and ev dence support wh ch po nt(s).	6.RI.8 Trace and eva uate the argument and spec f c c a ms n a text, d st ngu sh ng c a ms that are supported by reasons and ev dence from c a ms that are not.			
K.RI.9 W th prompt ng and support, dent fy bas c s m ar t es n and d fferences between two texts on the same top c (e.g., n ustrat ons, descr pt ons, or procedures).	I.RI.9 Ident fy bas c s m ar t es n and d fferences between two texts on the same top c (e.g., n ustrat ons, descr pt ons, or procedures).	2.RI.9 Compare and contrast the most mportant po nts presented by two texts on the same top c.	3.RI.9 Compare and contrast the most mportant po nts and key deta s presented n two texts on the same top c.	4.RI.9 Integrate nformat on from two texts on the same top c n order to wr te or speak about the subject know edgeab y.	5.RI.9 Integrate nformat on from severa texts on the same top c n order to wr te or speak about the subject know edgeab y.	6.RI.9 Compare and contrast one author's presentat on of events w th that of another (e.g., a memo r wr tten by and a b ography on the same person).			

Vindorgenter	Grade 1	Core State Sandards Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Kindergarten		Grade Z	1.515.115 6.			Grade 6	
STRAND: READING	State Carlos States States States States		STATE THE PARTY OF A DESIGN OF	ading and Level of Te			
K.RI.10 Act ve y engage n group read ng act v t es w th purpose and understand ng.	I.RI.10 W th prompt ng and support, read nformat ona texts appropr ate y comp ex for grade 1.	2.RI.10 By the end of year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, n the grades 2–3 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.	3.RI.10 By the end of the year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, at the h gh end of the grades 2–3 text comp ex ty band ndependent y and prof c ent y.	4.RI.10 By the end of year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, n the grades 4–5 text comp ex ty band prof c ent y, w th scaffo d ng as necessary at the h gh end of the range.	5.RI.10 By the end of the year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, at the h gh end of the grades 4–5 text comp ex ty band ndependent y and prof c ent y.	6.RI.10 By the end of the year, read and comprehend terary nonf ct on n the grades 6–8 text comp ex ty band prof c ent y, w th scaffo d ng as needed a the h gh end of the range.	
STRAND: READING	FOUNDATIONAL		TOPIC: Print Concept	ots			
K.RF.1 Demonstrate understand ng of the organ zat on and bas c features of pr nt.	1.RF.1 Demonstrate understand ng of the organ zat on and bas c features of pr nt.						
a) Fo ow words from eft to r ght, top to bottom, and page by page.							
b) Recogn ze that spoken words are represented n wr tten anguage by spec f c sequences of etters.							
C) Understand that words are separated by spaces n pr nt							
d) Recogn ze and name a upper- and owercase etters of the a phabet.							
STRAND: READING	FOUNDATIONAL		TOPIC: Phonologica	Awareness			
K.RF.2 Demonstrate understand ng of spoken words, sy ab es, and sounds (phonemes).	1.RF.2 Demonstrate understand ng of spoken words, sy ab es, and sounds (phonemes).						
 a) Recogn ze and produce rhym ng words. 	 a) D st ngu sh ong from short vowe sounds n spoken s ng e- sy ab e words. 						

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Contraction of the second second				Arts: K-6 Scope an		
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
b) Count, pronounce, b end, and segment sy ab es n spoken words	 b) Ora y produce s ng e-sy ab e words by b end ng sounds (phonemes), nc ud ng consonant b ends. 					
C) B end and segment onsets and r mes of s ng e-sy ab e spoken words.	 c) Iso ate and pronounce n t a, med a vowe, and f na sounds (phonemes) n spoken s ng e- sy ab e words. 					
d) Iso ate and pronounce the n t a , med a vowe , and f na sounds (phonemes) n three- phoneme (consonant - vowe - consonant, or CVC) words.*	 d) Segment spoken s ng e-sy ab e words nto the r comp ete sequence of nd v dua sounds (phonemes). 					
e) Add or subst tute nd v dua sounds (phonemes) n s mp e, one-sy ab e words to make new words.						
STRAND: READING	FOUNDATIONAL		TOPIC: Phonics and	Word Recognition		
K.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	1.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	2.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	3.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	4.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	5.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	
 a) Demonstrate bas c know edge of etter- sound correspondences by produc ng the pr mary or most frequent sound for each consonant. 	 a) Know the spe ng- sound correspondences for common consonant d graphs (two etters that represent one sound). 	 a) D st ngu sh ong and short vowe s when read ng regu ar y spe ed one-sy ab e words 	a) Ident fy and know the mean ng of the most common pref xes and der vat ona suff xes.	 a) Use comb ned know edge of a etter-sound correspondences, sy ab cat on patterns, and morpho ogy (e.g., roots and aff xes) to read accurate y unfam ar mu t sy ab c words n context and out of context. 	a) Use comb ned know edge of a etter-sound correspondences, sy ab cat on patterns, and morpho ogy (e.g., roots and aff xes) to read accurate y unfam ar mu t sy ab c words n context and out of context.	

Via denormation	Crede 1	Grade 2	Grade 3	Grade 4	Grade 5	Cuedo C
Kindergarten	Grade 1		NE SECTOR DE	Grade 4	Grade 5	Grade 6
 b) Assoc ate the ong and short sounds w th the common spe ngs (graphemes) for the f ve major vowe s. 	b) Decode regu ar y spe ed one-sy ab e words.	 b) Know spe ng-sound correspondences for add t ona common vowe teams. 	b) Decode words w th common Lat n suff xes.			
c) Read common h gh- frequency words by s ght. (e.g., the, of, to, you, she. my, s, are, do, does).	c) Know f na -e and common vowe team convent ons for represent ng ong vowe sounds.	c) Decode regu ar y spe ed two-sy ab e words w th ong vowe s	c) Decode mut sy ab e words.			
d) D st ngu sh between s m ar y spe ed words by dent fy ng the sounds of the etters that d ffer.	every sy ab e must have a vowe sound to determ ne the number of sy ab es n a pr nted word.	 d) Decode words w th common pref xes and suff xes. 	 d) Read grade- appropr ate rregu ar y spe ed words. 			
	 e) Decode two-sy ab e words fo ow ng bas c patterns by break ng the words nto sy ab es. 	e) Ident fy words w th ncons stent but common spe ng- sound correspondences.				
	f) Read words w th nf ect ona end ngs.	f) Recogn ze and read grade-appropr ate rregu ar y spe ed words.				
	g) Recogn ze and read grade-appropr ate rregu ar y spe ed words.					
STRAND: READING	FOUNDATIONAL		TOPIC: Fluency			
K.RF.4 Read emergent- reader texts w th purpose and understand ng.	Read w th suff c ent accuracy and f uency to support comprehens on.	2.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	3.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	4.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	5.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	
	 a) Read grade- eve text w th purpose and understand ng. 	 a) Read grade- eve text w th purpose and understand ng 	 a) Read grade- eve text w th purpose and understand ng. 	 a) Read grade- eve text w th purpose and understand ng. 	 a) Read grade- eve text w th purpose and understand ng. 	
	b) Read grade- eve text ora y w th accuracy, appropr ate rate and express on.	b) Read grade- eve text ora y w th accuracy, appropr ate rate. and express on.	prose and poetry	b) Read grade- eve prose and poetry ora y w th accuracy, appropr ate rate. and express on.	 b) Read grade- eve prose and poetry ora y w th accuracy, appropr ate rate. and express on. 	

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MilderBurten	c) Use context to conf rm or se f- correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f- correct word recogn t on and understand ng. reread ng as necessary	c) Use context to conf rm or se f- correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f- correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f- correct word recogn t on and understand ng. reread ng as necessary.	
STRAND: WRITING		CATE OF STREET	TOPIC: Text Types a	nd Purposes	States and states of	
K.W.1 Use a comb nat on of draw ng, d ctat ng, and wr t ng to compose op n on p eces n wh ch	1.W.1 Wr te op n on p eces n wh ch they ntroduce the top c or name the book they are wr t ng about, state an	2.W.1 Wr te op n on p eces n wh ch they ntroduce the top c or book they are wr t ng about, state an op n on,	3.W.1 Wr te op n on p eces on fam ar top cs or texts, support ng a po nt of v ew w th reasons.	4.W.1 Wr te op n on p eces on top cs or texts, support ng a po nt of v ew w th reasons and nformat on.	5.W.1 Wr te op n on p eces on top cs or texts, support ng a po nt of v ew w th reasons and nformat on.	6.W.1 Wr te arguments to support c a ms w th c ear reasons and re evant ev dence
they te a reader the top c or the name of the book they are wr t ng about and state an op n on or preference about the top c or book (e.g., My favor te book $s \dots$).	ey te a reader the p c or the name of the ok they are wr t ng out and state an n on or preference out the top c or book g., My favor te book	wr t ng about, state an op n on, and create an organ zat ona	a) Introduce a top c or text c ear y, state an op n on, and create an organ zat ona structure n wh ch re ated deas are grouped to support the wr ter's purpose.	a) Introduce a top c or text c ear y, state an op n on, and create an organ zat ona structure n wh ch deas are og ca y grouped to support the wr ter's purpose.	 a) Introduce c a m(s) and organ ze the reasons and ev dence c ear y. 	
			b) Prov de reasons that support the op n on	b) Prov de reasons that are supported by facts and deta s.	b) Prov de og ca y ordered reasons that are supported by facts and deta s.	b) Support c a m(s) w th c ear reasons and re evant ev dence. us ng cred b e sources and demonstrat ng an understand ng of the top c or text.
	C) Use nk ng words and phrases (e.g., because, therefore, s nce, for examp e) to connect op n on and reasons.	C) L nk op n on and reasons us ng words and phrases (e.g., for nstance. n order to, n add t on).	C) L nk op n on and reasons us ng words, phrases, and c auses (e.g., consequent y, spec f ca y).	C) Use words, phrases, and c auses to c ar fy the re at onsh ps among c a m(s) and reasons.		
			d) Prov de a conc ud ng statement or sect on.	d) Prov de a conc ud ng statement or sect on re ated to the op n on presented.	d) Prov de a conc ud ng statement or sect on re ated to the op n on presented.	d) Estab sh and ma nta n a forma sty e.
					e) Prov de a conc ud ng statement or sect on that fo ows from the argument presented.	

	Common C	ore State Sandards	- English Language	Arts: K-6 Scope an	a sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.W.2 Use a comb nat on of draw ng, d ctat ng, and wr t ng to compose nformat ve/exp anator y texts n wh ch they name what they are wr t ng about and supp y some nformat on about the top c.	1.W.2 Wr te nformat ve/exp anator y texts n wh ch they name a top c, supp y some facts about the top c, and prov de some sense of c osure.	2.W.2 Wr te nformat ve/exp anatory texts n wh ch they ntroduce a top c, use facts and def n t ons to deve op po nts, and prov de a conc ud ng statement or sect on.	3.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	4.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	5.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	6.W.2 Wr te nformat ve/exp anator texts to exam ne a top of and convey deas, concepts, and nformat on through the se ect on, organ zat on, and ana ys s of re evant content.
top c.		 a) Introduce a top c and group re ated nformat on together; nc ude ustrat ons when usefu to a d ng comprehens on. 	 a) Introduce a top c c ear y and group re ated nformat on n paragraphs and sect ons; nc ude formatt ng (e.g., head ngs), ustrat ons, and mu t med a when usefu to a d ng comprehens on. 	 a) Introduce a top c c ear y, prov de a genera observat on and focus, and group re ated nformat on og ca y; nc ude formatt ng (e.g., head ngs), ustrat ons, and mu t med a when usefu to a d ng comprehens on. 	 a) Introduce a top c; organ ze deas, concepts, and nformat on, us ng strateg es such as def n t on, c ass f cat on, compar son/contrast and cause/effect; nc ude formatt ng (e.g., head ngs), graph cs (e.g., charts, tab es), and mu t med a when usefu to a d ng comprehens on. 	
			b) Deve op the top c w th facts, def n t ons, and deta s.	 b) Deve op the top c w th facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es re ated to the top c. 	to the top c.	 b) Deve op the top c w th re evant facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es.
	C) Use nk ng words and phrases (e.g., a so, another, and, more, but) to connect deas w th n categor es of nformat on.	c) L nk deas w th n categor es of nformat on us ng words and phrases (e.g., another, for examp e. a so, because).	c) L nk deas w th n and across categor es of nformat on us ng words, phrases, and c auses (e.g., n contrast, espec a y).	c) Use appropr ate trans t ons to c ar fy the re at onsh ps among deas and concepts.		
			 d) Prov de a conc ud ng statement or sect on. 	 d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c. 	 d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c. 	 d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				e) Prov de a conc ud ng statement or sect on re ated to the nformat on or exp anat on presented.	e) Prov de a conc ud ng statement or sect on re ated to the nformat on or exp anat on presented.	e) Estab sh and ma nta n a forma sty e.
						 Prov de a conc ud ng statement or sect on that fo ows from the nformat on or exp anat on presented.
comb nat on of n draw ng, d ctat ng, and tw wr t ng to narrate a s ng e event or severa oose y nked events, n te about the events n	1.W.3 Wr te narrat ves n wh ch they recount two or more appropr ate y sequenced events, nc ude some deta s regard ng what happened, use	2.W.3 Wr te narrat ves n wh ch they recount a we -e aborated event or short sequence of events, nc ude deta s to descr be act ons, thoughts, and fee ngs, use tempora words to	3.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	4.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	5.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	6.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. re evant descr pt ve deta s, and we -structured event sequences.
occurred, and prov de a react on to what happened.	tempora words to s gna event order, and prov de some sense of c osure.	thoughts, and fee ngs, use tempora words to s gna event order, and prov de a sense of	 a) Estab sh a s tuat on and ntroduce a narrator and/or characters; organ ze an event sequence that unfo ds natura y. 	a) Or ent the reader by estab sh ng a s tuat on and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y.	a) Or ent the reader by estab sh ng a s tuat on and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y.	 a) Engage and or ent the reader by estab sh ng a context and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y and og ca y.
			b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	b) Use d a ogue and descr pt on to deve op exper ences and events or show the responses of characters to s tuat ons.	b) Use narrat ve techn ques, such as d a ogue. descr pt on, and pac ng. to deve op exper ences and events or show the responses of characters to s tuat ons.	 b) Use narrat ve techn ques, such as d a ogue. pac ng. and descr pt on, to deve op exper ences, events, and/or characters.

Kindergarten	Grade 1	Grade 2	Grade 3	Arts: K-6 Scope an Grade 4	Grade 5	Grade 6			
Kindergarten	Grade I		C) Use temporal words and phrases to signal event order.	c) Use a var ety of trans t ona words and phrases to manage the sequence of events.	c) Use a var ety of trans t ona words, phrases, and c auses to manage the sequence of events.	 c) Use a var ety of trans t on words, phrases, and c auses to convey sequence and s gna sh fts from one t me frame or sett ng to another. 			
			d) Provide a sense of closure.	aj i lottac a serioc of	a, route a sense of			 d) Use concrete words and phrases and sensory deta s to convey exper ences and events prec se y. 	 d) Use prec se words and phrases, re evant descr pt ve deta s, and sensory anguage to convey exper ences and events.
				 e) Prov de a conc us on that fo ows from the narrated exper ences or events. 	 e) Prov de a conc us on that fo ows from the narrated exper ences or events. 	 e) Prov de a conc us on that fo ows from the narrated exper ences or events. 			
STRAND: WRITING	5.		TOPIC: Production a	and Distribution of W	riting				
			3.W.4 W th gu dance and support from adu ts, produce wr t ng n wh ch the deve opment and organ zat on are appropr ate to task and purpose. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	4.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment and organ zat on are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	5.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment and organ zat on are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	6.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment, organ zat on, and sty e are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)			
K.W.5 W th gu dance and support from adu ts, respond to quest ons and suggest ons from peers and add deta s to strengthen wr t ng as needed.	1.W.5 W th gu dance and support from adu ts, focus on a top c, respond to quest ons and suggest ons from peers, and add deta s to strengthen wr t ng as needed.	2.W.5 W th gu dance and support from adu ts and peers, focus on a top c and strengthen wr t ng as needed by rev s ng and ed t ng.	3.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, and ed t ng. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3 up to and nc ud ng grade 3.)	4.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, and ed t ng. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 4.)	5.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach.(Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 5.)	6.W.5 W th some gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 6.)			

Attachment D: Standards – K 6 / Sco	pe and Sequence
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	Common	Core State Sandards	– English Language	Arts: K-6 Scope an	d Sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.W.6 W th gu dance and support from adu ts, exp ore a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	1.W.6 W th gu dance and support from adu ts, use a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	2.W.6 W th gu dance and support from adu ts, use a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	3.W.6 W th gu dance and support from adu ts, use techno ogy to produce and pub sh wr t ng (us ng keyboard ng sk s) as we as to nteract and co aborate w th others.	4.W.6 W th some gu dance and support from adu ts, use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of one page n a s ng e s tt ng.	5.W.6 W th some gu dance and support from adu ts, use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of two pages n a s ng e s tt ng.	6.W.6 Use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of three pages n a s ng e s tt ng.
STRAND: WRITING	A second second		TOPIC: Research to	Build and Present Kn	owledge	
K.W.7 Part c pate n shared research and wr t ng projects (e.g., exp ore a number of books by a favor te author and express op n ons about them).	1.W.7 Part c pate n shared research and wr t ng projects (e.g., exp ore a number of "how-to" books on a g ven top c and use them to wr te a sequence of nstruct ons).	2.W.7 Part c pate n shared research and wr t ng projects (e.g., read a number of books on a s ng e top c to produce a report; record sc ence observat ons).	3.W.7 Conduct short research projects that bu d know edge about a top c.	4.W.7 Conduct short research projects that bu d know edge through nvest gat on of d fferent aspects of a top c.	5.W.7 Conduct short research projects that use severa sources to bu d know edge through nvest gat on of d fferent aspects of a top c.	6.W.7 Conduct short research projects to answer a quest on, draw ng on severa sources and refocus ng the nqu ry when appropr ate.
K.W.8 W th gu dance and support from adu ts, reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on	1.W.8 W th gu dance and support from adu ts, reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on.	2.W.8 Reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on.	3.W.8 Reca nformat on from exper ences or gather nformat on from pr nt and d g ta sources; take br ef notes on sources and sort ev dence nto prov ded categor es.	4.W.8 Reca re evant nformat on from exper ences or gather re evant nformat on from pr nt and d g ta sources; take notes and categor ze nformat on, and prov de a st of sources.	5.W.8 Reca re evant nformat on from exper ences or gather re evant nformat on from pr nt and d g ta sources; summar ze or paraphrase nformat on n notes and f n shed work, and prov de a st of sources.	6.W.8 Gather re evant nformat on from mu t p e pr nt and d g ta sources; assess the cred b ty of each source; and quote or paraphrase the data and conc us ons of others wh e avo d ng p ag ar sm and prov d ng bas c b b ograph c nformat on for sources.
				4.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.	5.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.	6.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.

Common Core S	tate Sandards	s – English Language	Arts: K-6 Scope an	d Sequence	
Kindergarten Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			 a) App y grade 4 Read ng standards to terature (e.g., "Descr be n depth a character, sett ng. or event n a story or drama. draw ng on spec f c deta s n the text [e.g., a character's thoughts, words, or act ons]."). 	 a) App y grade 5 Read ng standards to terature (e.g., "Compare and contrast two or more characters, sett ngs, or events n a story or a drama. draw ng on spec f c deta s n the text [e.g., how characters nteract]"). 	 a) App y grade 6 Read ng standards to terature (e.g., "Compare and contrast texts n d fferent forms or genres [e.g., stor es and poems; h stor ca nove s and fantasy stor es] n terms of the r approaches to s m ar themes and top cs").
			b) App y grade 4 Read ng standards to nformat ona texts (e.g., "Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text").	b) App y grade 5 Read ng standards to nformat ona texts (e.g., "Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text, dent fy ng wh ch reasons and ev dence support wh ch po nt[s]").	eva uate the argument and spec f c c a ms n a text, d st ngu sh ng c a ms that are
STRAND: WRITING		TOPIC: Range of Wr	iting		
		3.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne- spec f c tasks, purposes, and aud ences.	4.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne- spec f c tasks, purposes, and aud ences.	5.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne- spec f c tasks, purposes, and aud ences.	6.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne- spec f c tasks, purposes, and aud ences.
STRAND: SPEAKING AND LISTENING		TOPIC: Comprehens	sion and Collaboratio	n	

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about k ndergarten top cs and texts w th peers and adu ts n sma and arger groups.	1.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about grade 1 top cs and texts w th peers and adu ts n sma and arger groups.	2.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about grade 2 top cs and texts w th peers and adu ts n sma and arger groups.	3.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on- one. n groups, and teacher- ed) w th d verse partners on grade 3 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	4.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on- one. n groups, and teacher- ed)w th d verse partners on grade 4 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	5.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on-one. n groups, and teacher- ed) w th d verse partners on grade 5 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	6.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on- one. n groups, and teacher- ed) w th d verse partners on grade 6 top cs, texts, and ssues, bu d ng on others' deas and express ng the r own c ear y.
 a) Fo ow agreed-upon ru es for d scuss ons (e.g., sten ng to others and tak ng turns speak ng about the top cs and texts under d scuss on). 	a) Fo ow agreed-upon ru es for d scuss ons (e.g., sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on).	 a) Fo ow agreed-upon ru es for d scuss ons (e.g., ga n ng the f oor n respectfu ways, sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on). 	 a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on. 	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on.	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on.	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on by referr ng to ev dence on the top c. text, or ssue to probe and ref ect on deas under d scuss on.
b) Cont nue a conversat on through mu t p e exchanges.	b) Bu d on others' ta k n conversat ons by respond ng to the comments of others through mu t p e exchanges.	b) Bu d on others' ta k n conversat ons by nk ng the r comments to the remarks of others	b) Fo ow agreed-upon ru es for d scuss ons (e.g., ga n ng the f oor n respectfu ways, sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on).	b) Fo ow agreed-upon ru es for d scuss ons and carry out ass gned ro es.	b) Fo ow agreed-upon ru es for d scuss ons and carry out ass gned ro es.	b) Fo ow ru es for co eg a d scuss ons, set spec f c goa s and dead nes, and def nu nd v dua ro es as needed.
	c) Ask quest ons to c ear up any confus on about the top cs and texts under d scuss on.	c) Ask for c ar f cat on and further exp anat on as needed about the top cs and texts under d scuss on	c) Ask quest ons to check understand ng of nformat on presented. stay on top c. and nk the r comments to the remarks of others.	c) Pose and respond to spec f c quest ons to c ar fy or fo ow up on nformat on, and make comments that contr bute to the d scuss on and nk to the remarks of others.	c) Pose and respond to spec f c quest ons by mak ng comments that contr bute to the d scuss on and e aborate on the remarks of others.	c) Pose and respond to spec f c quest ons w th e aborat on and deta by mak ng comments that contr bute to the top c. text, or ssue under d scuss on.
			d) Exp a n the r own deas and understand ng n ght of the d scuss on.	 d) Rev ew the key deas expressed and exp a n the r own deas and understand ng n ght of the d scuss on. 	 d) Rev ew the key deas expressed and draw conc us ons n ght of nformat on and know edge ga ned from the d scuss ons. 	 d) Rev ew the key deas expressed and demonstrate understand ng of mu t p e perspect ve through ref ect on and paraphras ng.

	Common C	Core State Sandards	 English Language 	Arts: K-6 Scope an	d Sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.SL.2 Conf rm understand ng of a text read a oud or nformat on presented ora y or through other med a by ask ng and answer ng quest ons about key deta s and request ng c ar f cat on f someth ng s not understood.	1.SL2 Ask and answer quest ons about key deta s n a text read a oud or nformat on presented ora y or through other med a.	2.SL.2 Recount or descr be key deas or deta s from a text read a oud or nformat on presented ora y or through other med a.	3.SL.2 Determ ne the man deas and support ng deta s of a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	4.SL.2 Paraphrase port ons of a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	5.SL.2 Summar ze wr tten a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	6.SL.2 Interpret nformat on presented n d verse med a and formats (e.g., v sua y, quant tat ve y, ora y) and exp a n how t contr butes to a top c, text, or ssue under study.
K.SL.3 Ask and answer quest ons n order to seek he p, get nformat on, or c ar fy someth ng that s not understood.	1.SL.3 Ask and answer quest ons about what a speaker says n order to gather add t ona nformat on or c ar fy someth ng that s not understood.	2.SL.3 Ask and answer quest ons about what a speaker says n order to c ar fy comprehens on, gather add t ona nformat on, or deepen understand ng of a top c or ssue.	3.SL.3 Ask and answer quest ons about nformat on from a speaker, offer ng appropr ate e aborat on and deta.	4.SL.3 Ident fy the reasons and ev dence a speaker prov des to support part cu ar po nts.	5.SL.3 Summar ze the po nts a speaker makes and exp a n how each c a m s supported by reasons and ev dence.	6.SL.3 De neate a speaker's argument and spec f c c a ms, d st ngu sh ng c a ms that are supported by reasons and ev dence from c a ms that are not.
STRAND: SPEAKING	G AND LISTENING		TOPIC: Presentation	n of Knowledge and Id	leas	
K.SL.4 Descr be fam ar peop e, p aces, th ngs, and events and, w th prompt ng and support, prov de add t ona deta .	other v sua d sp ays to descr pt ons when appropr ate to c ar fy deas, thoughts, and fee ngs.	2.SL.6 Te a story or recount an exper ence w th appropr ate facts and re evant, descr pt ve deta s, speak ng aud b y n coherent sentences.	or text, te a story, or recount an exper ence w th appropr ate facts and re evant, descr pt ve deta s, speak ng c ear y at an understandab e pace.	or text, te a story, or recount an exper ence n an organ zed manner, us ng appropr ate facts and re evant, descr pt ve deta s to support ma n deas or themes; speak c ear y at an understandab e pace.	or text or present an op n on, sequenc ng deas og ca y and us ng appropr ate facts and re evant, descr pt ve deta s to support ma n deas or themes; speak c ear y at an understandab e pace.	6.SL.4 Present c a ms and f nd ngs, sequenc n deas og ca y and us ng pert nent descr pt ons, facts, and deta s to accentuate ma n deas or themes; use appropr ate eye contact adequate vo ume, and c ear pronunc at on.
K.SL.5 Add draw ngs or other v sua d sp ays to descr pt ons as des red to prov de add t ona deta .	1.SL.5 Produce comp ete sentences when appropr ate to task and s tuat on.	2.SL.5 Create aud o record ngs of stor es or poems; add draw ngs or other v sua d sp ays to stor es or recounts of exper ences when appropr ate to c ar fy deas, thoughts, and fee ngs.	3.SL.5 Create engag ng aud o record ngs of stor es or poems that demonstrate f u d read ng at an understandab e pace; add v sua d sp ays when appropr ate to emphas ze or enhance certa n facts or deta s.	4.SL.5 Add aud o record ngs and v sua d sp ays to presentat ons when appropr ate to enhance the deve opment of ma n deas or themes.	5.SL.5 Inc ude mu t med a components (e.g., graph cs, sound) and v sua d sp ays n presentat ons when appropr ate to enhance the deve opment of ma n deas or themes.	6.SL.5 Inc ude mu t med a component (e.g., graph cs, mages, mus c, sound) and v sua d sp ays n presentat on to c ar fy nformat on.

Attachment D: Standards – K 6 / Scope	e and Sequence
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	Common C	ore State Sandards	 English Language 	Arts: K-6 Scope an	d Sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.SL.6 Speak aud b y and express thoughts, fee ngs, and deas c ear y.	1.SL.6 Add draw ngs or other v sua d sp ays to descr pt ons when appropr ate to c ar fy deas, thoughts, and fee ngs.	2.SL.6 Produce comp ete sentences when appropr ate to task and s tuat on n order to prov de requested deta or c ar f cat on.	3.SL.6 Speak n comp ete sentences when appropr ate to task and s tuat on n order to prov de requested deta or c ar f cat on.	4.SL.6 D fferent ate between contexts that ca for forma Eng sh (e.g., present ng deas) and s tuat ons where nforma d scourse s appropr ate (e.g., sma - group d scuss on); use forma Eng sh when appropr ate to task and s tuat on.	5.SL.6 Adapt speech to a var ety of contexts and tasks, us ng forma Eng sh when appropr ate to task and s tuat on.	6.SL.6 Adapt speech to a var ety of contexts and tasks, demonstrat ng command of forma Eng sh when nd cated or appropr ate.
STRAND: LANGUAG	ΪE		TOPIC: Conventions	of Standard English	The second second second second	
K.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	1.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	2.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	3.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	4.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	Eng sh grammar and usage when wr t ng or speak ng.	6.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.
a) Pr nt many upper- and owercase etters.	a) Pr nt a upper- and owercase etters.	a) Use co ect ve nouns (e.g., group).	 a) Exp a n the funct on of nouns, pronouns, verbs, adject ves, and adverbs n genera and the r funct ons n part cu ar sentences. 	a) Use re at ve pronouns (who, whose. whom, wh ch. that) and re at ve adverbs (where. when, why).	 a) Exp a n the funct on of conjunct ons, prepos t ons, and nterject ons n genera and the r funct on n part cu ar sentences. 	 a) Ensure that pronouns are n the proper case (subject ve. object ve. possess ve).
b) Use frequent y occurr ng nouns and verbs.	 b) Use common, proper, and possess ve nouns. 	 b) Form and use frequent y occurr ng rregu ar p ura nouns (e.g., feet, ch dren, teeth. m ce. f sh). 	b) Form and use regu ar and rregu ar p ura nouns.	b) Form and use the progress ve (e.g., I was wa k ng; I am wa k ng; I w be wa k ng) verb tenses.	 b) Form and use the perfect (e.g., I had wa ked; I have wa ked; I w have wa ked) verb tenses. 	 b) Use ntens ve pronouns (e.g., myse f. ourse ves).
c) Form regu ar p ura nouns ora y by add ng /s/ or /es/ (e.g., dog. dogs; w sh. w shes).	 c) Use s ngu ar and p ura nouns w th match ng verbs n bas c sentences (e.g., He hops; We hop). 	c) Use ref ex ve pronouns (e.g., myse f. ourse ves).	 c) Use abstract nouns (e.g., ch dhood). 	 c) Use moda aux ar es (e.g., can, may, must) to convey var ous cond t ons. 		 c) Recogn ze and correct napproprate sh fts n pronoun number and person.*
d) Understand and use quest on words (nterrogat ves) (e.g., who, what, where. when, why, how).	d) Use persona , possess ve. and ndef n te pronouns (e.g., I, me. my; they, them, the r, anyone. everyth ng).	 d) Form and use the past tense of frequent y occurr ng rregu ar verbs (e.g., sat, h d. to d). 	d) Form and use regu ar and rregu ar verbs.	 d) Order adject ves w th n sentences accord ng to convent ona patterns (e.g., a sma red bag rather than a red sma bag). 	 d) Recogn ze and correct nappropr ate sh fts n verb tense.* 	 d) Recogn ze and correct vague pronouns (.e., ones w th unc ear or amb guous antecedents).*

A CONTRACT OF A CONTRACT OF	common C		 English Language 			
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
e) Use the most frequent y occurr ng prepos t ons (e.g., to, from, n, out, on, off. for, of. by, w th).	(e.g., Yesterday I wa ked home; Today I wa k home; Tomorrow I w wa k home).	e) Use adject ves and adverbs, and choose between them depend ng on what s to be mod f ed.	e) Form and use the s mp e (e.g., I wa ked; I wa k; I w wa k) verb tenses.	phrases.	e) Use corre at ve conjunct ons (e.g., e ther/or, ne ther/nor).	e) Recogn ze var at ons from standard Eng sh n the r own and others wr t ng and speak ng. and dent fy and use strateg es to mprove express on n convent ona anguage.*
f) Produce and expand comp ete sentences n shared anguage act v t es	f) Use frequent y occurr ng adject ves	f) Produce. expand. and rearrange comp ete s mp e and compound sentences (e.g., The boy watched the mov e; The tt e boy watched the mov e; The act on mov e was watched by the tt e boy).	f) Ensure subject-verb and pronoun- antecedent agreement.*	f) Produce comp ete sentences, recogn z ng and correct ng nappropr ate fragments and run- ons.*		
	g) Use frequent y occurr ng conjunct ons (e.g., and. but, or, so, because).		g) Form and use comparat ve and super at ve adject ves and adverbs, and choose between them depend ng on what s to be mod f ed.	g) Correct y use frequent y confused words (e.g., to, too, two; there. the r).*		
	 h) Use determ ners (e.g., art c es, demonstrat ves). 		 h) Use coord nat ng and subord nat ng conjunct ons. 			
) Use frequent y occurr ng prepos t ons (e.g., dur ng. beyond. toward).) Produce s mp e. compound. and comp ex sentences.			
	 j) Produce and expand comp ete s mp e and compound dec arat ve. nterrogat ve. mperat ve. and exc amatory sentences n response to prompts. 					

Attachment D: Standards – K 6 / Scope and	d Sequence
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Kindergarten	Grade 1	Grade 2	Grade 3	Arts: K-6 Scope an Grade 4	Grade 5	Grade 6
					11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
K.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	1.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	2.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	3.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	4.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	5.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	6.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng
 a) Cap ta ze the f rst word n a sentence and the pronoun I. 	a) Cap ta ze dates and names of peop e.	 a) Cap ta ze ho days, product names, and geograph c names. 	 a) Cap ta ze appropr ate words n t t es. 	a) Use correct cap ta zat on.	 a) Use punctuat on to separate tems n a ser es.* 	 a) Use punctuat on (commas, parentheses, dashes) to set off nonrestr ct ve/paren thet ca e ements.*
 b) Recogn ze and name end punctuat on. 	 b) Use end punctuat on for sentences. 	 b) Use commas n greet ngs and c os ngs of etters. 	 b) Use commas n addresses. 	b) Use commas and quotat on marks to mark d rect speech and quotat ons from a text.	 b) Use a comma to separate an ntroductory e ement from the rest of the sentence. 	b) Spe correct y.
 c) Wr te a etter or etters for most consonant and short- vowe sounds (phonemes). 	 c) Use commas n dates and to separate s ng e words n a ser es. 	 c) Use an apostrophe to form contract ons and frequent y occurr ng possess ves. 	c) Use commas and quotat on marks n d a ogue.	 c) Use a comma before a coord nat ng conjunct on n a compound sentence. 	c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag quest on from the rest of the sentence (e.g., It's true. sn't t?), and to nd cate d rect address (e.g., Is that you, Steve?).	
 d) Spe s mp e words phonet ca y, draw ng on know edge of sound- etter re at onsh ps. 	 d) Use convent ona spe ng for words w th common spe ng patterns and for frequent y occurr ng rregu ar words. 	d) Genera ze earned spe ng patterns when wr t ng words (e.g., cage ? badge; boy ? bo).	d) Form and use possess ves.	 d) Spe grade- appropr ate words correct y, consu t ng references as needed. 	d) Use under n ng. quotat on marks, or ta cs to nd cate t t es of works.	
	e) Spe untaught words phonet ca y, draw ng on phonem c awareness and spe ng convent ons.	e) Consu t reference mater a s, nc ud ng beg nn ng d ct onar es, as needed to check and correct spe ngs	e) Use convent ona spe ng for h gh- frequency and other stud ed words and for add ng suff xes to base words (e.g., s tt ng. sm ed. cr es, happ ness).		 e) Spe grade- appropr ate words correct y, consu t ng references as needed. 	

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			f) Use spe ng patterns and genera zat ons (e.g., word fam es, pos t on-based spe ngs, sy ab e patterns, end ng ru es, mean ngfu word parts) n wr t ng words.			
			 g) Consu t reference mater a s, nc ud ng beg nn ng d ct onar es, as needed to check and correct spe ngs. 			
STRAND: LANGUAGE		The second secon	TOPIC: Knowledge	of Language	in commence of the second	La constante da const
		 2.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng. a) Compare forma and nforma uses of Eng sh. 	 3.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng. a) Choose words and phrases for effect.* 	 4.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng. a) Choose words and phrases to convey deas prec se y.* 	 5.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng. a) Expand. comb ne. and reduce sentences for mean ng. reader/ stener 	 6.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng. a) Choose anguage that expresses deas prec se y and conc se y, recogn z ng and e m nat ng
		-	b) Recogn ze and	b) Choose punctuat on	nterest, and sty e. b) Compare and	word ness and redundancy.* b) Ma nta n cons stency
			observe d fferences between the convent ons of spoken and wr tten standard Eng sh.	for effect.*	contrast the var et es of Eng sh (e.g., d a ects, reg sters) used n stor es, dramas, or poems.	n sty e and tone.*
				c) D fferent ate between contexts that ca for forma Eng sh (e.g., present ng deas) and s tuat ons where nforma d scourse s appropr ate (e.g., sma -group d scuss on).		

	Common C	ore State Sandards	– English Language	Arts: K-6 Scope an	d Sequence	-
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
K.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e- mean ng words and phrases based on k ndergarten read ng and content.	1.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e- mean ng words and phrases based on grade 1 read ng and content, choos ng f ex b y from an array of strateg es.	2.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e- mean ng words and phrases based on grade 2 read ng and content, choos ng f ex b y from an array of strateg es.	3.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e- mean ng word and phrases based on grade 3 read ng and content, choos ng f ex b y from a range of strateg es.	4 read ng and content,	5.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e- mean ng words and phrases based on grade 5 read ng and content, choos ng f ex b y from a range of strateg es.	6 read ng and content,
 a) Ident fy new mean ngs for fam ar words and app y them accurate y (e.g., know ng duck s a b rd and earn ng the verb to duck). 	a) Use sentence- eve context as a c ue to the mean ng of a word or phrase.	 a) Use sentence- eve context as a c ue to the mean ng of a word or phrase. 	a) Use sentence- eve context as a c ue to the mean ng of a word or phrase.	a) Use context (e.g., def n t ons, examp es, or restatements n text) as a c ue to the mean ng of a word or phrase.	a) Use context (e.g., cause/effect re at onsh ps and compar sons n text) as a c ue to the mean ng of a word or phrase.	 a) Use context (e.g., the overa mean ng of a sentence or paragraph; a word's pos t on or funct on n a sentence) as a c ue to the mean ng of a word or phrase.
b) Use the most frequent y occurr ng nf ect ons and aff xes (e.g., -eds, re-, un-, pre-, -fu, - ess) as a c ue to the mean ng of an unknown word.	 b) Use frequent y occurr ng aff xes as a c ue to the mean ng of a word. 	 b) Determ ne the mean ng of the new word formed when a known pref x s added to a known word (e.g., happy/unhappy, te /rete). 	 b) Determ ne the mean ng of the new word formed when a known aff x s added to a known word (e.g., agreeab e/d sagreea b e. comfortab e/uncomf ortab e. care/care ess, heat/preheat). 	 b) Use common, grade- appropr ate Greek and Lat n aff xes and roots as c ues to the mean ng of a word (e.g., te egraph. photograph. autograph). 	b) Use common, grade- appropr ate Greek and Lat n aff xes and roots as c ues to the mean ng of a word (e.g., photograph. photosynthes s).	b) Use common, grade appropr ate Greek or Lat n aff xes and roots as c ues to the mean ng of a word (e.g., aud ence. aud tory, aud b e).
	 c) Ident fy frequent y occurr ng root words (e.g., ook) and the r nf ect ona forms (e.g., ooks, ooked. ook ng). 	c) Use a known root word as a c ue to the mean ng of an unknown word w th the same root (e.g., add t on, add t ona).	c) Use a known root word as a c ue to the mean ng of an unknown word w th the same root (e.g., company, compan on).	c) Consu t reference mater a s (e.g., d ct onar es, g ossar es, thesauruses), both pr nt and d g ta , to f nd the pronunc at on and determ ne or c ar fy the prec se mean ng of key words and phrases.		c) Consu t reference mater a s (e.g., d ct onar es, g ossar es, thesauruses), both pr nt and d g ta, to f nd the pronunc at on of a word or determ ne or c ar fy ts prec se mean ng or ts part of speech.

Contractor and the second	Common	ore State Sandards	- English Language	Arts: K-6 Scope an	d Sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		 d) Use know edge of the mean ng of nd v dua words to pred ct the mean ng of compound words (e.g., b rdhouse. ghthouse. housef y; bookshe f. notebook, bookmark). 	d) Use g ossar es or beg nn ng d ct onar es, both pr nt and d g ta , to determ ne or c ar fy the prec se mean ng of key words and phrases.			d) Ver ty the pre m nary determ nat on of the mean ng of a word or phrase (e.g., by check ng the nferred mean ng n context or n a d ct onary).
		 e) Use g ossar es and beg nn ng d ct onar es, both pr nt and d g ta , to determ ne or c ar fy the mean ng of words and phrases. 				
K.L.5 W th gu dance and support from adu ts, exp ore word re at onsh ps and nuances n word mean ngs.	1.L.5 W th gu dance and support from adu ts, demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	2.L.5 Demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	3.L.5 Demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	4.L.5 Demonstrate understand ng of f gurat ve anguage. word re at onsh ps, and nuances n word mean ngs.	5.L.5 Demonstrate understand ng of f gurat ve anguage. Word re at onsh ps, and nuances n word mean ngs.	6.L.5 Demonstrate understand ng of f gurat ve anguage. word re at onsh ps, and nuances n word mean ngs.
 a) Sort common objects nto categor es (e.g., shapes, foods) to ga n a sense of the concepts the categor es represent. 	categor es (e.g., co ors, c oth ng) to ga n a sense of the concepts the categor es represent.	 a) Ident fy rea - fe connect ons between words and the r use (e.g., descr be foods that are sp cy or ju cy). 	 a) D st ngu sh the tera and non tera mean ngs of words and phrases n context (e.g., take steps). 	 a) Exp a n the mean ng of s mp e s m es and metaphors (e.g., as pretty as a p cture) n context. 	 a) Interpret f gurat ve anguage. nc ud ng s m es and metaphors, n context. 	a) Interpret f gures of speech (e.g., person f cat on) n context.
 b) Demonstrate understand ng of frequent y occurr ng verbs and adject ves by re at ng them to the r oppos tes (antonyms). 	b) Def ne words by category and by one or more key attr butes (e.g., a duck s a b rd that sw ms; a t ger s a arge cat w th str pes).	b) D st ngu sh shades of mean ng among c ose y re ated verbs (e.g., toss, throw, hur) and c ose y re ated adject ves (e.g., th n, s ender, sk nny, scrawny).	connect ons between words and the r use (e.g., descr be peop e who are fr end y or he pfu).	of common d oms, adages, and proverbs.	 b) Recogn ze and exp a n the mean ng of common d oms, adages, and proverbs. 	 b) Use the re at onsh p between part cu ar words (e.g., cause/effect, part/who e. tem/category) to better understand each of the words.
 c) Ident fy rea - fe connect ons between words and the r use (e.g., note p aces at schoo that are co orfu). 	c) Ident fy rea - fe connect ons between words and the r use (e.g., note p aces at home that are cozy)		c) D st ngu sh shades of mean ng among re ated words that descr be states of m nd or degrees of certa nty (e.g., knew, be eved. suspected. heard. wondered).	c) Demonstrate understand ng of words by re at ng them to the r oppos tes (antonyms) and to words w th s m ar but not dent ca mean ngs (synonyms).	c) Use the re at onsh p between part cu ar words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	c) D st ngu sh among the connotat ons (assoc at ons) of words w th s m ar denotat ons (def n t ons) (e.g., st ngy, scr mp ng. econom ca, unwastefu, thr fty).

Attachment D	Standards - K 6	/ Scope and Sequence
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	Common C	Core State Sandards	– English Language	Arts: K-6 Scope an	nd Sequence	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
d) D st ngu sh shades of mean ng among verbs descr b ng the same genera act on (e.g., wa k, march. strut, prance) by act ng out the mean ngs.	d) D st ngu sh shades of mean ng among verbs d ffer ng n manner (e.g., ook, peek, g ance. stare. g are. scow) and adject ves d ffer ng n ntens ty (e.g., arge. g gant c) by def n ng or choos ng them or by act ng out the mean ngs.					
K.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts.	1.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts, nc ud ng us ng frequent y occurr ng conjunct ons to s gna s mp e re at onsh ps.	2.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts, nc ud ng us ng adject ves and adverbs to descr be.	3.L.6 Acqu re and use accurate y grade- appropr ate conversat ona, genera academ c, and doma n- spec f c words and phrases, nc ud ng those that s gna spat a and tempora re at onsh ps.	4.L.6 Acqu re and use accurate y grade- appropr ate genera academ c and doma n- spec f c words and phrases, nc ud ng those that s gna prec se act ons, emot ons, or states of be ng	5.L.6 Acqu re and use accurate y grade- appropr ate genera academ c and doma n- spec f c words and phrases, nc ud ng those that s gna contrast, add t on, and other og ca re at onsh ps	6.L.6 Acqu re and use accurate y grade- appropr ate genera academ c and doma n spec f c words and phrases; gather vocabu ary know edge when cons der ng a word or phrase mportant to comprehens on or express on.

GRADE	6 - CONTENT AREA LITERACY STANDARDS
STRAND: READING HISTORY	TOPIC: Key Ideas and Details
6-8.RH.1 C te spec f c textua ev dence to support ana ys s of pr r	nary and secondary sources
6-8.RH.2 Determ ne the centra deas or nformat on of a pr man	or secondary source; prov de an accurate summary of the source d st nct from pr or know edge or op n ons.
6-8.RH.3 Ident fy key steps n a text's descr pt on of a process re	ated to h story/soc a stud es (e.g., how a b becomes aw, how nterest rates are ra sed or owered).
STRAND: READING HISTORY	TOPIC: Craft and Structure
6-8.RH.4 Determ ne the mean ng of words and phrases as they a	re used n a text, nc ud ng vocabu ary spec f c to doma ns re ated to h story/soc a stud es.
6-8.RH.5 Descr be how a text presents nformat on (e.g., sequen	t a y, comparat ve y, causa y).
6-8.RH.6 Ident fy aspects of a text that revea an author's point of	f v ew or purpose (e.g., oaded anguage, nc us on or avo dance of part cu ar facts).
STRAND: READING HISTORY	TOPIC: Integration of Knowledge and Ideas
6-8.RH.7 Integrate v sua nformat on (e.g., n charts, graphs, pho	tographs, v deos, or maps) w th other nformat on n pr nt and d g ta texts.
6-8.RH.8 D st ngu sh among fact, op n on, and reasoned judgmen	
6-8.RH.9 Ana yze the re at onsh p between a pr mary and second	dary source on the same top c.
STRAND: READING HISTORY	TOPIC: Range of Reading and Level of Text Complexity
6-8.RH.10 By the end of grade 8, read and comprehend h story/s	soc a stud es texts n the grades 6-8 text comp ex ty band ndependent y and prof c ent y.
STRAND: READING SCIENCE AND TECHNICAL	TOPIC: Key Ideas and Details
6-8.RST.1 C te spec f c textua ev dence to support ana ys s of sc	ence and techn ca texts
6-8.RST.2 Determ ne the centra deas or conc us ons of a text; p	rov de an accurate summary of the text d st nct from pr or know edge or op n ons.
6.9 PST 2 Fo ow proc so v a multistop procedure when carry pg	out exper ments, tak ng measurements, or perform ng techn ca tasks.

GRADE 6 - CONTENT AREA LITERACY STANDARDS							
STRAND: READING SCIENCE AND TECHNICAL	TOPIC: Craft and Structure						
texts and top cs.	na n-spec f c words and phrases as they are used n a spec f c sc ent f c or techn ca context re evant to grades 6–8						
	ng how the major sect ons contr bute to the who e and to an understand ng of the top c.						
	-8.RST.6 Ana yze the author's purpose n prov d ng an exp anat on, descr b ng a procedure, or d scuss ng an exper ment n a text.						
STRAND: READING SCIENCE AND TECHNICAL	TOPIC: Integration of Knowledge and Ideas						
tab e).	vords n a text w th a vers on of that nformat on expressed v sua y (e.g., n a f owchart, d agram, mode , graph, or						
6-8.RST.8 D st ngu sh among facts, reasoned judgment based on research							
6-8.RST.9 Compare and contrast the nformat on ga ned from exper me	nts, s mu at ons, v deo, or mu t med a sources w th that ga ned from read ng a text on the same top c.						
STRAND: READING SCIENCE AND TECHNICAL	TOPIC: Range of Reading and Level of Text Complexity						
6-8.RST.10 By the end of grade 8, read and comprehend sc ence/techn of	ca texts n the grades 6-8 text comp ex ty band ndependent y and prof c ent y.						
STRAND: WRITING HISTORY	TOPIC: Text Types and Purposes						
6-8.WHST.1 Wr te arguments focused on d sc p ne-spec f c content.							
a) Introduce c a m(s) about a top c or ssue. acknow edge and	d st ngu sh the c a m(s) from a ternate or oppos ng c a ms, and organ ze the reasons and ev dence og ca y						
	ate data and ev dence that demonstrate an understand ng of the top c or text, us ng cred b e sources						
d) Estab sh and ma nta n a forma sty e.							
 e) Prov de a conc ud ng statement or sect on that fo ows from 							
	on of h stor ca events, sc ent f c procedures/ exper ments, or techn ca processes.						
formatt ng (e.g., head ngs), graph cs (e.g., charts, tab es), a							
	ons, concrete deta s, quotat ons, or other nformat on and examp es.						
 c) Use appropr ate and var ed trans t ons to create cohes on a 							
 d) Use prec se anguage and doma n-spec f c vocabu ary to nf 	orm about or exp a n the top c.						
 e) Estab sh and ma nta n a forma sty e and object ve tone. 							
f) Prov de a conc ud ng statement or sect on that fo ows from	n and supports the information or explanation presented.						
STRAND: WRITING HISTORY	TOPIC: Production and Distribution of Writing						
	ent, organ zat on, and sty e are appropr ate to task, purpose, and aud ence.						
on how we purpose and aud ence have been addressed.	eve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach, focus ng						
6-8.WHST.6 Use techno ogy, nc ud ng the Internet, to produce and pub	sh wr t ng and present the re at onsh ps between nformat on and deas c ear y and eff c ent y.						
STRAND: WRITING HISTORY	TOPIC: Research to Build and Present Knowledge						
that a ow for mut p e avenues of exp orat on.	id ng a se f-generated quest on), draw ng on severa sources and generat ng add t ona re ated, focused quest ons						
6-8.WHST.8 Gather re evant nformat on from mut p e pr nt and d g ta the data and conc us ons of others wh e avo d ng p ag ar sm ar	sources, us ng search terms effect ve y; assess the cred b ty and accuracy of each source; and quote or paraphrase nd fo ow ng a standard format for c tat on.						
6-8.WHST.9 Draw ev dence from nformat ona texts to support ana ys s	refect on, and research.						
STRAND: WRITING HISTORY	TOPIC: Range of Writing						
6-8.WHST.10 Wr te rout ne y over extended t me frames (t me for ref e purposes, and aud ences.	ct on and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks,						

We will be putting standards for all subject in a K-6 <u>Scope and Sequence</u> format in order to facilitate articulation between grade levels. The STANDARDS SCOPE AND SEQUENCE is currently completed only for English Language Arts (pp 1-23 of this document). Thus, the Standards for Mathematics, Social Studies, Science, and ancillary subjects are presented here by Grade Level.

Mathematics

Kindergarten

In kindergarten, students will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes. Students will use a variety of pictures and models to understand and solve addition and subtraction problems. Students will work with numbers and learn to think of ten as a unit, important building blocks for understanding place value.

Major Outcomes: Students will know/understand/ be able to...

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations
- Solve word problems by adding or subtracting numbers up through 10 using objects and drawings
- Count to 100 by ones and tens
- Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example, 14=10+4)

Grade 1

In grade one, students will work with whole numbers and place value—including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will use pictures and diagrams to show addition and subtraction and to compare amounts. Students will also use charts, tables, and diagrams to solve problems. Students will use this understanding of place value to add one- and two-digit numbers together.

Major Outcomes: Students will know/understand/ be able to...

- Solve word problems by adding or subtracting numbers up through 20
- Solve addition and subtraction problems for different unknown numbers (20-?=15, 9+4=?)
- Understand that 10 can be thought of as a bundle of ten ones—called a "ten"
- Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)
- Add and subtract numbers through 100 using what students have learned about place value

Grade 2

In grade two, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and

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subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. Students in grade two will use diagrams such as this one to think through and solve one- and two-step word problems. They will also build a foundation for understanding fractions by working with shapes and geometry.

Major Outcomes: Students will know/understand/ be able to...

- Solve one- and two-step word problems by adding or subtracting numbers up through 100
- Understand that 100 can be thought of as a bundle of ten tens—called a "hundred"
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value

Grade 3

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students use their understanding of place value as a strategy for multiplying one-digit numbers by multiples of ten. This will prepare them to multiply two multi-digit numbers in grade four. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Students begin to understand that fractions are sometimes the same quantity as a whole number (8/4 = 2) and whole numbers can be expressed as fractions (3 = 12/4).

Major Outcomes: Students will know/understand/ be able to...

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Quickly and accurately add and subtract numbers through 1000 using knowledge of place value
- Use place value understanding to multiply and divide numbers up through 100
- Multiply one-digit whole numbers by multiples of 10 between 10 and 90.
- Determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts
- Understand two fractions as equal if they are the same size or at the same point on a number line
- Compare the size of two different fractions of the same size object.

Grade 4

In grade four, students will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals. Students use the concepts of area and place value as strategies to multiply multi-digit numbers. Students will explore a variety of strategies to deepen their understanding of multiplication. Understanding and creating equal fractions will prepare students for the next step: adding and subtracting fractions with different denominators.

Major Outcomes: Students will know/understand/ be able to...

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- Use place value understanding to round multi-digit whole numbers to any place
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Use place value understanding to find the product of two multi-digit numbers
- Compare two multi-digit numbers based on meanings of the digits in each place, using the symbols > (more than), = (equal to), and < (less than)
- Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way (3/8 = 1/8 + 1/8 + 1/8 = 2/8 + 1/8)
- Explain why a fraction is equal to another fraction
- Add and subtract mixed numbers (whole numbers mixed with fractions, such as 1 1/5) with the same denominators
- Multiply a fraction by a whole number

Grade 5

In grade five, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure. Students use place value understanding to figure out that, based on where the digits are located within the number, 0.115 is less than 0.151. Understanding how to divide objects into equal shares prepares students for the division of fractions.

Major Outcomes: Students will know/understand/ be able to...

- Use place value understanding to round decimals to any place
- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left
- Read, write, and compare decimals based on the meanings of the digits in the tenths, hundredths, and thousandths place, using the symbols >, =, and <
- Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number)
- Add and subtract fractions with different denominators
- Multiply a fraction by a whole number or another fraction
- Divide fractions by whole numbers and whole numbers by fractions

Grade 6

In grade six, students will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols,

such as 20+x = 35—and apply these skills in solving multi-step word problems. Real-world problems give students a context for dividing fractions by fractions. Students use diagrams and tables to think through and solve real-world problems involving ratios.

Major Outcomes: Students will know/understand/ be able to...

- Divide fractions by fractions using models and equations to represent the problem
- Solve word problems involving division of fractions by fractions
- Understand the concept of a ratio and use the correct language to describe it
- Understand the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it
- Use ratio and rates to solve real-world problems

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
	Know number names and the count	K.CC.1	Count to 100 by ones and by tens.
		K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	sequence.	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
		K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
		K.CC.4a	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Counting and Cardinality	Count to tell the number of objects	K.CC.4b	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
		K.CC.4c	c. Understand that each successive number name refers to a quantity that is one larger.
		K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
	Compare numbers.	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
		K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
	Understand addition	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
	as putting together and adding to, and	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Operations and Algebraic Thinking	understand subtraction as taking apart and taking from.	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
		K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
		K.OA.5	Fluently add and subtract within 5.

MATHEMATICS - Kinder	rgarten		
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
Number and Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value.	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	Describe and	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Measurement and Data	Describe and compare measurable attributes.	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
	Classify objects and count the number of objects in each category.	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
	Identify and describe shapes	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		K.G.2	Correctly name shapes regardless of their orientations or overall size.
		K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
Geometry	Analyze, compare, create, and compose shapes.	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
		K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
		K.G.6	Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"

MATHEMATICS - Gra		CODE	COMMON CODE CTATE CTANDADD
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
		1.0A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Represent and solve problems involving	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	addition and subtraction.	1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)
Operations and Algebraic Thinking		1.0A.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.
Algebraic minking	Add and subtract within 20.	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
		1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
	Work with addition and subtraction equations.	1.0A.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8$ 1, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
		1.OA.8	Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.
1.1.1	Extend the counting sequence.	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
Number and		1.NBT.2a	a) 10 can be thought of as a bundle of ten ones called a "ten"
Operations in Base Ten	Understand place	1.NBT.2b	 b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
	value.	1.NBT.2c	c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five six, seven, eight, or nine tens (and 0 ones).

Attachment D: Standards – K 6 / Scope and Sequence

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
		1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	Use place value understanding and properties of operations to add and	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
		1.NBT.5	Use place value understanding and properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
	subtract.	1.NBT.6	Use place value understanding and properties of operations to add and subtract. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	Measure lengths indirectly and by iterating length units.	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Measurement and Data		1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
	Tell and write time	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
	Represent and interpret data.	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Geometry		1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.
	Reason with shapes and their attributes.	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half- circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")

Attachment D: Standards – K 6 / Scope and Sequence

MATHEMATICS – Grade 1					
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD		
		1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
	Represent and solve problems involving addition and subtraction.	2.0A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Operations and	Add and subtract within 20.	2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Algebraic Thinking	Work with equal groups of objects to	2.0A.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	gain foundations for multiplication.	2.0A.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
	Understand place value.	2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
		2.NBT.1a	a) 100 can be thought of as a bundle of ten tens called a "hundred"
		2.NBT.1b	 b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and 0 ones).
		2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Number and		2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Operations in Base		2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Ten	1	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
	Use place value understanding and properties of operations to add and subtract.	2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
		2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900
		2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

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Attachment D: Standards – K 6 / Scope and Sequence

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
	Measure and estimate lengths in standard	2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
		2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	units.	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
		2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	Relate addition and	2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
Measurement and Data	subtraction to length.	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole- number sums and differences within 100 on a number line diagram.
	Work with time and money	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
		2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
	Represent and interpret data.	2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
		2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Geometry		2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
	Reason with shapes and their attributes	2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
		2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
	Represent and solve problems involving multiplication and	3.0A.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, , describe a context in which a total number of objects can be expressed as 5 x 7.
		3.0A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 object each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
	division.	3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
		3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.
Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by multiplying $3 \times 5 = 15$ then multiplying $15 \times 2 = 30$, or by multiplying $5 \times 2 = 10$ then multiplying $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2)$ (8×5) + (8×2) = $40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties.)
		3.OA.6	Understand division as an unknown-factor problem. For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.
	Multiply and divide within 100	3.0A.7	 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.
		3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
Number and	Use place value	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.

MATHEMATICS - Grad			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
Operations in Base Ten	understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (A range of algorithms may be used.)
		3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. (A range of algorithms may be used.)
		3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
		3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
		3.NF.2a	 a) Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
Number	Develop understanding of fractions as numbers.	3.NF.2b	 b) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
Number and Operations: Fractions		3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
		3.NF.3a	 a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
		3.NF.3b	 b) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
		3.NF.3c	 c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
		3.NF.3d	 d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
		3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes compound units such as cm^3 and finding the geometric volume of a container.)

Attachment D: Standards – K 6 / Scope and Sequence

STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
1.1	Represent and interpret data.	3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
	interpret data.	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
	· · · · · · · · · · · · · · · · · · ·	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.
		3.MD.5a	 a) A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
		3.MD.5b	 b) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
	Geometric	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	measurementA.	3.MD.7	Relate area to the operations of multiplication and addition.
	understand concepts of area and relate area to multiplication and to	3.MD.7a	a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
	addition. B. recognize perimeter as an attribute of plane	3.MD.7b	 b) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
	figures and distinguish between linear and area measures	3.MD.7c	c) Use tiling to show in a concrete case that the area of a rectangle with whole- number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
		3.MD.7d	 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts applying this technique to solve real world problems.
		3.MD.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.
	Reason with shapes and their attributes.	3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes car define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
		3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area of the shape.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
Operations and Algebraic Thinking	Y	4.0A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
	Use the four operations with whole numbers to solve	4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
	problems.	4.OA.3	Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	Gain familiarity with factors and multiples.	4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
	Generate and analyze patterns.	4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Number and Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers.	4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div$ 70 = 10 by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
		4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
		4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
	Use place value understanding and properties of	4.NBT.4	Fluently dd and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	operations to perform multi-digit arithmetic	4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
		4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
	Extend understanding of fraction equivalence and ordering.	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
		4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols > =, or <, and justify the conclusions, e.g., by using a visual fraction model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
		4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.
Number and Operations: Fractions	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.3a	 a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
		4.NF.3b	 b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 + 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
		4.NF.3c	c) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
		4.NF.3d	 d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
		4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Attachment D: Standards – K 6 / Scope and Sequence

MATHEMATICS – Gra	ide 4		
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		4.NF.4a	 a) Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).
		4.NF.4b	 b) Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)
Understand decimal		4.NF.4c	c) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
	4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)	
	notation for fractions, and compare decimal fractions.	4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 1 62/100 ; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
		4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),
		4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
	Represent and interpret data.	4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
	Geometric	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
		4.MD.5a	 a) An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
	measurement understand concepts	4.MD.5b	 b) An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
	of angle and measure angles.	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
		4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non- overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
	Draw and identify	4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel line. Identify these in two-dimensional figures.
Geometry	lines and angles, and classify shapes by	4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.
	properties of their lines and angles.	4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	Write and interpret numerical expressions.	5.0A.1	Use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols.
Operations and Algebraic Thinking		5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 Å~ (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
	Analyze patterns and relationships.	5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
	Understand the place value system.	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
		5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
		5.NBT.3	Read, write, and compare decimals to thousandths.
Number and		5.NBT.3a	a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).
Operations in Base Ten		5.NBT.3b	b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
		5.NBT.4	Use place value understanding to round decimals to any place.
		5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.6	Find whole-number quotients with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	Use equivalent fractions as a strategy	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)
	to add and subtract fractions.	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.
		5.NF.3	Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
Number and Operations:		5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
Fractions	Apply and extend previous understandings of	5.NF.4a	 a) Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d = ac/bd.)
	multiplication and division to multiply and divide fractions.	5.NF.4b	b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		5.NF.5	Interpret multiplication as scaling (resizing), by:
		5.NF.5a	a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
		5.NF.5b	 b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD				
		5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.				
		5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)				
		5.NF.7a	a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visua fraction model to show the quotient. Use the relationship between multiplication & division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.				
		5.NF.7b	b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.				
		5.NF.7c	c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?				
	Convert like measurement units within a given measurement system	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems.				
Measurement and Data	Represent and interpret data.	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.				
	Geometric	5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.				
	measurement understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3a	a) A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.				
		5.MD.3b	b) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.				
		5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.				

MATHEMATICS -	CLUSTER	CODE	COMMON CORE STATE STANDARD		
		5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		
		5.MD.5a	a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		
		5.MD.5b	b) Apply the formulas V = I × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		
	• • • • • • • • •	5.MD.5c	c) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non- overlapping parts, applying this technique to solve real world problems.		
Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		
		5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		
	Classify two-dimensional figures into categories	5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		
	based on their properties.	5.G.4	Classify two-dimensional figures in a hierarchy based on properties.		

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
		6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ? 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)
Ratios and Proportional		6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
Relationships		6.RP.3a	 a) Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratio
		6.RP.3b	b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
		6.RP.3c	c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
	Compute fluently with	6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
	multi-digit numbers and find common factors and multiples	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
		6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
		6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
	Apply and extend	6.NS.6a	 a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., (3) = 3, and that 0 is its own opposite.
	previous understandings of numbers to the system of rational numbers.	6.NS.6b	b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
		6.NS.6c	c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane
		6.NS.7	Understand ordering and absolute value of rational numbers.
		6.NS.7a	a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
		6.NS.7b	 b) Write, interpret, and explain statements of order for rational numbers in real-world contexts.
		6.NS.7c	c) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real world situation.
		6.NS.7d	d) Distinguish comparisons of absolute value from statements about

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DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
			order.
		6.NS.8	Solve real-world and mathematical problems by graphing points in all fou quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
		6.EE.1	Write and evaluate numerical expressions involving whole- number exponents.
		6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.
	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.2a	 a) Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 y.
		6.EE.2b	 b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
Expressions and Equations		6.EE.2c	 c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.
		6.EE.3	Apply the properties of operations as strategies to generate equivalent expressions.
		6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
	Reason about and solve one-variable equations and inequalities.	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
		6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
		6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	Represent and analyze quantitative relationships between dependent and independent variables	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.
	Solve real-world and Mathematical problems involving area, surface	6.G.1	Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real- world and mathematical problems.
Geometry		6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = I w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	area, and volume.	6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
		6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Statistics and Probability	Develop understanding	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

Attachment D	Standards – K	6 / Sco	pe and Sequence
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MATHEMATICS - G	irade 6		without the line sector in the sector is the sector of the		
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD		
	of statistical variability.	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		
		6.SP.3	Recognize that a measure of center for a numerical data set summariz all of its values using a single number, while a measure of variation describes how its values vary using a single number.		
		6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		
		6.SP.5	Summarize numerical data sets in relation to their context, such as by:		
		6.SP.5a	a) Reporting the number of observations.		
		6.SP.5b	 b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. 		
	Summarize and describe distributions.	6.SP.5c	c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.		
		6.SP.5d	 Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 		

Social Studies

Kindergarten

In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They will begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Major Outcomes:

History

- Ask questions, share information and discuss ideas about the past
- Understand that the first component in the concept of chronology is to place information in sequential order

Geography

• Understand/explain that people belong to different groups and live in different settings around the world that can be found on a map or globe

Economics

- Explain ownership as a component of economics
- Discuss how purchases can be made to meet wants and needs (PFL) *Civics*
- Participate in making decisions using democratic traditions
- Understand that civic participation takes place in multiple groups

Grade 1

In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Major Outcomes

History

- Describe patterns and chronological order of events of the recent past
- Identify/describe/explain family and cultural traditions in the United States in the past

Geography

- Understand that geographic tools such as maps and globes to represent places
- Understand/explain how people in different groups and communities interact with each other and the environment *Economics*

- Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
- Identify short term financial goals (PFL)

Civics

- Explain that effective groups have responsible leaders and team members
- Identify/describe notable people, places, holidays and patriotic symbols

Grade 2

In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

History

- Identify historical sources and utilize the tools of a historian
- People in the past influenced the history of neighborhoods and communities *Geography*
- Use geographic terms and tools to describe space and place
- People in communities manage, modify, and depend on their environment *Economics*
- The scarcity of resources affects the choices of individuals and communities
- Apply decision-making processes to financial decision making(PFL)

Civics

- Responsible community members advocate for their ideas
- People use multiple ways to resolve conflicts or differences

Grade 3

In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Major Outcomes: Students who understand these concepts will be able to...

History

- Use a variety of sources to distinguish historical fact from fiction
- Describe/explain how people in the past influenced the development and interaction of different communities and regions

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Geography

- Use various types of geographic tools to develop spatial thinking
- Describe/explain the concept of regions is developed through an understanding of similarities and differences in places *Economics*
- Describe producers and consumers and how goods and services are exchanged
- Describe how to meet short-term financial goals (PFL)

Civics

- Explain respecting the views and rights of others as components of a democratic society
- Describe/explain the origin, structure and function of local government

Grade 4

In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state's unique geography and key eras in early Washington State history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many learner performance expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Major Outcomes

History

- Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado
- The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States *Geography*
- Use several types of geographic tools to answer questions about the geography of Colorado
- Connections within and across human and physical systems are developed

Economics

- People respond to positive and negative incentives
- The relationship between choice and opportunity cost (PFL)

Civics

- Analyze and debate multiple perspectives on an issue
- The origins, structure, and functions of the Colorado government

Grade 5

In fifth grade, students use their understanding of social studies concepts and cause- and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

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Major Outcomes

History

- Analyze historical sources from multiple points of view to develop an understanding of historical context
- Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Geography

- Use various geographic tools and sources to answer questions about the geography of the United States
- Understands the causes and consequences of movement

Economics

- Describes how government and market structures influence financial institutions
- Understands the idea of utilizing financial institutions to manage personal finances (PFL)

Civics

- Describes/explains the foundations of citizenship in the United States
- Describes/explains the origins, structure, and functions of the United States government

Grade 6

In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Major Outcomes:

History

- Analyze and interpret historical sources to ask and research historical questions
- Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

Geography

- Use geographic tools to solve problems
- Describe/explain/analyze how human and physical systems vary and interact

Economics

- Identify and analyze different economic systems
- Describe/explain how saving and investing are key contributors to financial well being (PFL)

Civics

- Analyze the interconnected nature of the United States to other nations
- Compare multiple systems of governments

College, Career, and Civic Life	(C3)	Framework for Social Studies State Standards
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		and Civic Life (C3) Framework for S		
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
E	DIMENS	ION 1: DEVELOPING QUESTIONS AND	PLANNING INQUIRIES	
Constructing Compelling Questions	D1.1.K-2. Explain why the compelling question is im- portant to the student.	D1.1.3-5. Explain why compel- ling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a ques- tion represents key ideas in the field.	D1.1.9-12. Explain how a ques- tion reflects an enduring issue in the field.
	D1.2.K-2. Identify disciplinary ideas associated with a com- pelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associat- ed with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and ap- plications of disciplinary con- cepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about inter- pretations and applications of disciplinary concepts and ideas associated with a com- pelling question.
Supporting Questions as qu D be	D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disci- plinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and ap- plications of disciplinary con- cepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about inter- pretations and applications of disciplinary concepts and ideas associated with a sup- porting question.
	D1.4.K-2. Make connec- tions between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the rela- tionship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions con-tribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
Determining Helpful Sources	D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in
	DIMENSIO	N 2: APPLYING DISCIPLINARY TOOLS	AND CONCEPTS (CIVICS)	
Civic and Political Institutions	D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and pow- ers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsi- bilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongov- ernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibili- ties of local, state, tribal, na- tional, and international civic and political institutions.

	College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12	
	D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	D2.Civ.2.6-8. Explain spe- cific roles played by citizens (such as voters, jurors, taxpay- ers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. po-litical system, with attention to various theories of democ-racy, changes in Americans' participation over time, and alternative models from other countries, past and present.	
	D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitu- tional provisions.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and interna- tional agreements on the maintenance of national and international order.	
	D2.Civ.4.K-2. Begins in grades 3–5	D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.	D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureau- cracies at different levels in the United States and in other countries.	D2.Civ.4.9-12. Explain how the U.S. Constitution estab- lishes a system of government that has powers, responsi- bilities, and limits that have changed over time and that are still contested.	
	D2.Civ.5.K-2. Explain what governments are and some of their functions.	D2.Civ.5.3-5. Explain the origins, functions, and struc- ture of different systems of government, including those created by the U.S. and state constitutions.	D2.Civ.5.6-8. Explain the or- igins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	D2.Civ.5.9-12. Evaluate cit- izens' and institutions' effec- tiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	
	D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organiza- tions, and families.	D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	D2.Civ.6.9-12. Critique relationships among gov- ernments, civil societies, and economic markets.	
Participation and Deliberation	D2.Civ.7.K-2. Apply civic virtues when participating in school settings.	D2.Civ.7.3-5. Apply civic virtues and democratic princi- ples in school settings.	D2.Civ.7.6-8. Apply civic virtues and democratic princi- ples in school and community settings.	D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.	
	D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	D2.Civ.8.3-5. Identify core civic virtues and demo- cratic principles that guide government, society, and communities.	D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	
	D2.Civ.9.K-2. Follow agreed-upon rules for dis- cussions while responding attentively to others when addressing ideas and making decisions as a group.	D2.Civ.9.3-5. Use delibera- tive processes when making decisions or reaching judg- ments as a group.	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	D2.Civ.9.9-12. Use appropri- ate deliberative processes in multiple settings.	

		and Civic Life (C3) Framework for S		
		BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
		D2.Civ.10.3-5. Identify the beliefs, experiences, perspec- tives, and values that underlie their own and others' points of view about civic issues.	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people ad- dress issues and problems in government and civil society.	D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the applica- tion of civic virtues, democrat- ic principles, constitutional rights, and human rights.
D2.Civ.12.K-2. Ident how rules funct (classroom and school Begins in grades 3–5 D2.Civ.14.K-2. Desc have tried to	can work together to make decisions in the classroom.	D2.Civ.11.3-5. Compare procedures for making deci- sions in a variety of settings, including classroom, school, government, and/or society.	D2.Civ.11.6-8. Differentiate among procedures for mak- ing decisions in the class- room, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	D2.Civ.11.9-12. Evaluate multiple procedures for mak- ing governmental decisions at the local state, national, and international levels in terms of the civic purposes achieved.
		D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.	D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
	Begins in grades 3–5	D2.Civ.13.3-5. Explain how policies are developed to address public problems.	D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
	D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.		D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of chang- ing societies, promoting the common good, and protect- ing rights.
	DIMENSION	: APPLYING DISCIPLINARY TOOLS AN	D CONCEPTS (ECONOMICS)	
Making nece D2.Ec and c	D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	D2.Eco.1.3-5. Compare the benefits and costs of individu- al choices.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
	D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.		D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.2.9-12. Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
Exchange and Markets	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.

	College, Career,	and Civic Life (C3) Framework for S	ocial Studies State Standards	
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	 D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. D2.Eco.5.K-2. Identify prices of products in a local market. 	and businesses specialize and trade.	 D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy. D2.Eco.5.6-8. Explain ways in which money facilitates exchange by 	D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.Eco.5.9-12. Describe the consequences of competition in
	D2.Eco.6.K-2. Explain how people earn income.	D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	reducing trans- actional costs. D2.Eco.6.6-8. Explain how changes in supply and de- mand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	specific markets. D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.
	D2.Eco.7.K-2. Describe examples of costs of production.	D2.Eco.7.3-5. Explain how profits influence sellers in markets.	D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
	Begins in grades 3-5	D2.Eco.8.3-5. Identify examples of external benefits and costs.	D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
	D2.Eco.9.K-2. Describe the role of banks in an economy.	D2.Eco.9.3-5. Describe the role of other financial institu- tions in an economy.	D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
Economy sa	D2.Eco.10.K-2. Explain why people save.	D2.Eco.10.3-5. Explain what interest rates are.	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
	Begins in grades 3–5	D2.Eco.11.3-5. Explain the meaning of infl tion, defl - tion, and unemployment.	D2.Eco.11.6-8. Use ap- propriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	D2.Eco.11.9-12. Use eco- nomic indicators to analyze the current and future state of the economy.
	D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	D2.Eco.12.3-5. Explain the ways in which the govern- ment pays for the goods and services it provides.	D2.Eco.12.6-8. Explain how infl tion, defl tion, and un- employment affect different groups.	D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

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	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12		
	D2.Eco.13.K-2. Describe examples of capital goods and human capital.	D2.Eco.13.3-5. Describe ways people can increase pro-ductivity by using improved capital goods and improving their human capital.	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		
The Global Economy	D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	leads to increasing economic	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	D2.Eco.14.9-12. Analyze the role of comparative advan- tage in international trade of goods and services.		
	D2.Eco.15.K-2. Describe products that are produced abroad and sold domesti- cally and products that are produced domestically and sold abroad.	increasing economic interdependence on different groups	D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.		
	DIMENSION 2	APPLYING DISCIPLINARY TOOLS AN	D CONCEPTS (GEOGRAPHY)			
Representations g	graphs, and other representations of	D2.Geo.1.3-5. Construct maps and other graphic rep- resentations of both familiar and unfamiliar places.	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.1.9-12. Use geospa- tial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.		
	representations to describe places and the rela- tionships and	images, photographs, and other	D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.		
	D2.Geo.3.K-2. Use maps, globes, and other simple geo- graphic models to identify cultural and environmental characteristics of places.	scales to describe the locations of	D2.Geo.3.6-8. Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	D2.Geo.3.9-12. Use geo-graphic data to analyze vari- ations in the spatial patterns of cultural and environmental characteristics at multiple scales.		
Human-Environment	D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	influences the way people modify	D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.		
	College, Career, and Civic Life (C3) Framework for Social Studies State Standards					
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	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12		
	D2.Geo.5.K-2. Describe how human activities affect the cultural and environmen- tal characteristics of places or regions.	cultural and environmen- tal	D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.		
		environmental and cul- tural characteristics influence population distribution in specific places or regions.	places and regions are connected to hu- man identities and cultures.	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmen- tal and cultural characteristics of specific places and regions.		
Human Population: Spatial Patterns and Movements		and environmental characteristics affect the distribution and movement of people, goods, and ideas.	connections among human settlements and affect the diffusion of ideas and cultural practices.	D2.Geo.7.9-12. Analyze the reciprocal nature of how his- torical events and the spatial diffusion of ideas, technolo- gies, and cultural practices have influenced migration patterns and the distribution of human population.		
	D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	settlements and movements relate to	D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.		
	connections between the physical environment of a place and the	catastrophic envi- ronmental and	D2.Geo.9.6-8. Evaluate the influences of long-term hu- man-induced environmental change on spatial patterns of conflict and cooperation.	D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migra- tion and settlement patterns, resource use, and land uses at local-to-global scales.		
Global Interconnections		D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	D2.Geo.10.9-12. Evaluate how changes in the environ- mental and cultural charac- teristics of a place or region influence spatial patterns of trade and land use.		
	consumption of products connects people to distant places.	D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.		

		and Civic Life (C3) Framework for S		and the second sec
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	people living in a place.	D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.	D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in partic- ular places.	D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
	DIMENSION	2: APPLYING DISCIPLINARY TOOLS A	ND CONCEPTS (HISTORY)	
Change, Continuity, and Context		D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.1.9-12. Evaluate how historical events and devel- opments were shaped by unique circumstances of time and place as well as broader historical contexts.
	D2.His.2.K-2. Compare life in the past to life today.	D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.2.9-12. Analyze change and continuity in historical eras.
	D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	about individuals and groups who	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.3.9-12. Use ques- tions generated about indi- viduals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Perspectives	D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.4.6-8. Analyze multi- ple factors that influenced the perspectives of people during different historical eras.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	Begins in grades 3–5	D2.His.5.3-5. Explain connections among historical contexts and people's per- spectives at the time.	D2.His.5.6-8. Explain how and why perspectives of peo- ple have changed over time.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape peo- ple's perspectives.
	D2.His.6.K-2. Compare dif- ferent accounts of the same historical event.		D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	D2.His.6.9-12. Analyze the ways in which the perspec- tives of those writing history shaped the history that they produced.
	Begins in grades 9–12	Begins in grades 9–12	Begins in grades 9–12	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpreta- tions of the past.

	College, Career,	and Civic Life (C3) Framework for S	Social Studies State Standards	
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	Begins in grades 9–12	Begins in grades 9–12	Begins in grades 9–12	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspec- tives of people at the time.
Historical Sources and Evidence	D2.His.9.K-2. Identify differ- ent kinds of historical sources.	D2.His.9.3-5. Summarize how different kinds of his- torical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sourc-es used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between histori- cal sources and the secondary interpretations made from them.
	D2.His.10.K-2. Explain how historical sources can be used to study the past.		D2.His.10.6-8. Detect pos- sible limitations in the histori- cal record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	audience and purpose of a historical	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identifid.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	about a particular historical source as it relates to a particular historical	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particu- lar historical events and developments.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inqui- ry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and in- vestigate additional sources.
		D2.His.13.3-5. Use infor- mation about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
Causation and Argumentation	reasons for an event or development	D2.His.14.3-5. Explain probable causes and effects of events and defects of events and developments.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
	Begins in grades 6–8	Begins in grades 6–8	D2.His.15.6-8. Evaluate the relative influence of various causes of events and devel- opments in the past.	D2.His.15.9-12. Distinguish between long-term caus- es and triggering events in developing a historical argument.

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	D2.His.16.K-2. Select which reasons might be more likely than others to explain a his- torical event or development.	develop a claim about the past.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple rele- vant historical sources and in- terpretations into a reasoned argument about the past.
	Begins in grades 3–5	D2.His.17.3-5. Summarize the central claim in a second- ary work of history.	D2.His.17.6-8. Compare the central arguments in second- ary works of history on related topics in multiple media.	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple me- dia in terms of their historical accuracy.
	DIM	ENSION 3: EVALUATING SOURCES ANI	D USING EVIDENCE	
Gathering and Evaluating Sources	D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	information from multiple sources	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
	D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence	Begins in grades 3–5	D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	D3.3.9-12. Identify evidence that draws information di- rectly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	Begins in grades 3–5	D3.4.3-5. Use evidence to develop claims in response to compelling questions.	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
	DIMENSION 4: 0	COMMUNICATING CONCLUSIONS AN	D TAKING INFORMED ACTION	
Communicating Conclusions	D4.1.K-2. Construct an argu- ment with reasons.	D4.1.3-5. Construct argu- ments using claims and evi- dence from multiple sources.	D4.1.6-8. Construct arguments using claims and evidence from multiple sourc- es, while acknowledging the strengths and limitations of the arguments.	D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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	BY THE END OF GRADE 2*	BY THE END OF GRADE 5* BY THE END OF GRADE 8		BY THE END OF GRADE 12
	D4.2.K-2. Construct explanations using correct sequence and relevant information.	D4.2.3-5. Construct ex- planations using reasoning, correct sequence, examples, and details with relevant information and data.	D4.2.6-8. Construct ex- planations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	D4.2.9-12. Construct expla- nations using sound reason- ing, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and ef- fect, chronological, procedur- al, technical).
	D4.3.K-2. Present a summa- ry of an argument using print, oral, and digital technologies.		classroom using print and oral technologies (e.g., post- ers, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.9-12. Present adapta- tions of arguments and expla- nations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technol- ogies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
Critiquing Conclusions	D4.4.K-2. Ask and answer questions about arguments.	D4.4.3-5. Critique arguments.	D4.4.6-8. Critique argu- ments for credibility.	D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
	D4.5.K-2. Ask and answer questions about explanations.	D4.5.3-5. Critique explanations.	D4.5.6-8. Critique the struc- ture of explanations.	D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.
Taking Informed Action	D4.6.K-2. Identify and explain a range of local, regional, and global prob- lems, and some ways in which people are trying to address these problems.	concepts to explain the challenges people have faced and opportunities they have created, in addressing	specific problem can manifest itself at local, region- al, and global levels over time, identifying its characteristics	

Attachment D: Standards – K 6 / Scope and Sequence

Attachment D: Standards – K 6 / Scope and Sequence

College, Career, and Civic Life (C3) Framework for Social Studies State Standards						
BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12			
	and approaches students and others could take in working alone and together to address local, re- gional,	collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power,	D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.			
	and democratic procedures to make deci- sions about and act on civic	deliberative and democratic procedures to make decisions and take action in their class- rooms and	D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.			

Science

Kindergarten

Kindergarten students will participate in several units of scientific and engineering instruction, through an inquiry-based approach. The kindergarten science curriculum focuses on the children and their interaction with the world around them. We introduce all three main science areas of life, physical, and earth and space with more emphasis on life and physical science. Strong emphasis is placed on topics that pertain to the early learner and what is important to them: the parts of the body, five senses, healthy habits, pets, characteristics of objects, how objects move, plants, living and non-living things, weather and seasons.

Major Outcomes: Students who demonstrate understanding will be able to...

Skills and Processes (Scientists and Engineers)

- Describe the job of a scientist.
- Describe the job of an engineer.
- Describe ways in which scientists and engineers work together.
- Discover how scientists study the world.
- Identify the tools that a scientist uses.
- Identify the five steps in the Engineering Design Process.

Weather (Earth and Space Science)

- Observe weather and be able to explain clothing and activity choices.
- Differentiate between typical and severe types of weather in our community.
- Communicate and demonstrate ways to stay safe during severe weather in our community.
- Use the Engineering Design Process to design and build a structure to reduce the warming effect of sunlight on the Earth's surface. *Physical Science Forces and Interactions: Pushes and Pulls*
- Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls.
- Observe the motion of objects to explore the effects of pushes and pulls.
- Communicate about cause and effect.
- Compare the effects of different strengths of pushes and pulls.
- Use information to decide if a solution works as designed to change the speed or direction of an object with a push or pull.

Life Science – Relationships and Ecosystems

- Distinguish between needs and wants.
- Determine that animals require food and water to live and grow.
- Determine through investigation that plants need light and water to live and grow.
- Explain how plants and animals impact (change) their environment to meet their needs.
- Explain how human choices impact the environment, both in positive and negative ways.
- Collaborate to develop a solution to reduce negative human impact on the land, air, water, and/or other living things.

GRADE 1

Grade 1 science focuses on the life sciences because at this age, students are more egocentric and focused more on themselves than the things around them. The topics focus on stages of life starting with human beings, moving to plants then animals (primarily mammals), and ending with insects. The stages of life of all these are compared and contrasted, which makes for an easy transition from topic to topic. Science 1 also explores the sun and moon, sunlight, water, and soil.

Major Outcomes: Students who demonstrate understanding will be able to...

Life Science - Plant and Animal: Structure and Function

- Use the Engineering Design Process to help them design a new invention.
- Identify and explain how different external features of an animal help it survive in its environment.
- Identify and describe similarities and differences in parent animals and plants and their offspring.
- Identify and describe behaviors that parents and their offspring use to communicate, to help offspring survive.

Earth and Space Science – Patterns in Space Systems

- Describe and discuss characteristics of the sun as a star.
- Use observational data from a model to identify appropriate evidence to support the idea that stars, other than the sun, can only be seen at night.
- Use observable patterns to support the conclusion that the sun does not move, instead Earth's movement causes day and night.
- Design and produce a model of the surface of the moon.
- Describe how some of the moon's craters are formed.
- Use observational data to identify patterns in the appearance of the moon.

Physical Science – Light

- Compare and contrast objects with and without light.
- Identify natural and human-made sources of light.
- Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light)
- Describe what happens when different objects are placed in front of a beam light.
- Justify whether an object is transparent, translucent, or opaque.
- Use the Engineering Design Process to design a device that can communicate using light.

GRADE 2

The Grade 2 student will use scientific skills and processes to observe, identify and describe the Moon and its physical properties, location, and movement. The student will use scientific skills and processes to describe and compare land features and soil characteristics; identify causes, effects, and prevention of soil erosion; and describe the effects of human and natural activities on soil. The student will use scientific skills and processes to describe, compare, and evaluate materials that accelerate or slow interactions. The student will use scientific skills and processes to describe and compare characteristics, basic needs, and life cycle of an organism.

Major Outcomes: Students will know/understand/ be able to...

Earth and Space Science – The Moon:

- Identify and describe a science problem related to the Moon.
- Describe the physical properties of the Moon.
- Observe the appearance of the Moon in the daytime and nighttime sky.
- Observe and record data about the location and movement of the Moon over time.
- Observe and describe the repeating pattern of lunar phases. Use

Earth Science - Soil and Erosion:

- Identify and describe a science problem related to soil characteristics and erosion.
- Describe and compare characteristics of different soils.
- Compare, and diagram the way in which soil layers.
- Observe and explain how soil can be formed by weathering.
- Measure and compare water retention of several types of soil.
- Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans).
- Predict, observe, and identify causes and effects of soil erosion.
- Explain how water erodes unprotected soil.
- Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects).
- Use science knowledge to make decisions and/or devise a plan to solve a problem.

Physical Science – Exploring Interactions

- Identify and describe a science problem related to interactions of matter.
- Describe and compare interactions of solids and liquids.
- Create mixtures and separate them based on differences in properties.
- Predict, record, and compare interactions of substances with water of different temperatures.
- Measure, record, and compare water temperature, using a temperature probe and thermometer.
- Give examples that show that energy can warm a substance (e.g. sun, stove top).
- Describe and compare interactions of ice with various materials that accelerate or slow melting.
- Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting.
- Draw conclusions based on observable evidence to identify materials that are good insulators.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.
- Life and Environmental Science Characteristics of Organisms
- Identify and describe a science problem related to characteristics of organisms.
- Observe, describe, and identify structural parts of an insect and the functions of those parts.
- Explain that all living things can be compared based on similarities and differences (i.e. external features).

- Classify collected organisms as insects or non-insects.
- Observe, describe, and record butterfly larvae structures and behaviors.
- Identify the structural changes in the various stages of a butterfly larva's growth and how they allow the organism to perform different functions.
- Predict and identify food preferences of butterfly larvae.
- Describe, record, and compare characteristics of different stages of a butterfly's life cycle.
- Observe, describe, and identify structural parts of a butterfly and the functions of those parts.
- Predict and identify the food preferences of an adult butterfly.
- Compare the food preferences of a butterfly larva to an adult butterfly.
- Explain that animals need air, water, and food to survive.
- Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies.
- Describe that offspring are very much, but not exactly, like their parents and one another.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.

Grade 3

In grade 3, science study begins with a study of the weather. From there the lessons begin a discussion of the Periodic Table of the Elements and teach the children what all things in our universe are built around. This leads into how matter can be changed both chemically and physically. The states of matter are reintroduced and prepare the children for discussions about meteorology and the Earth's atmosphere and water cycle. Students then study how rocks are formed, types of rocks, weathering and erosion, and soil. After soil, lessons begin with plants and finish with animals. Discussion includes the interdependence of soil, plants, and animals, specifically seed plants and amphibians and reptiles.

Major Outcomes: Students who demonstrate understanding will be able to...

Earth and Space Science – The Weather

- Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Understand that climate describes a range of typical weather conditions in a given area.
- Students will obtain and combine information to describe climates in different regions of the world.
- Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts.
- make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Physical Science – Forces and Interactions

- Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Understand that every force has both a strength and a direction.

- Make observations and/or measurements of an object's motion to identify patterns that can be used to predict future motion.
- Understand that the speed and direction of an object in motion can be changed by direct and indirect interactions.
- Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact.
- Define a simple design problem that can be solved by using magnets.

Life Sciences – Independent Relationships in Ecosystems

- When the environment changes in ways that affect a place's physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die.
- Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary.
- Some kinds of plants and animals that once lived on Earth are no longer found.
- Fossils provide evidence about types of organisms that lived long ago.
- For any particular environment, some organisms survive well, some less well, and some cannot survive at all.
- Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there.

Life Sciences – Life Cycles and Traits

- Scientists use observation to understand the life cycles of living organisms.
- By observing organisms in their environment, we can identify problems facing different life forms.
- By identifying the source of some of the problems, and we can determine as solutions to help solve the problem.
- Students will be able to describe similarities and differences between life cycles of different organisms
- Define traits and how can they be observed
- Explain how traits can be described and compared
- Describe/explain how the environment can affect an organism's traits
- Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival

Grade 4

Science in grade 4 focuses on organisms and their interactions as well as forms of energy. The emphasis is life science and physical science as lessons review and build upon topics taught in Science K–3. Life science lessons include introduction to cells and cell structures, botany (plants are examined and classified), characteristics of vertebrate and invertebrate animals, and ecosystems, including adaptations and behaviors of plants and animals. Physical science lessons explore energy, including kinetic and potential energy, sound, radiant energy, visible light, heat, and renewable and non-renewable energy resources. Introduction of electricity finishes the program with lessons on types of electricity and building series circuits, parallel circuits, and electromagnets.

Major Outcomes: Students who demonstrate understanding will be able to...

Physical Science – Energy

- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another.

Physical Science – Waves

- Develop a model of waves.
- Compare and contrast multiple models of waves.
- Use a model of waves to make observations and collect data.
- Use a model of waves to describe patterns in the properties of the waves.
- Use a model of waves to support a description of the relationship between wave patterns and the movement of objects.
- Use a model of waves to support a description of the relationship between waves and the transfer of energy.
- Work collaboratively to generate and compare multiple solutions that use patterns to transfer information.

Earth and Space Science – Earth's Systems

- Use simulation procedures to identify variables and plan the collection of data, including observations and measurements.
- Use a simulation to produce data.
- Use evidence to support an explanation of the effects of the forces that shape earth's landscape over time.
- Work cooperatively to analyze data in order to make inferences about a time in earth's history.
- Analyze and interpret data on world maps in order to describe patterns of earth's features.
- Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.

Grade 5

In 5th grade, learners will focus on Exploring the Universe, Examining the Structure of Matter, and Investigating Matter and Its Interactions Students will use the skills and processes of science to investigate the natural cycles caused by Earth's rotation and revolution around the Sun; explain the importance of water to exist on our planet in three states and that the Sun powers the water cycle; investigate the properties of water to describe how human activity can have positive and negative effects on water quality; explain how those effects impact streams and rivers in our island home. A primary focus of the fifth grade science curriculum will be study of the Hawaii Conservation Enhancement Program. Our campus is ideally suited for such a hand-on scientific exploration.

Major Outcomes: Students who demonstrate understanding will be able to...

Earth and Space Science: Patterns and Cycles

- Identify and describe the physical properties of comets, asteroids, and meteors.
- Explain that the Earth's rotation on its axis produces the day and night cycle.
- Explain that the Earth's rotation also creates the apparent movement of other celestial bodies.
- Explain that the moon, like Earth, follows patterns of rotation and revolution. T

• Explain that these patterns create the Moon's apparent shape and position changes.

Physical Science – Forces and Motion

- Explain that speed is defined as the distance traveled over time.
- Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move.
- Explain that motion is a change in position. Periodic motion is the motion that repeats itself.
- Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times.
- Explain that the greater the force, the greater the change in motion.
- Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa.
- Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object.
- Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth.

Earth and Space Science – Ecosystems and Conservation

- Explain/describe how certain consequences occur when Earth's natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters.
- Explain/describe how human activity has consequences on a watershed.
- Explain/describe how constructing a riparian buffer works to restore water quality.
- Explain that a cell is a basic unit of life.
- Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms.
- Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive.

Hawaii Conservation Enhancement Program

- At the end of the year, students will be able to describe how restoring Riparian Forest Buffers can improve local water quality and the quality of the ecosystem of our Hawaiian islands.
- *Sustaining food supply:* Identify agricultural methods used in Hawaii to increase food production and their impact on humans and the environment.
- *Conservation of resources:* Explain why there is a need to conserve natural resources (including fossil fuel).

GRADE 6

The Grade 6 Performance Expectations (PEs) in the earth sciences address these essential questions and build on K-5 ideas and experiences. In Earth Science, students regularly engage in asking scientific questions that drive their investigations and lead to increasingly sophisticated evaluation of data and their presentation. Students also have opportunities to learn and to apply engineering-specific practices such as designing solutions to identified problems. Study is divided into four basic topic areas: (1) Earth and Space Science - Earth's Place in the Universe, (2) Earth's Systems; and (3) Earth and Human Activity.

Major Outcomes: Students who demonstrate understanding will be able to...

Earth's Place In the Universe

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6billion-year-old history.

Earth's Systems

- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Earth and Human Activity

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

NEXT GENERATION SCIENCE STANDARDS K-

DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
Motion and Stability:	K-PS2-1.	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	 Analyzing and Interpreting Data: With guidance, plan and conduct an investigation in collaboration with peers.
Forces and Interactions	K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	 Analyzing and Interpreting Data: Analyze data from tests of an object or tool to determine if it works as intended
	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	 Planning and Carrying Out Investigations: Make observations (firsthand or from media) to collect data that can be used to make comparisons
Energy	K-PS3-2	Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.*	 Constructing Explanations and Designing Solutions" Use tools and materials provided to design and build a device that solves a specific problem
From Molecules to Organisms: Structures and Processes	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	 Analyzing and Interpreting Data: Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
Forthly Sustained	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time. [Analyzing and Interpreting Data: Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
Earth's Systems	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs	 Engaging in Argument from Evidence: Construct an argument with evidence to support a claim.
Earth and Human Activity	K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	 Developing and Using Models: Use a model to represent relationships in the natural world.

NGSS - KINDERGAR	TEN		
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	 Asking Questions and Defining Problems: Ask questions based on observations to find more information about the designed world. Obtaining, Evaluating, and Communicating Information: Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	 Obtaining, Evaluating, and Communicating Information: Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
Engineering Design	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	 Asking Questions and Defining Problems: Ask questions based on observations to find more information about the natural and/or designed world(s). Define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	 Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	 Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine if it works as intended.

DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	 Planning and Carrying Out Investigations Plan and conduct investigations collaboratively to produce evidence to answer a question.
Waves and Their Applications in	1-PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	Constructing Explanations and Designing Solutions Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
Technologies for Information Transfer	1-PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	 Planning and Carrying Out Investigations Plan and conduct investigations collaboratively to produce evidence to answer a question.
	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	Constructing Explanations and Designing Solutions Use tools and materials provided to design a device that solves a specific problem.
From Molecules to Organisms: Structures and Processes	1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	 Constructing Explanations and Designing Solutions Use materials to design a device that solves a specific problem or a solution to a specific problem.
	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Obtaining, Evaluating, and Communicating Information Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
Heredity: Inheritance and Variation of Traits	1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Constructing Explanations and Designing Solutions Make observations (firsthand or from media) to construct an evidence based account for natural phenomena.
Earth's Place in the	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Analyzing and Interpreting Data Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
Universe	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	Planning and Carrying Out Investigations Make observations (firsthand or from media) to collect data that can be used to make comparisons.

NGSS –GRADE 1					
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE		
	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Asking Questions and Defining Problems Ask questions based on observations to find more information about the natural and/or designed world(s). Define a simple problem that can be solved through the development of a new or improved object or tool.		
Engineering Design	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.		
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Analyzing and Interpreting Data nalyze data from tests of an object or tool to determine if it works as intended.		

NGSS –GRADE 2 DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
Matter and Its Interactions	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*	Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine if it works as intended.
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Constructing Explanations and Designing Solutions Make observations (firsthand or from media) to construct an evidence based account for natural phenomena
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Engaging in Argument from Evidence Construct an argument with evidence to support a claim.
Ecosystems: Interactions, Energy,	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
and Dynamics	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.
Biological Evolution: Unity and Diversity	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	Planning and Carrying Out Investigations Make observations (firsthand or from media) to collect data which can be used to make comparisons.
Earth's Place in the Universe	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Constructing Explanations and Designing Solutions Make observations from several sources to construct an evidence based account for natural phenomena
	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*[Constructing Explanations and Designing Solutions Compare multiple solutions to a problem.
Earth's Systems	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Developing and Using Models Develop a model to represent patterns in the natural world.

NGSS –GRADE 2			
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Obtaining, Evaluating, and Communicating Information Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
Engineering Design	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Asking Questions and Defining Problems Ask questions based on observations to find more information about the natural and/or designed world(s). Define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine if it works as intended.

NGSS –GRADE 3	Concession in the	The second se	
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
Motion and Stability: Forces and	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
Interactions	3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Asking Questions and Defining Problems Ask questions that can be investigated based on patterns such as cause and effect relationships
	3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.	Asking Questions and Defining Problems Define a simple problem that can be solved through the development of a new or improved object or tool.
From Molecules to Organisms: Structures and Processes	3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Developing and Using Models Develop models to describe phenomena.
Ecosystems: Interactions, Energy, and Dynamics	3-LS2-1	Construct an argument that some animals form groups that help members survive.	Engaging in Argument from Evidence Construct an argument with evidence, data, and/or a model.
Heredity: Inheritance and Variation of Traits	3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.
	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.	Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to support an explanation.
Biological Evolution: Unity and Diversity	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.
	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to construct an explanation.

NGSS –GRADE 3			
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Engaging in Argument from Evidence Construct an argument with evidence.
	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*	Engaging in Argument from Evidence Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
Earth's Systems	3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Analyzing and Interpreting Data Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world	Obtaining, Evaluating, and Communicating Information Obtain and combine information from books and other reliable media to explain phenomena
Earth and Human Activity	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*	Engaging in Argument from Evidence Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem
Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object	Constructing Explanations and Designing Solutions Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
Farmer	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Planning and Carrying Out Investigations Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
Energy	4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Asking Questions and Defining Problems Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*	Constructing Explanations and Designing Solutions Apply scientific ideas to solve design problems.
	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Developing and Using Models Develop a model using an analogy, example, or abstract representation to describe a scientific principle.
Waves and Their Applications in Technologies for	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Developing and Using Models Develop a model to describe phenomena
Information Transfer	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.	Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
From Molecules to Organisms: Structures and Processes	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Engaging in Argument from Evidence Construct an argument with evidence, data, and/or a model.
	4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Developing and Using Models Use a model to test interactions concerning the functioning of a natural system
Earth's Place in the Universe	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Constructing Explanations and Designing Solutions Identify the evidence that supports particular points in an explanation.

NGSS –GRADE 4			
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
Earth's Systems	4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.
Earth and Human	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Obtaining, Evaluating, and Communicating Information Obtain and combine information from books and other reliable media to explain phenomena.
Activity	4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered

NGSS –GRADE 5			
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
	5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.	Developing and Using Models Use models to describe phenomena.
Matter and Its	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Using Mathematics and Computational Thinking Measure and graph quantities such as weight to address scientific and engineering questions and problems.
Interactions	5-PS1-3	Make observations and measurements to identify materials based on their properties	Planning and Carrying Out Investigations Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Planning and Carrying Out Investigations Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
Motion and Stability: Forces and Interaction	5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.	Engaging in Argument from Evidence Support an argument with evidence, data, or a model.
Energy	5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	Developing and Using Models Use models to describe phenomena.
From Molecules to Organisms: Structures and Processes	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.	Engaging in Argument from Evidence Support an argument with evidence, data, or a model.
Ecosystems: Interactions, Energy, and Dynamics	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	Developing and Using Models Develop a model to describe phenomena.
Earth's Place in the Universe	5-ESS1-1	Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	Engaging in Argument from Evidence Support an argument with evidence, data, or a model.
	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Analyzing and Interpreting Data Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.

NGSS –GRADE 5			
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE
19.55	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Developing and Using Models Develop a model using an example to describe a scientific principle
Earth's Systems	5-ESS2-2	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Using Mathematics and Computational Thinking Describe and graph quantities such as area and volume to address scientific questions
Earth and Human Activity	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Obtaining, Evaluating, and Communicating Information Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

NGSS –GRADE 6					
DOMAIN	CODE	STANDARD	SCIENCE AND ENGINEERING PRACTICE		
	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.	Developing and Using Models Develop a model to predict and/or describe phenomena		
	MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Analyzing and Interpreting Data Analyze and interpret data to determine similarities and differences in findings.		
Matter and its	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Obtaining, Evaluating, and Communicating Information Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or now supported by evidence		
Interactions	MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Developing and Using Models Develop a model to predict and/or describe phenomena		
	MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Developing and Using Models Develop a model to describe unobservable mechanisms.		
	MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*	Constructing Explanations and Designing Solutions Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.		
Energy	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object	Analyzing and Interpreting Data Construct and interpret graphical displays of data to identify linear and nonlinear relationships.		
Motion and Stability: Forces and Interactions	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*[Constructing Explanations and Designing Solutions Apply scientific ideas or principles to design an object, tool, process or system.		
Earth's Place in the Universe	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Developing and Using Models Develop and use a model to describe phenomena.		

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STANDARD	CODE	PERFORMANCE INDICATOR		
	Pre-K-Gra	ade 2		
	1.2.1	Identify that healthy behaviors impact personal health.		
	1.2.2	Recognize that there are multiple dimensions of health.		
	1.2.3	Describe ways to prevent communicable diseases.		
	1.2.4	List ways to prevent common childhood injuries.		
	1.2.5	Describe why it is important to seek health care.		
	Grades 3	-5		
	1.5.1	Describe the relationship between healthy behaviors and personal health.		
<u>Standard 1</u> Students will	1.5.2	Identify examples of emotional, intellectual, physical, and social health.		
comprehend concepts	1.5.3	Describe ways in which safe and healthy school and community environments can promote personal health.		
related to health	1.5.4	Describe ways to prevent common childhood injuries and health problems.		
promotion and disease	1.5.5	Describe when it is important to seek health care.		
prevention to enhance health.	Grades 6-8			
nearth.	1.8.1	Analyze the relationship between healthy behaviors and personal health.		
	1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.		
	1.8.3	Analyze how the environment affects personal health.		
	1.8.4	Describe how family history can affect personal health.		
	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.		
	1.8.6	Explain how appropriate health care can promote personal health.		
	1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.		
	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.		
1 1 1 1	Pre-K-Grade 2			
Standard 2	2.2.1	Identify how the family influences personal health practices and behaviors.		
Students will analyze the	2.2.2	Identify what the school can do to support personal health practices and behaviors.		
influence of family,	2.2.3	Describe how the media can influence health behaviors.		
peers, culture, media, technology, and other	Grades 3	-5		
factors on health	2.5.1	Describe how family influences personal health practices and behaviors.		
behaviors.	2.5.2	Identify the influence of culture on health practices and behaviors.		
	2.5.3	Identify how peers can influence healthy and unhealthy behaviors		

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STANDARD	CODE	PERFORMANCE INDICATOR		
	2.5.4	Describe how the school and community can support personal health practices and behaviors.		
	2.5.5	Explain how media influences thoughts, feelings, and health behaviors.		
	2.5.6	Describe ways that technology can influence personal health.		
	Grades 6	-8		
	2.8.1	Examine how the family influences the health of adolescents.		
	2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.		
	2.8.3	Describe how peers influence healthy and unhealthy behaviors.		
	2.8.4	Analyze how the school and community can affect personal health practices and behaviors.		
	2.8.5	Analyze how messages from media influence health behaviors.		
	2.8.6	Analyze the influence of technology on personal and family health.		
	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.		
	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.		
	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.		
	2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.		
	Pre-K-Grade 2			
	3.2.1	Identify trusted adults and professionals who can help promote health.		
	3.2.2	Identify ways to locate school and community health helpers.		
Standard 3	Grades 3	-5		
Students will	3.5.1	Identify characteristics of valid health information, products, and services.		
demonstrate the ability to access valid	3.5.2	Locate resources from home, school, and community that provide valid health information.		
information, products,	Grades 6	-8		
and services to enhance	3.8.1	Analyze the validity of health information, products, and services.		
health.	3.8.2	Access valid health information from home, school, and community.		
	3.8.3	Determine the accessibility of products that enhance health.		
	3.8.4	Describe situations that may require professional health services.		
	3.8.5	Locate valid and reliable health products and services.		
Standard 4	Pre-K-Gra	ade 2		
Students will	4.2.1	Demonstrate healthy ways to express needs, wants, and feelings.		
demonstrate the ability	4.2.2	Demonstrate listening skills to enhance health.		

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STANDARD	CODE	PERFORMANCE INDICATOR	
to use interpersonal	4.2.3	Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	
communication skills to	4.2.4	Demonstrate ways to tell a trusted adult if threatened or harmed.	
enhance health and avoid or reduce health risks.	Grades 3	-5	
	4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	
	4.5.2	Demonstrate refusal skills that avoid or reduce health risks.	
	4.5.3	Demonstrate nonviolent strategies to manage or resolve conflict.	
	4.5.4	Demonstrate how to ask for assistance to enhance personal health.	
	Grades 6	-8	
	4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.	
	4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	
	4.8.3	Demonstrate effective conflict management or resolution strategies.	
	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.	
	Pre-K-Gra	ade 2	
	5.2.1	Identify situations when a health-related decision is needed.	
	5.2.2	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	
	Grades 3	-5	
	5.5.1	Identify health-related situations that might require a thoughtful decision.	
	5.5.2	Analyze when assistance is needed in making a health-related decision.	
Standard 5	5.5.3	List healthy options to health-related issues or problems.	
Students will	5.5.4	Predict the potential outcomes of each option when making a health-related decision.	
demonstrate the ability to use decision-making	5.5.5	Choose a healthy option when making a decision.	
skills to enhance health.	5.5.6	Describe the outcomes of a health-related decision.	
	Grades 6-8		
	5.8.1	Identify circumstances that can help or hinder healthy decision making.	
	5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.	
	5.8.3	Distinguish when individual or collaborative decision making is appropriate.	
	5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	
	5.8.5	Predict the potential short-term impact of each alternative on self and others.	
	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	

Attachment D, Page 96

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STANDARD	CODE	PERFORMANCE INDICATOR		
	5.8.7	Analyze the outcomes of a health-related decision.		
£	Pre-K-Gr	ade 2		
	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.		
	6.2.2	Identify who can help when assistance is needed to achieve a personal health goal.		
Standard 6	Grades 3	-5		
Students will	6.5.1	Set a personal health goal and track progress toward its achievement.		
demonstrate the ability	6.5.2	Identify resources to assist in achieving a personal health goal.		
to use goal-setting skills	Grades 6	-8		
to enhance health.	6.8.1	Assess personal health practices.		
	6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.		
	6.8.3	Apply strategies and skills needed to attain a personal health goal.		
	6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.		
	Pre-K-Grade 2			
	7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.		
Charles 1 7	7.2.2	Demonstrate behaviors that avoid or reduce health risks.		
<u>Standard 7</u> Students will	Grades 3-5			
demonstrate the ability	7.5.1	Identify responsible personal health behaviors.		
to practice health-	7.5.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.		
enhancing behaviors and	7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks.		
avoid or reduce health risks.	Grades 6	-8		
11383.	7.8.1	Explain the importance of assuming responsibility for personal health behaviors.		
	7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.		
	7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.		
Standard 9	Pre-K-Gr	ade 2		
<u>Standard 8</u> Students will	8.2.1	Make requests to promote personal health.		
demonstrate the ability	8.2.2	Encourage peers to make positive health choices.		
to advocate for personal,	Grades 3	-5		
family, and community health.	8.5.1	Express opinions and give accurate information about health issues.		
nearth.	8.5.2	Encourage others to make positive health choices.		

Attachment D, Page 97

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STANDARD	CODE	PERFORMANCE INDICATOR	
	Grades 6-8		
	8.8.1	State a health-enhancing position on a topic and support it with accurate information.	
	8.8.2	Demonstrate how to influence and support others to make positive health choices.	
	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.	
	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.	

World Languages

(K-6) The study of world languages will include attention to the five goal areas identified by the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Connections, Comparisons, and Communities. These are the *five C's of world language education*. (ACTFL, 2014)

Exploration of World Languages and Cultures will be embedded in the interdisciplinary curriculum. Communication is at the heart of second language study, whether the communication takes place face-to- face, in writing, or across centuries through the reading of literature. Students will learn basic vocabulary and conversational skills in a variety of languages as they study different cultures through the social studies and ELA curriculum. Languages/Cultures studied may include, but not be limited to: Hawaiian and other Pacific Islands, Japanese, Chinese, Filipino (Tagalog), and other heritage languages of the communities the students come from.

Through the study of other languages, students will gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Through comparisons and contrasts with the language being studied, students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. World Language knowledge and skill level will increase in complexity and range as students progress through the grade levels.

Major Outcomes (K-6): Students who understand these concepts will be able to:

Communication

- interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

- use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. *Communities*
- use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOCIAL-EMOTIONAL LEARNING STANDARDS: K-6 The Leader in Me: 7 Habits of Happy Kids						
Standard	Performance Expectations (What students will learn and do in each standard)					
Habit 1 – Be Proactive am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.	 Develop motivation; take pride in work. Act responsibly toward self, family, school, community, nation, and the world. Show initiative and entrepreneurialism. Use unique talents and abilities to their full potential. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others. Use critical thinking to organize information. Develop the intrapersonal skills of self-confidence and self-management. Use creative and entrepreneurial thinking to solve problems. Develop the ability to set goals and follow through. Develop strong oral and written communication skills. Demonstrate time-management skills. Cultivate a strong work ethic, flexibility, and adaptability. Develop intrapersonal skills of self-management. Be accountable and responsible for their actions and results. Begin to cultivate analytical skills. Use their own unique talents and abilities to the fullest; value others' talents and abilities Develop flexibility and adaptability. Be open-minded and nonjudgmental when considering others' views. Demonstrate attentive listening skills. 					
Habit 2 – Begin With The End In Mind I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.						
Habit 3 – Put First Things First spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.						
Habit 4 – Think Win-Win balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for a win-win solution.						
Habit 5 – Seek First to Understand, Then to Be Understood I listen to other people's ideas and feelings. I try to see things from their viewpoint (paradigm). I listen to others without interrupting. I listen with my ears, my eyes, and my heart. I am confident voicing my ideas.	 Demonstrate attentive listening skills to build and maintain healthy relationships. Cultivate good social and communication skills. Show compassion toward others; share and put others first. Appreciate different relationships. Learn to relate to people who are alike as well as different, and work effectively in group settings. 					
Habit 6 – Synergize value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas because I know that by teaming with others, we can create better solutions than any one of us can alone. I look for Third Alternatives.	 Express and present information and ideas clearly in oral, visual, and written forms. Use their own unique talents and abilities to the fullest; value others' talents and abilities Cultivate the ability to inspire, motivate, and draw out the best in others. Communicate and work as a team in a multicultural and interdependent world. Show initiative and entrepreneurialism. 					
Habit 7 – Sharpen The Saw leat right, exercise, and get enough sleep (body). I learn in lots of ways and lots of places, not just at school (brain). I spend time with family and friends (heart). I take time to find meaningful ways to help people (soul). I balance all four parts of myself.	 Demonstrate healthy ways to express needs, wants, and feelings. Develop strong intrapersonal skills, self-reliance, self-confidence, and self-discipline. Demonstrate characteristics of a responsible friend and family member. Recognize the relationship between personal behavior and individual well-being. Strive to be healthy for life. 					

		State of Hawaii Department of Education: General Learner Outcomes					
		Self-directed Learner (The ab ty to be respons b e for one s own earn ng)	Community Contributor (The understand ng that t s essent a for human be ngs to work together)	Complex Thinker (The ab ty to demonstrate cr t ca th nk ng and prob em so v ng)	Quality Producer (The ab ty to recogn ze and produce qua ty performance and qua ty products)	Effective Communicator (The ab ty to commun cate effect ve y)	Effective and Ethical User of Technology (The ab ty to use a var ety of techno og es effect ve y and eth ca y)
Habits of Happy Kids	Habit 1: Be Proactive s	• Deve op mot vat on; take pr de n work	Act respons b y toward se f, fam y, schoo , commun ty, nat on, and the wor d	 h nk about cho ces; be accountab e and respons b e for act ons and resu ts, and understand that cho ces affect others 	 Show n t at ve and entrepreneur a sm Use un que ta ents and ab t es to the r fu potent a 		
	Habit 2: Begin With the End in Mind	• Deve op the ab ty to set goa s and fo ow through	• Deve op the ntrapersona sk s of se f conf dence and se f management	Use cr t ca th nk ng to organ ze nformat on	 Use creat ve and entrepreneur a th nk ng to so ve prob ems 	Deve op strong ora and wr tten commun cat on sk s	
	Habit 3: Put First Things First	Demonstrate t me management sk s	Deve op ntrapersona sk s of se f management	• Beg n to cu t vate ana yt ca sk s	 Cu t vate a strong work eth c, f ex b ty, and adaptab ty Be accountab e and respons b e for the r act ons and resu ts 		
7 Ha	Habit 4: Think Win Win		 Use the r own un que ta ents and ab t es to the fu est; va ue others' ta ents and ab t es Cu t vate a sp r t of cooperat on to ve n an nterdependent commun ty and wor d 			 Deve op f ex b ty and adaptab ty Be open m nded and non udgmenta when cons der ng others' v ews Demonstrate attent ve sten ng sk s 	
	Habit 5: Seek F rst to Understand, Then to Be Understood		 Show compass on toward others; share and put others f rst Apprec ate d fferent re at onsh ps Learn to re ate to peop e who are a ke as we as d fferent, and work effect ve y n group sett ngs 			 Demonstrate attent ve sten ng sk s to bu d and ma nta n hea thy re at onsh ps Cu t vate good soc a and commun cat on sk s 	
	Hab t 6: Synerg ze	Show n t at ve and entrepreneur a sm	 Cut vate the ab ty to nsp re, mot vate, and draw out the best n others Commun cate and work as a team n a mut cu tura and nterdependent wor d 	Use the r own un que ta ents and ab t es to the fu est; va ue others' ta ents and ab t es	• Express and present nformat on and deas c ear y n ora , v sua , and wr tten forms		
	Hab t 7: Sharpen the Saw	• Str ve to be hea thy for fe	 Deve op strong ntrapersona sk s, se f re ance, se f conf dence, and se f d sc p ne Demonstrate character st cs of a respons b e fr end and fam y member 	 Recogn ze the re at onsh p between persona behav or and nd v dua we be ng 		Demonstrate hea thy ways to express needs, wants, and fee ngs	

ALIGNMENT OF "7 Habits of Happy Kids" Program with State of Hawaii DOE General Learner Outcomes

Attachment E: Typical Student Day

A TYPICAL SCHOOL DAY for "Anela" - a GRADE 3 STUDENT

Activity	Description of Activities			
7:30 – 7:50	Anela arrives at school and is greeted by the school director and support staff. She spends a few minute			
Arrive at School	talking story with her friends before heading off to her classroom, where her teacher welcomes her and helps her get settled.			
7:50 - 8:15	Anela decides to spend her voice and choice time in the class "Makery," an area where students can			
Voice and	create things out of recycled materials. On this day, she continues work on a go-cart model that she and			
Choice	her friends have designed for the upcoming go-cart festival at school.			
8:15 – 8:45 Morning Meeting & S.E.L. (7 Habits)	The morning meeting takes place in the class "Village," a comfortable space with tatami mats and floor cushions designed for group dialogue and other brainstorming and reflective activities. After reviewing the day's schedule, the conversation turns to "Habit #2: Have a Plan." Students and teacher engage in a discussion about how they might use this habit to guide their work on their go-carts. The student committees also update the class on the arrangements for the go-cart festival, which is a student-initiated fundraiser to help build a new playground on campus.			
8:45 – 9:45 <u>Daily Five</u> Listen to Reading Work on Writing, Word Work	Anela chooses to begin her Daily Five center time with "Work on Writing." She is composing a letter to the editor of <i>The Garden Island</i> , Kauai's local newspaper, advertising the upcoming go-cart festival and inviting him to attend. She uses the rubric designed by the class to guide her letter writing to insure that all of the important components are included. After working for 20 minutes, Anela places the draft in her writing folder and moves on to Word Work, where she is in the process of mastering set 7 of the 11 Dolche sight word lists. She selects "word usage" as her task from the day and uses the vocabulary tiles to build sentences using each of the words on the list. She and her work partner take turns forming and reading each others sentences. Anela rounds off her Daily Five by listening to chapter 3 of Maniac Magee on tape as she follows along in the book. As she reads and listens, she makes a list of verbs that are used.			
9:45 – 10:00 Recess	Anela shares her morning snack of baked ulu with her best friend, then spends the rest of recess jumping rope with a group of other students.			
10:00 –10:30 <u>Daily Five</u> Read to Self, Read to Someone Guided Reading	Anela loves mysteries, and is reading "the Secret Tree" by Natalie Stanford. This is a "just right" book for Anela, so she can sound out or infer the words she does not know using the CAFÉ reading strategies she has learned in guided reading. In Guided Reading, Anela's group is reading "From Seed to Plant" by Gail Gibbons. This nonfiction informational book explains that most plants start as seeds, and follows the process from seed to plant. The CCSS-ELA focus of the lesson is "interpreting words and phrases and analyzing how specific word choices shape meaning." Anela's teacher asks, "What does it mean to sprout? Have you ever heard that word used to describe a person? If so, what did it mean?"			
10:30 –11:30 Everyday Math	The class is continuing their study of measurement. Today Anela and her team are measuring the perimeter of the classroom in feet and inches, and converting the results to meters and centimeters. Over time, Anela's team is measuring all the spaces in their building so that they can build a to-scale replica of the building and grounds. They want to design a new "natural" playground for the campus and will present their idea and their model at the next POL day.			
11:30 –11:45 Movement/ P.E.	The class is taking a virtual trip around the island by walk/running laps around the baseball field and tracking their progress in yards (a great math activity!). Anela is excited because the laps she completes today will mean she has "reached" Princeville, the halfway point of their journey.			
11:45 –12:15 Lunch&Recess	Anela eats outside under the kamani trees, then plays with her friends until the jingle bells ring.			
12:15–12:30 Words Their Way (Spelling)	Today's spelling lesson is a sorting activity related to R-influenced vowel patterns. Anela is asked to sort her word cards under the pattern headers, "ar", "are," "air," and oddball words, based upon the sounds the vowels make in the words. Anela accidentally put "pear" in the "ar" pile even though it doesn't share the same sound as the other words (part, start, harm, etc.) in the group. As she reads through the words in each group, she realizes her mistake and resorts the words so that "pear" is in the correct column. She records her sort in her ELA journal.			
12:30 –1:50 Project-Based Learning: Social Studies/ Science/ Health/ 5 C's	The go-cart festival is three weeks away, and Anela's team is having trouble getting their go-cart to turn smoothly at the far end of the track. They spend today's PBL time researching wheels and pulleys, and decide to re-design the wheel assembly so that the foot pedals connect closer to the steering column for added control. To do this, they need to measure and cut new spindles to hold the wheels in place and to connect the wheels to the steering wheel. They work diligently for the entire period, but only finish one side of the wheel assembly. They will continue tomorrow. Anela's job during clean-up is to sweep up the sawdust and make sure no wood splinters are left on the floor.			
1:50 – 2:00 <u>Closing Circle</u>	Anela takes her place in the closing circle, conducted in the "Village." Today's check-out is "one word to describe how your project is going. Anela's word is "rebuilding."			
2:00 School Ends	Anela walks to her brother's class to meet him, and together they go to wait for mom to pick them up.			
Attachment F: Typical Teacher Day

A TYPICAL SCHOOL DAY for "Ms. Kam" - a GRADE 3 TEACHER

Activity	Description of Activities
7:30 - 7:45	Ms. Kam arrives a little early to school, parks under the shower tree and goes to the office to sign in. She
Arrive at	picks up her mail and sees that the Scholastic Book Order has arrived, so she asks the school custodian to
School	assist her in carrying the books to her classroom for distribution.
7:45 – 7:50	Ms. Kam greets students as they arrive in the classroom.
7:45 – 8:15 Voice and Choice	It is student Voice and Choice time, so students are engaged in independent activities of their own choosing (from the "menu" posted in the classroom). Ms. Kam uses this time to circulate among the students and have individual mini-conferences about their activities, and to check in on how each child is doing socially and emotionally. She sees that Sam, a new student, seems distracted and subdued. She speaks with Sam and discovers that his pet lizard ran away. They talk about where it might have gone and
	ways that Sam might go about finding it. Sam decides to spend the rest of the period making "Have you seen my pet?" signs to post around the neighborhood after school.
8:15 – 8:45 Morning Meeting & S.E.L. (7 Habits)	The morning meeting takes place in the class "Village," a comfortable space with tatami mats and floor cushions designed for group dialogue and other brainstorming and reflective activities. After reviewing the day's schedule, Ms. Kam leads the class in a discussion of "Habit #2: Have a Plan." Some students have fallen behind in their go-cart preparations, so the class discusses what kind of checklist, graphic organizers, or check-ins might help keep students on track.
8:45 – 9:45 <u>Daily Five</u> Listen to Reading, Work on Writing, Word Work	Ms. Kam has posted "process prompts" indicating the choices for Work on Writing and Word Work. She circulates and checks with students to make sure they understand their chosen literacy task, and reminds them to use the standard and class-designed rubrics when needed. As students work, Ms. Kam conducts mini-conferences to review writing drafts & make suggestions or corrections. Several students are ready to "test" on their dolche word lists; she tests them and helps them record their progress.
9:45 – 10:00 Recess	Care Team members (educational assistants) supervise recess. Ms. Kam uses the time to set up for the guided reading groups that will take place after recess. As she works, she continues her earlier conversation with Sam, who has decided to stay in.
10:00 –10:30 <u>Daily Five</u> Read to Self, Read to Someone Guided Reading	While students are reading independently from their book box (7-10 books on their level that they select every 2-3 weeks), Ms. Kam conducts guided reading by ability groups. The first group is reading on Fountas and Pinnell level "M." They are reading the book "From Seed to Plant" by Gail Gibbons. The CCSS-ELA focus of the lesson is "interpreting words and phrases and analyzing how specific word choices shape meaning." Ms. Kam asks, "What does it mean to sprout? Have you ever heard that word used to describe a person? If so, what did it mean?" After the 20-minute lesson is completed, Ms. Kam calls the next group, who are reading on level "P." After the lessons, she records student progress.
10:30 –11:30 Everyday Math	Ms. Kam supervises indoor and outdoor measuring activities. She works with small groups of students on a conversion exercise (inches to centimeters, yards and feet to meters and centimeters). She checks the work results in student workbooks, and records the progress in the notes section at the back of the student math journals. She conducts a math facts quick quiz for a group of students who request it.
11:30 –11:45 Movement/ P.E.	The class is taking a virtual trip around the island by walk/running laps around the baseball field and tracking their progress in miles and yards. Ms. Kam supervises the students' run/walk, walking alongside of some students. She then assists students in updating their progress on the class chart.
11:45 –12:15 Lunch&Recess	Duty Free lunch period. Ms. Kam chooses to eat with other teachers in the "Synergy" room (a room set aside for teachers and staff to connect with each other, relax and share ideas).
12:15–12:30 Words Their Way (Spelling)	Today's spelling lesson is a sorting activity related to R-influenced vowel patterns. Ms. Kam instructs students to sort their word cards under the headers, "ar", "are," "air," and oddball words, based upon the sounds the vowels make in the words. She circulates around the room and assists students who have placed words in the wrong columns, asking them to say the words aloud to check for the sound of the vowel patterns. She then assists students in recording their sort results in their ELA journals.
12:30 –1:50 <u>Project-Based</u> <u>Learning:</u> SS/Sci/ Health/ 5 C's	The go-cart festival is three weeks away, and the class is working in teams on their go-carts. Some teams are conducting internet-based research so that they can improve their cart models. As they work, Ms. Kam circulates and offers suggestions for next steps, assists with technical issues, and insures that everyone is working safely. She provides regular time-checks to keep students on track, and checks in with each group toward the end of the period to help them problem-solve if necessary
1:50 - 2:00 <u>Closing Circle</u>	Ms. Kam gathers with her students in the class "Village" to find out how their day went. She briefly reviews tomorrow's plan, & reads an inspirational poem for the class to think about as they end their day.
2:00 – 2:45 Teacher Prep	Ms. Kam meets briefly with her Grade 3 teaching partner to compare notes about the progress of the current PBL Project, the go-cart festival. Then, she sorts the Scholastic book orders so that they will be ready for distribution tomorrow. Before leaving, she emails Sam's mom to check in about how Sam is doing after having lost his pet.

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Elementary School Staffing Model and Rollout						
	Salary and FTE Per Position Per Year					
Title	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	2017-	2018-	2019-	2020-	2021-	2027-
	2018	2019	2020	2021	2022	2028
Principal (Bargaining unit 6)	1.0	1.0	1.0	1.0	1.0	1.0
	90,000	90,000	90,000	90,000	90,000	90,000
Assistant Principal (Bargaining unit 6)				U		
Classroom Teachers (Core Subjects)	7.0	9.0	11.0	12.0	13.0	14.0
(Bargaining unit 5)	385,000	495,000	605,000	660,000	715,000	770,000
Classroom Teachers (Specials)	0.0	0.0	0.0	1.0 55,000	1.0 55,000	2.0 110,000
Student Support Position 1	0.5	0.5	0.5	1.0	1.0	1.0
Student Support Coordinator (SSC)	30,000	30,000	30,000	60,000	60,000	60,000
Student Support Position 2 Counselor	0.0	0.0	0.5 30,000	1.0 60,000	1.0 60,000	1.0 60,000
Specialized School Staff 1	0.5	0.5	0.5	1.0	1.0	1.0
Network Support Manager	20,000	20,000	20,000	40,000	40,000	40,000
Specialized School Staff 2 (Curriculum Coordinator/Data Coach) 15%dif/yr (Bargaining unit 5)	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250
Teacher Aides and Assistants CARE Team/Classroom Support (Bargaining unit 3)	4.0 96,000	6.0 144,000	8.0 192,000	10.0 240,000	12.0 288,000	14.0 336,000
School Operations Support Staff (Bargaining Units 3, 4)						
Maintenance/Custodian	1.0	1.0	1.0	1.0	1.0	1.0
	25,000	25,000	25,000	25,000	25,000	25,000
Business Manager	1.0	1.0	1.0	1.0	1.0	1.0
	50,000	50,000	50,000	50,000	50,000	50,000
Registrar	0.5	0.5	0.5	0.5	0.5	0.5
	18,000	18,000	18,000	18,000	18,000	18,000
Office Clerk	0.5	0.5	0.5	0.5	0.5	0.5
	15,000	15,000	15,000	15,000	15,000	15,000
• Fund Development Admin Support (0.5)	0.5	0.5	0.5	0.5	0.5	0.5
	15,000	15,000	15,000	15,000	15,000	15,000
• Health Aide (0.8) (10 month)	0.8	0.8	0.8	0.8	0.8	0.8
	22,000	22,000	22,000	22,000	22,000	22,000
Total FTEs	18.30	22.30	26.80	32.30	35.30	39.30
Total Salaries	829,250	987,250	1,175,250	1,413,250	1,516,250	1,674,250

School Administrator Performance Evaluation System

GUIDEBOOK July 2012

Alaka`i O Kaua`i Charter School

Attachment H, Page 1

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *CESA 6 School Administrator Performance Evaluation System* (SAPES) uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual school administrator initiative. The goal is to support the continuous growth and development of each school administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The role of a school administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of school administrators. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed with fidelity and effectively in the district, other district-level administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Purposes and Characteristics

The primary purposes of the School Administrator Performance Evaluation System are to:

- optimize student learning and growth,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for leadership improvement through productive school administrator performance appraisal and professional growth, and
- promote collaboration between the school administrator and evaluator, and promote selfgrowth, leadership effectiveness, and improvement of overall job performance.ⁱ

This evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the school administrator performance standards,
- a focus on the relationship between school administrator performance and improved student learning and growth,
- the use of multiple data sources for documenting performance, including opportunities for school administrators to present evidence of their own performance as well as student growth,

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases school administrators' involvement in the evaluation process, and
- a support system for providing assistance when needed."

Essential Components of SAPES

Clearly defined professional responsibilities for school administrators constitute the foundation for the School Administrator Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both school administrators and their evaluators reasonably understand their job expectations. SAPES uses a two-tiered approach to define the expectations for school administrator performance consisting of six standards and multiple performance indicators. School administrators will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

> PERFORMANCE STANDARD

Figure 1: Relationship between Essential Parts of SAPES

Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. **PERFORMANCE**

The school administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations, and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

Distinguished In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation and use of resources.	The school administrator inconsistently supports, manages, or oversees the school's organization, operation or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation or use of resources.

The Effective column is bolded throughout the handbook as it is the expected level of performance.

INDICATORS

PERFORMANCE

APPRAISAL

RUBRIC

Performance Standards

Performance standards define the criteria expected when school administrators perform their major duties. For all school administrators, there are six performance standards (Figure 2) that serve as the basis for the administrator's evaluation.



Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which school administrators are meeting each standard. This helps school administrators and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 4 (Organizational Management) as an example, a set of performance indicators is provided in Figure 3.



Evaluators and school administrators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. *Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a school administrator's performance on each standard with evidence generated from multiple performance indicators.*

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the six performance standards. It states the measure of performance expected of school administrators and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all school administrators. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help school administrators focus on ways to enhance their leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 4 (Organizational Management).

Figure 4: Performance Appraisal Rubric

Dis	stinguished	Effective	Developing/	Unacceptable
-				

In addition to meeting the requirements for Effective	Effective is the expected level of performance.	Needs Improvement	
The school administrator is highly effective at organizational management, demonstrating proactive decision- making, coordinating efficient operations and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing and overseeing the school's organization, operation, and use of resources.	The school administrator inconsistently supports, manages, or oversees the school's organization, operation and/or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation or use of resources.

Note: The rating of *effective* is the expected level of performance.

DOCUMENTING PERFORMANCE

The role of a school administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the school administrator's work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on school administrator performance.

Data Source	Definition
Self-	Self-evaluation reveals school administrators' perceptions of their job
Evaluation	performance. Results of a self-evaluation should inform school administrators'
	personal goals for professional development.
Informal	Informal observations/school site visits, applied in a variety of settings, provide
Observation/	information on a wide range of contributions made by school administrators.
School Site	Informal observations/school site visits may range from watching how a school
Visits	administrator interacts with others, to observing programs and shadowing the
	administrator.
Document	Document logs provide documentation generated by school administrators as
Log	evidence of meeting the six performance standards.
School	Climate surveys provide information to school administrators about perceptions
Climate	of job performance. The actual survey responses are seen only by the school
Surveys	administrator who prepares a survey summary for inclusion in the
	portfolio/document log.
Goal Setting	School administrators, in conjunction with their evaluators, set goals for
	professional growth and school improvement.

Figure 5: Data Sources for School Administrator Evaluation

Evaluators may choose to use the optional <u>School Administrator Formative Assessment Form</u> in Part III to document evidence from any of these sources.

To address the contextual nature of the school administrator's job, each administrator should provide a school profile narrative to his or her evaluator. This may be done via the <u>Student</u> <u>Academic Progress Goal Setting Form</u>. It is strongly recommended that the school administrator also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether a school administrator is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standard by data source.

Performance Standard	Self-Evaluation	Informal Observation/ School Site Visits	Document Log	Teacher/Staff Survey*	Goal Setting
1. Leadership for Student Learning	/	/	Х	X	Х
2. School Climate	/	Х	Х	Х	
3. Human Resources Leadership	/	Х	Х	Х	
4. Organizational Management	/	/	Х	/	
5. Communication and Community Relations	/	X	Х	/	
6. Professionalism	/	Х	Х	/	Х

Figure 6: Aligning Multiple Data Sources with Performance Standards

* Survey summaries are part of the Document Log.

X = *Primary Data Source* / = *Secondary Data Source*

Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his/her performance, effects, knowledge, and beliefs for the purpose of self-improvement.ⁱⁱⁱ By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.^{iv} Self-evaluation can help a school administrator target areas for professional development. A sample <u>School Administrator Self-Evaluation Form</u> is provided in Part III.

School administrators should conduct a self-evaluation and refer to it throughout the year to see if their strategies for improving performance are effective. Self-evaluations are optional for first year administrators. School administrators are encouraged, but not required, to share their selfevaluations with their supervisors. Supervisors can then suggest strategies the school administrator might consider to improve areas of weakness or to capitalize on areas of strength.

Informal Observation/School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by school administrators. Informal observations/school site visits may range from watching how a school administrator interacts with others, to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether school administrators are meeting the performance standards. During a site visit, evaluators should discuss various aspects of the job with the school administrator. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the school administrator reflect on his or her performance, which may provide insight into how the administrator is addressing the standards. Such a discussion may also help the school administrator think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators may use the school administrator's responses to the questions to determine issues they would like to further explore with the administrator's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school. By having an honest, open discussion, the school administrator is provided with an opportunity to explain the successes and trials the school community has experienced in relation to school changes. It also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the Informal Observation Visit Form in Part III. Following the site visit, evaluators should provide feedback to the school administrator. Evaluators should complete a minimum of two Informal Observation Visits and the related forms annually.

Document Log

The Document Log is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides school administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a school administrator's effort to demonstrate distinguished performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are not created solely for a Document Log, but are readily reviewed in Document Log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. School administrators may choose to submit their material electronically or in hard-copy and they may organize the material in any way they see fit. The emphasis should be on the quality of work, not the quantity of materials presented.

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A sample <u>Documentation Cover Sheet</u> is provided in Part III. Although this sheet is optional, school administrators should consider using this sheet to help organize documents. The sheet provides examples of the types of material a school administrator might consider providing to show evidence of proficiency in the six performance standards. Figure 7 provides examples of some of these materials. These examples will vary based on the school's unique characteristics.

Figure 7: Examples of Items in a Document Log

<u>Standard 1 – Leadership for Student Learning</u>: school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with Standards of Accreditation; program development; staff development plan; school committees and members.

<u>Standard 2 – School Climate</u>: monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.

<u>Standard 3 – Human Resources Leadership</u>: staff evaluation schedule including observation schedule; evidence of teachers and staff serving as <u>leaders</u> in the school, school district, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.

<u>Standard 4 – Organizational Management</u>: building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; Career and Technical Education compliance; Special Education compliance; ESEA Compliance; carry-over plans; budget spending throughout the school year; long-range goals; short-range goals.

<u>Standard 5 – Communication and Community Relations</u>: faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; website link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.

<u>Standard 6 – Professionalism</u>: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.

The Document Log is an official document that is maintained by the school administrator. It is the property of the administrator and follows the administrator when work assignments change. Evaluators should review the Document Log at least once prior to May 1st, although they are free to review it more often as desired.

While the preceding paragraphs have referred to the school administrator providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the administrator's performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation Site Visit* section (informally

observing the administrator during meetings, watching his or her interactions with others, etc.). <u>This type of documentation should be considered along with the school administrator's own</u> <u>documentation when making formative and summative assessments.</u> As such, evaluators should write comments related to their own documentation on the optional <u>School Administrator</u> <u>Formative Assessment Form</u> or the <u>School Administrator Summative Performance Report</u> (see Part III), as applicable.

School Climate Surveys

School climate surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the school administrator's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using climate surveys is the collected information may help the school administrator set goals for continuous improvement (i.e., for formative evaluation) – in other words, to provide feedback directly to the school administrator for professional growth and development. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Climate surveys for staff and students are at the WINNS site listed below. The climate survey asks teachers/staff and students to report on items and issues that they have directly experienced. The surveys are located at <u>http://dpi.wi.gov/sig/improvement/process.html.</u> Additional survey instruments are included in Part III for those schools/districts who wish to use a different survey instrument than the suggested surveys from the state of Wisconsin.

School administrators should administer annual teacher/staff surveys and student surveys during the third nine weeks prior to April 15. The school administrator will retain sole access to the teacher/staff and student surveys; however, the school administrator will provide a summary of the surveys to the evaluator as part of the Document Log. The <u>Survey Summary Form</u> that should be used is located in Part III.

Goal Setting

One approach to linking student academic progress to school administrator performance involves building the capacity for school administrators and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals set squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning and monitor student progress.

In many cases, measures of student performance can be directly documented. For example, school-wide value added data from statewide standardized assessments can be used.

Goal Setting Process

School administrators are responsible for setting at least two professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The evaluator and the administrator meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The school administrator's and school goals should be aligned with district goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The <u>Student Academic Progress Goal Setting Form</u> in Part III may be used for developing and assessing each annual goal. To determine progress, goals should be measured at the beginning of the year, mid-year, and end of year. The achievement of these goals and the progress of the goals should be reported to the evaluator.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. When that is known, school administrators can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the school administrator creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 8 depicts these steps.



Figure 8: Goal Setting Process^v

Examples of Measures of Student Academic Progress

To be able to measure goal attainment, school administrators must identify valid measures of student academic progress appropriate to their school settings. Figure 9 shows suggested focus areas for goal setting that provide measures of student academic progress focused on school improvement.

Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local

progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Figure 9: Examples of Measures of Student Academic Progress

- Pattern of improvement in subgroup achievement on state standards assessments
- Pattern of improvement across grade levels on state standards assessments
- Decrease in achievement gaps between and among subgroups on state standards assessments
- Increase the percentage of Grade 1-3 students making at least one year's growth in Instructional Oral Reading Level, as measured by a valid reading assessments, in grades one through three
- Increase the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science
- Decrease the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase the percentage of English Learners (EL) making progress or proficiency on the English Language Proficiency assessment
- Increase the percentage of ELs achieving proficiency on English/reading and mathematics state standards assessments.
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading at grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Pattern of increased percentage of students who receive a high school diploma
- Pattern of increased number of students earning college credit while in high school
- Increase in the percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Increase the pattern of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase the percent of students taking the ACT
- Increase the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase the number/percent of students involved in one or more extracurricular activities

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 10) is a useful way to self-assess a goal's feasibility and worth.

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Specific:	The goal is focused.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the school administrator's control to effect change.
Realistic:	The goal is feasible for the school administrator and/or school.
Time limited:	The goal is contained within a single school year.

Figure 10: Acronym for Developing Goals

Figure 11 contains samples of the goals that principals may develop. They are intended to serve as models for how goals may be written.

Figure 11: Sample Goals

- For the 2012-2013 school year, all students with Individualized Education Plans (IEPs) will make measurable progress toward their goals. At least 80% will meet or exceed their IEP goals.
- During the 2012-2013 school year, at least 40% of high school seniors will earn college credit through advanced coursework.
- By the end of the 2012-2013 school year, at least 90% of all eighth grade students will have successfully passed Algebra I as measured by the state end-of-course test.

Submission of the Goal Setting Form

School administrators complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year school administrators are responsible for submitting their goals to their evaluator prior to the beginning of school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all school administrators. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each school administrator is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A school administrator may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual school administrators may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

RATING SCHOOL ADMINISTRATOR PERFORMANCE

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *Distinguished* to *Unacceptable*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *Distinguished* and *Effective*), and it provides two levels of feedback for school administrators not meeting expectations (i.e., *Developing/Needs Improvement* and *Unacceptable*). The definitions in Figure 12 offer general descriptions of the ratings. *Note:* Ratings are applied to the six performance standards as an overall summative rating, not to performance indicators. School administrators are expected to perform at the *Effective* level.

Cat.	Description	Examples
Distinguished	The school administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly distinguished and is demonstrated with significant student academic progress.	 Distinguished performance may include: sustains high performance over the evaluation cycle, empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate, serves as a role model to other school leaders.
Effective	The school administrator meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress. The effective level is the expected performance for each school administrator.	 Effective performance may include: consistently meets the requirements contained in the job description as expressed in the evaluation criteria, engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate, demonstrates willingness to learn and apply new skills.
Developing/ Needs Improvement	The school administrator is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the school administrator's performance is lacking in a particular area (i.e., needs improvement). The school administrator often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	 Developing/Needs Improvement performance may include: requires support in meeting the standards, results in less than expected quality of student academic progress, requires school administrator professional growth be jointly identified and planned between the school administrator and evaluator.
Unacceptable	The school administrator consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	 Unacceptable performance may include: does not meet the requirements contained in the job description as expressed in the evaluation criteria, results in minimal student academic progress, may contribute to a recommendation for the employee not being considered for continued employment.

Figure 12: Definitions of Terms used in Rating Scale

Interim Assessment

School administrators in their first two years within the school district will receive an interim evaluation to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the <u>School</u> <u>Administrator Interim/Annual Performance Report</u> (see Part III) to indicate if an administrator

has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The evaluator should share the results of her or his assessment with the school administrator by January 15th.

Summative Assessment

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. *School administrators will be rated on all six performance standards using performance appraisal rubrics* (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of school administrators and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Evaluators make judgments about performance of the six performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a school administrator's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The evaluator records the ratings and comments on the <u>School Administrator Summative Performance Report</u> in Part III. The results of the evaluation must be discussed with the administrator at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the school administrator will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the administrator. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the school administrator's performance.

The overall summative rating will be judged as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*.

- If the school administrator has an *Unacceptable* rating on one or more of the six performance standards, he or she may receive an overall performance rating of *Unacceptable*. *They may not receive an overall performance rating of Distinguished*.
- If an experienced (as defined by the local district) principal has three or more *Needs Improvement* ratings, s/he would be rated no higher than *Developing*.
- If an inexperienced principal has three or more *Developing* ratings from among the six performance standards, he or she will be rated as *Developing* in the first year, and *Unacceptable* in following years.

Frequency of Summative Evaluation

All school administrators will be evaluated summatively as prescribed by district policy. Summative evaluations are to be completed by the prescribed district procedure. Figure 13 details the suggested evaluation schedules for all components of the evaluation system.

If non-renewal of a school administrator is anticipated, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the school administrator has had an opportunity to complete all of the *Performance Improvement Plan* activities.

The evaluator should submit the signed <u>School Administrator Summative Performance Report</u> to the appropriate district office within ten (10) calendar days of completing the summative conference.

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Timeline	Activity	Task or Document	Evaluator	School Administrator	
Prior to the start of school	School administrators submit goal setting form	Student Academic Progress Goal Setting Form		~	
By October 15th	School administrators conduct self-evaluation (first year optional at this time)	<u>School Administrator Self-</u> <u>Evaluation Form</u>		~	
By April 15th	School administrators conduct teacher/staff and student survey	<u>Teacher/Staff Survey</u> <u>Student Survey</u> <u>Survey Summary Form</u>		~	
By January 15th	Evaluators complete interim evaluation of new school administrators.	<u>School Administrator</u> <u>Interim/Annual Performance</u> <u>Review</u>	~		
By March 1st	Evaluators/school administrators conduct mid- year review of goal	<u>Student Academic Progress Goal</u> <u>Setting Form</u>	~	~	
By May 1st	Evaluators review Document Log	Document Log	~	~	
As determined by evaluator	Evaluators/school administrators conduct mid- year review of goal	<u>Student Academic Progress Goal</u> <u>Setting Form</u>	~	~	
By end of school year	Evaluators conduct 2 (two) informal observations/site visits	Informal Observation Visit Form	~		
As prescribed by district procedure	Evaluators complete summative evaluation of school administrators	<u>School Administrator Summative</u> <u>Performance Report or School</u> <u>Administrator Interim/Annual</u>	~		

Figure 13: Evaluation Schedule

<u>Performance</u>	<u>Review</u> (as applicable)	

Documentation Records

Documentation records are maintained by both the school administrator and the superintendent, or superintendent's designee, for the entire evaluation period. At the end of an evaluation cycle, the evaluator should retain copies of the *Informal Observation Visit Form, Documentation Cover Sheet, Student Academic Progress Goal Setting Form, School Administrator Interim/Annual Performance Report* (as applicable), *School Administrator Summative Performance Report*, and *Performance Improvement Plan* (if needed).

IMPROVING PROFESSIONAL PERFORMANCE

Supporting school administrators is essential to the success of schools. Many resources are needed to assist administrators in growing professionally. Sometimes additional support is required to help school administrators develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a district-level discussion between the evaluator and the school administrator. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* that has a more formal structure and is used for notifying a school administrator of performance that *requires* improvement due to less-than-effective performance. The tools may be used independently of each other. Figure 14 highlights key differences between the two processes.

	Support Dialogue	Performance Improvement Plan
Purpose	For school administrators who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth.	For school administrators whose work is in the <i>Developing/Needs</i> <i>Improvement</i> or <i>Unacceptable</i> categories
Initiates Process	Evaluator or school administrator	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the district level	Form Required: <i>Performance</i> <i>Improvement Plan</i> District level Superintendent is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the school administrator In some instances, little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>	Sufficient improvement – recommendation to continue employment Inadequate improvement - recommendation to continue on <i>Performance Improvement Plan</i> OR dismiss the employee

Figure 14: Tools to Increase Professional Performance

Support Dialogue

The *Support Dialogue* is initiated by an evaluator or school administrator at any time during the school year. The *Support Dialogue* is for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing school administrators. The option for a *Support Dialogue* is open to any school administrator who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the school administrator's growth and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional <u>Support Dialogue Form</u> in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and school administrator meet again to discuss the impact of the changes. Sample prompts are provided in Figure 15.

Figure 15: Sample Prompts

Sample Prompts for the Initial ConversationWhat challenges have you encountered in addressing(tell specific concern)?What have you tried to address the concern of(tell specific concern)?What support do you need in order to address your concerns?Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about What has not gone as well?

(tell specific concern). What has gone well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period), as it offers targeted support. If the *Support Dialogue* was initiated by a school administrator seeking self-improvement, the evaluator or the school administrator may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For school administrators with whom the evaluator initiated the *Support Dialogue*, the desired outcome is that the school administrator's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the school administrator must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan*, the school administrator will have a prescribed time period to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If a school administrator's performance does not meet the expectations established by the school district, the school administrator will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a school administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a school administrator whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a school administrator receives two or more Not Evident ratings at the interim review,
- a rating of *Needs Improvement* on two or more performance standards or three or more *Developing* ratings,
- •

rating of *Unacceptable* on one or more performance standards or an overall rating of *Unacceptable*.

Implementation of Performance Improvement Plan

When a school administrator is placed on a *Performance Improvement Plan*, the evaluator must:

- a) provide written notification to the school administrator of the area(s) of concern that need(s) to be addressed,
- b) formulate a Performance Improvement Plan, and
- c) review the results of the *Performance Improvement Plan* with the school administrator within established timelines.

Assistance may include:

- support from a professional peer or supervisor,
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

The *Performance Improvement Plan Form* is in Part III.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the school administrator to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the school administrator is no longer on a *Performance Improvement Plan* and is rated *Effective*.

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- b) Partial improvement has been achieved but more improvement is needed; the school administrator remains on a *Performance Improvement Plan* and is rated *Developing/Needs Improvement*.
- c) Insufficient or no improvement has been achieved; the school administrator is rated *Unacceptable*.

When a school administrator is rated *Unacceptable*, the school administrator may be recommended for non-renewal or dismissal. If not dismissed, a new *Performance Improvement Plan* may be implemented. Following completion of the *Performance Improvement Plan*, if the school administrator is rated *Unacceptable* a second time, the school administrator will be recommended for dismissal.

PART II: PERFORMANCE STANDARDS

School administrators are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Connects initiatives and innovative strategies to maximize the achievement of each learner.
- 1.5 Acquires and shares knowledge of evidence-based instructional best practices in the classroom.
- 1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- 1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- 1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.9 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.10 Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).
- 1.12 Evaluates the impact professional development has on the staff, school improvement and student academic progress.

Distinguished *	Effective	Developing/	Unacceptable
In addition to meeting the	Effective is the expected level of	Needs Improvement	
requirements for Effective	performance.		

The school	The school	The school	The school
administrator	administrator drives	administrator is	administrator does not
strategically drives	the success of each	ineffective or	support the success of
the success of each	learner through	inconsistent in	each learner through
learner through	collaborative	supporting the success	collaborative
collaborative	implementation of a	of each learner	implementation of a
implementation of a	shared vision of	through collaborative	shared vision of
shared vision of	teaching and	implementation of a	teaching and learning
teaching and learning	learning that leads to	shared vision of	that leads to student
that leads to student	student academic	teaching and learning	academic progress
academic progress	progress and school	that leads to student	and school
and school	improvement.	academic progress	improvement.
improvement that		and school	
reflects excellence.		improvement.	

*School administrators who are distinguished often serve as role models.

Performance Standard 2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- 2.4 Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- 2.5 Supports students, staff, families, and community through changes connected to school improvement.
- 2.6 Implements and monitors a safety plan that manages situations in an effective and timely manner.
- 2.7 Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- 2.8 Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- 2.9 Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- 2.10 Respects and promotes the appreciation of diversity.

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Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator seeks out new opportunities or substantially improves existing programs to foster the success of all students by advocating, developing, nurturing and sustaining a safe, positive, and academically engaging school climate. The rigor of academic expectations is evident through increased student achievement.	The school administrator fosters the success of all students by advocating, developing, nurturing and sustaining a safe, positive, and academically engaging school climate	The school administrator inconsistently fosters the success of all students in advocating, developing, nurturing and sustaining a safe, positive, and/or academically engaging school climate	The school administrator ineffectively fosters the success of all students in advocating, developing, nurturing and sustaining a safe, positive, and/or academically engaging school climate

*School administrators who are distinguished often serve as role models.

Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 3.1 Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- 3.2 Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- 3.4 Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- 3.5 Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- 3.6 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.7 Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain selfconfidence in their skills.

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Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator, using expertise in human resources leadership, advances the process of selecting, inducting, supporting, developing, and evaluating of instructional and support personnel that results in a highly productive workforce.	The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.	The school administrator is inconsistent or lacks proficiency in one or more of the following human resources leadership areas: selecting, inducting, supporting, developing, evaluating, and retaining of quality instructional and support personnel	The school administrator is ineffective in recruiting, sustaining or leading instructional and support personnel.

*School administrators who are distinguished often serve as role models.

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities.
- 4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- 4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- 4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator is highly effective at organizational management, demonstrating proactive decision- making, coordinating highly efficient operations, and	The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation and use of	The school administrator inconsistently supports, manages, or oversees the school's organization, operation and/or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation and/or use of resources.
maximizing available resources.	resources.		

*School administrators who are distinguished often serve as role models.
Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

Within the school and district....

- 5.1 Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- 5.2 Disseminates information in a timely manner to students and staff through multiple channels and sources.
- 5.3 Involves students and staff in a collaborative effort to establish positive relationships.
- 5.4 Maintains visibility and accessibility to students and staff.
- 5.5 Speaks and writes in a clear, effective, and appropriate manner to students and staff.
- 5.6 Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- 5.7 Advocates for students and acts to influence school and district decisions affecting student learning.
- 5.8 Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.

With parents and families...

- 5.8 Plans strategically for and solicits parent and family input to promote effective decisionmaking and communication.
- 5.10 Disseminates information in a timely manner to parents and families through multiple channels and sources.
- 5.11 Involves parents and families in a collaborative effort to establish positive relationships.
- 5.12 Maintains visibility and accessibility to parents and families.
- 5.13 Speaks and writes in a clear and effective manner appropriate to parents and families.
- 5.14 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.15 Advocates for students and acts to influence school and family decisions affecting student learning.
- 5.16 Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement...

- 5.17 Plans strategically for and solicits community input to promote effective decision-making and communication.
- 5.18 Disseminates information in a timely manner through multiple channels and sources.
- 5.19 Involves the community in a collaborative effort to establish positive relationships.
- 5.20 Maintains visibility and accessibility with community.
- 5.21 Speaks and writes in a clear and effective manner appropriate to community resources.

- 5.22 Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- 5.23 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.24 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

Distinguished * In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
		Needs Improvement The school administrator inconsistently communicates or collaborates on issues of importance with students and staff, parents and families, or the community.	The school administrator ineffectively communicates or collaborates on issues of importance with students and staff, parents and families, or the community
	school's vision.		

*School administrators who are distinguished often serve as role models.

Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- 6.3 Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- 6.4 Maintains and ensures confidentiality.
- 6.5 Maintains a positive and respectful attitude.
- 6.6 Maintains a professional appearance and demeanor.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Contributes to, enhances, and supports the development of the profession.
- 6.10 Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Distinguished * In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school	The school	The school	The school
administrator	administrator fosters	administrator is	administrator is not
demonstrates	the success of all	sporadic in	demonstrating
professional behaviors	students by	demonstrating	behavior consistent
and leadership that	demonstrating	behavior consistent	with legal, ethical,
moves the school	behavior consistent	with legal, ethical,	and professional
towards exemplary	with legal, ethical,	and professional	standards, and/or is
performance and	and professional	standards, and/or	not engaging in
serves as a role model	standards, and by	engaging in	continuous
to others within the	engaging in	continuous	professional
profession.	continuous	professional	development, and/or
	professional	development, and/or	is not contributing to
	development and	contributing to the	the profession.
	contributing to the	profession.	
	profession.		

*School administrators who are distinguished often serve as role models.

PART III: FORMS AND TOOLS

INTRODUCTION

Part III contains copies of forms and tools used during the supervision of school administrators (Figure 16). The evaluator maintains the forms and provides copies to the school administrator. At a minimum, the evaluator retains copies of the completed *Informal Observation Visit Form*, *Documentation Cover Sheet, Student Academic Progress Goal Setting Form, School Administrator Interim/Annual Performance Report* (as applicable), *School Administrator Summative Performance Report*, and *Performance Improvement Plan* (if needed).

Tool/Form		Documentation Completed by	
	100/F01m	Evaluator	School Administrator
Self- Evaluation	School Administrator Self-Evaluation Form		\checkmark
Observation/ Site Visit	Informal Observation Visit Form	\checkmark	
Documentation	Documentation Cover Sheet		\checkmark
Surveys	Survey Summary Form		\checkmark
Goal Setting	Student Academic Progress Goal Setting Form	\checkmark	\checkmark
	School Administrator Formative Assessment Form	\checkmark	
Reports	School Administrator Interim/Annual Performance Report	\checkmark	
	School Administrator Summative Performance Report	\checkmark	
Improvement	Support Dialogue Form	\checkmark	
improvement	Performance Improvement Plan Form	\checkmark	

Figure 16: Forms and Tools

School Administrator Self-Evaluation Form

Directions: School administrators should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard. Identify possible pieces of evidence for areas of strength.

School Administrator:

Date:

1. Leadership for Student Learning The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement. Areas of strength: Areas needing improvement: **Strategies for growth:** 2. School Climate The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate. Areas of strength: Areas needing improvement: **Strategies for growth:** 3. Human Resources Leadership The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel. Areas of strength: Areas needing improvement: **Strategies for growth:**

4. Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Areas of strength:

Areas needing improvement:

Strategies for growth:

5. Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Areas of strength:

Areas needing improvement:

Strategies for growth:

6. Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession.

Areas of strength:

Areas needing improvement:

Strategies for growth:

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Effectivenes	SS
Project	· · · ·
A Descent of	

Informal Observation Visit Form

<u>Directions:</u> Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

School Administrator:	Date:
Evaluator:	_
1. Leadership for Student Learning The school administrator drives the success of each lear shared vision of teaching and learning that leads to stud	
 Suggested Guiding Questions/Prompts: What opportunities have you created this year for constructively impacted the teachers' efferent subject areas this year? How do you ensure curriculum standards are taugh provide constructive feedback to them? 	ctive instructional practices associated with
• activities or programs have you participated in this	What types of teacher learning and development year? What have you learned?
• leaders?	How do you involve the expertise of teacher
Comments:	
Performance Standard 2: School Climate	
The school administrator fosters the success of all stude sustaining a safe, positive, and academically engaging s	
care for children or model other desired characteris	in a climate of trust in your school? Please provide a few examples of how you model
you perceive are affecting your school?	
• environment to be more academically rigorous?	How have you positively impacted the school
Comments:	

Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

- Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?

How do you ensure new teachers and staff receive

the support they need during their first year?

How do you foster an atmosphere of professional

learning among staff?

What are the most difficult human resource

management decisions you have made this year? What aspects went well and what aspects were challenging?

Comments:

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Suggested Guiding Questions/Prompts:

- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

Comments:

Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Suggested Guiding Questions/Prompts:

- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you engaged in and how has it impacted your effectiveness as a school leader?
- In what ways have you grown as a school leader?
- •

In what ways do you take an active role in

professional organizations?

Comments:

Evaluator's Signature

Date

School Administrator's Signature

Date

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the acknowledge button is the equivalent of an online signature.



Documentation Cover Sheet (optional)

<u>Directions:</u> The school administrator should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the school administrator's practice and process for the evaluator.

School Administrator:

School:	School Year:	
Standard	Examples of Documentation	Documentation Included
1. Leadership for Student Learning The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	 School improvement plan Strategic plan Vision/mission/core belief statements Staff evaluation grid Leadership/school improvement team agendas Building administrator responsibility chart Professional goals Master schedule Student progress monitoring data Schedules for students in the alternative education program Project-specific summaries of a goal Compliance with Standards of Accreditation Program development Staff development plan School committees and members 	
2. School Climate The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.	 Monthly discipline report Teacher of the Year recommendation Annual report of discipline, crime, and violence Teacher/staff appreciation Summary of surveys of staff Student recognition; student groups/clubs 	
3. Human Resources Leadership The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating,	 Staff evaluation schedule including observation schedule Evidence of teachers and staff serving as <u>leaders</u> in the school, school district, and school community Monthly discipline report by teacher Teacher licensure renewal schedule Staff evaluations Staff recognition program 	

Standard	Examples of Documentation	Documentation Included
and retaining quality instructional and support personnel.	Performance Improvement PlansMentorship program	
4. Organizational Management The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	 Building schedules Administrator responsibility chart Master schedule and course compliance Facility use log Physical plant and grounds management schedule Annual financial audits Uncollected debts Inventory records Career and Technical Education compliance Special Education compliance ESEA Compliance Carry-over plans Budget spending throughout the school year Long-range goals Short-range goals 	
5. Communication and Community Relations The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.	 Faculty meeting agendas Newsletters PAC/PTO/PTA agendas Optional parent/community survey Website link Completion of annual school safety audit Safe School's committee agendas and minutes of meetings School Health Advisory Board agendas and minutes of meetings Media communications Presentation to civic/community groups 	
6. Professionalism The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.	 Staff development activity agendas Department/grade level meeting documentation Summary of staff surveys Professional conference attendance Professional organization membership 	



Survey Summary Form

School Administrator's Name:	Date:	
School:	School Year:	

<u>Directions</u>: School administrators should tabulate and analyze the school climate surveys and provide a summary of the results. This should be included as part of the school administrator's documentation.

- 1. How many surveys did you distribute?
- 2. How many completed surveys were returned?
- 3. What is the percentage of completed questionnaires you received? _____%

Teacher/Staff Satisfaction Analysis

- 4. Describe your survey population(s).
- 5. List factors that might have influenced the results.
- 6. Analyze survey responses and answer the following questions:
 - A) What did teachers/staff perceive as your major strengths?

B) What did teachers/staff perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?



Student Academic Progress Goal Setting Form

<u>Directions</u>: This form is a tool used to assist school administrators in setting goals that result in measurable progress. The goals should directly relate to school improvement using student achievement results. All goals should address student academic progress. Use a separate sheet for each goal.

School Administrat	or:
---------------------------	-----

School:

School Year:

Data attached	
2. School Climate	3. Human Resources Leadership
Measurable By	Target Date
	Data attached Data attached he standard to which the stra School Climate Communication and Community Measurable By

VI. Mid-Year Review (Describe	
goal progress and other relevant data)	
Gata)	
	Mid-year review conducted on Initials Administrator Evaluator
VII. End-of-Year Data Results	
(Accomplishments at the end of year).	
year).	
	Data attached
Initial Goal Submission (due by	to the evaluator)
School Administrator's Signature:	Date:
Evaluator's Signature:	Date:
End-of-Year Review	
End-of-Year Review	
Appropriate Data Received	nstrate application of professional growth? 🗌 Yes 🗌 No
☐ Appropriate Data Received Strategies used and data provided demon	nstrate application of professional growth? Yes No Date:



School Administrator Formative Assessment Form (optional)

<u>Directions</u>: Use this form to comment on evidence related to the standards from discussions with the school administrator, site visitations, student academic progress and achievement data, and documentation provided by the school administrator. Evaluators may use multiple formative assessment forms, as applicable.

School Administrator: _____

Date:

Evaluator: _____

Performance Standard 1: Leadership for Student Learning		
The school administrator drives the success of each learner through collaborative implementation of a shared		
vision of teaching and learning that leads to student academic progress and school improvement.		
Sample Performance Indicators		
Examples may include, but are not limited to:		
The school administrator:		
1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.		
1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.		
1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.		
1.4 Connects initiatives and innovative strategies to maximize the achievement of each learner.		
1.5 Acquires and shares knowledge of evidence-based instructional best practices in the classroom.		
1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.		
1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.		
1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.		
1.9 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.		
1.10 Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.		
1.11 Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).		
1.12 Evaluates the impact professional development has on the staff, school improvement and student academic progress.		
Other indicators not listed:		
Comments:		

Performance Standard 2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- 2.4 Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- 2.5 Supports students, staff, families, and community through changes connected to school improvement.
- 2.6 Implements and monitors a safety plan that manages situations in an effective and timely manner.
- 2.7 Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- 2.8 Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- 2.9 Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- 2.10 Respects and promotes the appreciation of diversity.

Other indicators not listed:

Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 3.1 Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- 3.2 Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- 3.4 Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- 3.5 Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources that are for teachers and staff to improve job performance.
- 3.6 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.7 Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

Other indicators not listed:

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities.
- 4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- 4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- 4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, that will result in an effective school.

Other indicators not listed:

Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

Within the school and district....

- 5.1 Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- 5.2 Disseminates information in a timely manner to students and staff through multiple channels and sources.
- 5.3 Involves students and staff in a collaborative effort to establish positive relationships.
- 5.4 Maintains visibility and accessibility to students and staff.
- 5.5 Speaks and writes in a clear, effective and appropriate manner to students and staff.
- 5.6 Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- 5.7 Advocates for students and acts to influence school and district decisions affecting student learning.
- 5.8 Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.

With parents and families...

- 5.8 Plans strategically for and solicits parent and family input to promote effective decision-making and communication.
- 5.10 Disseminates information in a timely manner to parents and families through multiple channels and sources.
- 5.11 Involves parents and families in a collaborative effort to establish positive relationships.
- 5.12 Maintains visibility and accessibility to parents and families.
- 5.13 Speaks and writes in a clear and effective manner appropriate to parents and families.
- 5.14 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.15 Advocates for students and acts to influence school and family decisions affecting student learning.
- 5.16 Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement ...

- 5.17 Plans strategically for and solicits community input to promote effective decision-making and communication.
- 5.18 Disseminates information in a timely manner through multiple channels and sources.
- 5.19 Involves the community in a collaborative effort to establish positive relationships.
- 5.20 Maintains visibility and accessibility with the community.
- 5.21 Speaks and writes in a clear and effective manner appropriate to community resources.
- 5.22 Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- 5.23 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.24 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

Other indicators not listed:

Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- 6.3 Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- 6.4 Maintains and ensures confidentiality.
- 6.5 Maintains a positive and respectful attitude.
- 6.6 Maintains a professional appearance and demeanor.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Contributes to, enhances, and supports the development of the profession.
- 6.10 Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Other indicators not listed:

Comments:

Commendations:

Areas of Growth:

Evaluator's Signature

Date

School Administrator's Signature Date School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the acknowledge button is the equivalent of an online signature.



School Administrator Interim/Annual Performance Report

<u>Directions</u>: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, document log review, and other appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the school administrator's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. (Within appropriate timelines this report is shared at a meeting with the school administrator.)

School Administrator:	Date:
Evaluator:	

1: Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

- Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.
- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- Connects initiatives and innovative strategies to maximize the achievement of each learner.
- Acquires and shares knowledge of evidence-based instructional best practices in the classroom.
- Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.

Other indicators not listed:

Comments:

- Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).
- Evaluates the impact professional development has on the staff, school improvement and student academic progress.

□ Evident □ Not Evident

2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

- Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.

- Supports students, staff, families, and community through changes connected to school improvement.
- Implements and monitors a safety plan that manages situations in an effective and timely manner.
- Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- Respects and promotes the appreciation of diversity.

Comments:

Other indicators not listed:

□ Evident □ Not Evident

3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

- Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.

Other indicators not listed:

Comments:

- Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

□ Evident □ Not Evident

4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision of all instructional programs, building space usage, and activities.

Other indicators not listed:

- Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.

Comments:

□ Evident □ Not Evident

5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Within the school and district....

- Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- Disseminates information in a timely manner to students and staff through multiple channels and sources.
- Involves students and staff in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students and staff.
- Speaks and writes in a clear, effective and appropriate manner to students and staff.
- Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- Advocates for students and acts to influence school and district decisions affecting student learning.
- Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.
- With parents and families...
- Plans strategically for and solicits parent and family input to promote effective decision-making and communication.
- Disseminates information in a timely manner to parents and families through multiple channels and sources.
- Involves parents and families in a collaborative effort to establish positive relationships.

- Maintains visibility and accessibility to parents and families.
- Speaks and writes in a clear and effective manner appropriate to parents and families.
- Provides a variety of opportunities for parent and family involvement in school activities.
- Advocates for students and acts to influence school and family decisions affecting student learning.
 Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement...

- Plans strategically for and solicits community input to promote effective decision-making and communication.
- Disseminates information in a timely manner through multiple channels and sources.
- Involves the community in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility with community.
- Speaks and writes in a clear and effective manner appropriate to community resources.
- Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- Communicates long- and short-term goals and the school improvement plan to all stakeholders.

Other indicators not listed:

Comments:

Evident Not Evident

6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

- Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- Maintains and ensures confidentiality.
- Maintains a positive and respectful attitude. *Other indicators not listed:*

omer malealors nor i

Comments:

- Maintains a professional appearance and demeanor.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- Contributes to, enhances, and supports the development of the profession.
- Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

□ Evident □ Not Evident

Strengths:

Areas of Improvement:

School Administrator's Name:	Date:
School Administrator's Signature:	
Evaluator's Name:	Date:
Evaluator's Signature	

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the **acknowledge button** is the equivalent of an online signature.



School Administrator Summative Performance Report

Directions: Evaluators use this form prior to the in-person conference to provide the school administrator with an assessment of performance. The school administrator should be given a copy of the form at the end of each evaluation cycle.

School Administrator: ______ School Year(s): _____

School:

	Performance	Standard	1: Leadership	o for Student	Learning
--	-------------	----------	---------------	---------------	----------

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator strategically drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement that reflects excellence.	The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The school administrator is ineffective or inconsistent in-supporting the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The school administrator does not support the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
D Evidence:			

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator seeks out new opportunities or substantially improves existing programs to foster the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate. The rigor of academic expectations is evident through increased student achievement.	The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.	The school administrator inconsistently fosters the success of all students in advocating, developing, nurturing, and sustaining a safe, positive, and/or academically engaging school climate.	The school administrator ineffectively fosters the success of all students in advocating, developing, nurturing, and sustaining a safe, positive, and/or academically engaging school climate.
Evidence:			

Performance Standard 2: School Climate

Performance Standard 3: Human Resources Leadership

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator, using expertise in human resources leadership, advances the process of selecting, inducting, supporting, developing, and evaluating of instructional and support personnel that results in a highly productive workforce.	The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.	The school administrator is inconsistent or lacks proficiency in one or more of the following human resources leadership areas: selecting, inducting, supporting, developing, evaluating, and retaining of quality instructional and support personnel	The school administrator is ineffective in recruiting, sustaining or leading instructional and support personnel.
Evidence:			

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating highly efficient operations, and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The school administrator inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation, or use of resources.
Evidence:			

Performance Standard 5: Communication and Community Relations

Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with students and staff, parents and families, and community.	The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.	The school administrator inconsistently communicates or collaborates on issues of importance with students and staff, parents and families, and/or the community.	The school administrator ineffectively communicates or collaborates on issues of importance with students and staff, parents and families, and/or the community
D Evidence:			

Performance Standard 6: Professionalism			
Distinguished* In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The school administrator demonstrates professional behaviors and leadership that moves the school towards exemplary performance and serves as a role model to others within the profession.	The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession.	The school administrator is sporadic in demonstrating behavior consistent with legal, ethical, and professional standards, and/or engaging in continuous professional development, and/or contributing to the profession.	The school administrator is not demonstrating behavior consistent with legal, ethical, and professional standards, and/or is not engaging in continuous professional development, and/or is not contributing to the profession.
Evidence:			

Performance Standard 6: Professionalism

Evaluation Summary

Recommended for continued employment.

Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, two or more standards are *Needs Improvement*, or three or more standards are *Developing*.)

Recommended for Dismissal/Non-renewal. (The school administrator has failed to make progress on a *Performance Improvement Plan*, or the school administrator consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Strengths:

Areas Noted for Improvement:

School Administrator Improvement Goals:

Overall Evaluation Summary Rating

Distinguished

Effective

Developing/Needs Improvement

Unacceptable

Due to one or more *Unacceptable* ratings, two or more *Needs Improvement* ratings, or three or more *Developing* ratings on the performance standards

Evaluator's Name

School Administrator's Name

Evaluator's Signature

School Administrator's Signature

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the **acknowledge button** is the equivalent of an online signature.

Date

Date

Superintendent's Name

Superintendent's Signature

Date



<u>Directions</u>: School administrators and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

School Administrator's Name:	
School Administrator's Signature:	Date:
Evaluator's Name:	
Evaluator's Signature:	Date:



Performance Improvement Plan Form

(Required for a School administrator placed on a Performance Improvement Plan) School Administrator: _____ School: _____

Evaluator: _____ School Year: _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates
1	5		

School Administrator's signature acknowledges a above form. It does not necessarily indicate agree	an opportunity to review the information from the ement.
School Administrator's Name:	
School Administrator's Signature:	Date Initiated:
Evaluator's Name:	
Evaluator's Signature:	Date Initiated:
Clicking the acknowledge button is	is the equivalent of an online signature.

Results of Performance Improvement Plan^a

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Performance Improvement Plan:

- □ The performance deficiencies have been satisfactorily corrected: The school administrator is no longer on a Performance Improvement Plan.
- □ The deficiencies were not corrected. The school administrator is recommended for dismissal.

School Administrator's Name:

School Administrator's Signature: _____ Date Reviewed: _____

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the acknowledge button is the equivalent of an online signature.

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

^a These sections are to be completed collaboratively by the evaluator and the school administrator. Pages may be added, if needed.

School Administrator Survey: Staff Survey

School Administrator's Name:	Date:	

Survey Respondent is:
Teacher/Instructional Staff
Support Staff

<u>Directions:</u> Please respond to each statement fairly to help the administrator improve his/her performance. If an area is marked with a D, please provide a written explanation. The administrator will tally the results and share them with his/her immediate supervisor.

Key:E – Exceeds expectations of performanceM – Meets expectations of performanceD – Demonstrates unacceptable performanceN – No basis for judgment

The principal	E	Μ	D	Ν
1. Is interested in building a quality school which provides quality				
education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of				
performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the				
school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision-making.				
11. Treats all teachers fairly.				
12. Supports teachers in conferences with students and/or parents to the				
extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of students in the halls and cafeteria.				
15. Seeks teacher recommendations for meaningful in-service programs.				
16. Keeps paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the				
superintendent and other central office personnel.				
18. Gives leadership in the improvement of instruction.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the bi-annual school plan.				
21. Gives constructive criticism to teachers in private.				
22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements				
their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				
COMMENTS	•			

COMMENTS:

School Administrator Survey: Community Survey

Administrator's Name

Site

School Year

Your thoughtful and candid feedback regarding this school administrator is very important. *Individual school administrators are asked to understand, interpret, apply, and identify what each can do to work in support of the school district's Vision*.

<u>Directions:</u> Listed below are several statements about the school administrator. Mark the most appropriate response to each statement. Please write your comments on the space provided. You may attach additional sheets if necessary.

THIS SCHOOL ADMINISTRATOR	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Makes me feel comfortable contacting him/her. Comments					
Communicates in an appropriate and timely manner. Comments					
Treats me with courtesy and respect. Comments					
Addresses problems and concerns in a timely and effective manner. <i>Comments</i>					
Provides leadership in his/her area. Comments					
Is a resource in his/her area. <i>Comments</i>					
Works well with others. Comments					
Demonstrates ethical behavior. Comments					

Check the item that best describes your involvement in the community.

Business owner/manager Homemaker Retired Volunteer Work in the area Additional comments are written on the back of this survey.

School Administrator Survey: Family Survey

Site Administrator's Name

School Year

Your thoughtful and candid feedback regarding this school administrator is very important. Individual school administrators are asked to understand, interpret, apply, and identify what each can do to work in support of the school district's Vision.

Directions: Listed below are several statements about the school administrator. Mark the most appropriate response to each statement. Please write your comments on the space provided. You may attach additional sheets if necessary.

THIS SCHOOL ADMINISTRATOR...

THIS SCHOOL ADMINISTRATOR	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know	
1. Makes me feel comfortable contacting him/her.						
2. Treats me with courtesy and respect.						
3. Treats students with courtesy and respect.						
 Addresses problems and concerns in a timely manner. 						
5. Works collaboratively to meet my child's needs.						
Communicates effectively with me about my child's progress.						
7. Informs me about school expectations.						
8. Handles conferences in a professional manner.						
9. Creates a safe learning environment.						
10. Is knowledgeable about the student population and their needed curriculum.						
11. Provides an environment that promotes learning and student achievement.						
12. Uses fair disciplinary procedures.						
O commente						

Comments

 \Box Additional comments are written on the back of this survey.
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ⁱⁱⁱ Airason, P. W. & Gullickson, A. (2006).

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STRONGE

Teacher Effectiveness Performance Evaluation System

HANDBOOK 2012-2013



Alakai O Kauai Charter School

Attachment I, page 1

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Alakai O Kauai Charter School

Attachment I, page 2

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Performance Evaluation Model[©] (short title: Goals and Roles Model[©]) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The Teacher Effectiveness Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of TEPES are to:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of TEPES are:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

Essential Components of TEPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Effectiveness Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TEPES uses a two-tiered approach to define the expectations for teacher performance consisting of seven standards and multiple performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.



The *effective* column is bolded throughout the handbook as it is the expected level of performance.

Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 2 shows the seven performance standards in TEPES that serve as the basis for the teachers' evaluation.



Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard (see Part II). That is, the performance indicators are <u>examples</u> of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is <u>not</u> exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator.

Using Standard 3 (Instructional Delivery) as an example, a set of teacher performance indicators is provided in Figure 3.



The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The **description provided in the** *effective* **level of the performance appraisal rubric is the actual performance standard, thus** *effective* **is the expected level of performance**. Teachers who earn a *highly effective* rating must meet the requirements for the *effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Learning Environment).

1 Igure 4. 1 erjormance Appraisa Rabric				
Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective	
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self- monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.	

Figure 4: *Performance Appraisal Rubric*

Note: The rating of *effective* is the expected level of performance.

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that TEPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic "performance portrait" of the teacher's work. The data sources briefly described in Figure 5 provide accurate feedback on teacher performance.

Data Source	Definition	
Observations	Observations are an important source of performance information. Formal classroom observations focus directly on the teacher performance standards. Informal observations or walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.	
Documentation Log	The Documentation Log includes both specific required artifacts and teacher- selected artifacts that provide evidence of meeting selected performance standards.	
Student Surveys	Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.	
Student Learning Objectives	several of the standards.Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set objectives for improving student progress based on the results of performance measures. The objectives and their attainment constitute an important data source for evaluation.	

Figure 5: Data Sources for Teacher Evaluation

Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

Formal Observations

Classroom observations provide key information on several of the specific standards. Nontenured teachers will be observed at least three times per year. These observations may be announced or unannounced. Two of these observations will occur prior to the end of the first semester and the third by March 1. Tenured teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using

one of the observation forms (see Part III) and through a post-conference with the teacher. Other observation forms may be used at the evaluator's discretion.

Informal Observations

Additional observations may be conducted for any teacher at the discretion of the evaluator. These informal observations may be of shorter duration and may be documented using an appropriate observation form (see Part III). Evaluators will provide feedback from informal observations through any appropriate means.

After observation documentation will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Documentation Log

The purpose of the Documentation Log (see Part III) is to provide evidence of performance related to specific standards. Some items may be required by the school district; however, other documents may be included upon evaluator request and/or teacher choice if the teacher feels additional items would enhance his or her evaluation. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Evaluators will review the Documentation Log annually. Additionally, non-tenured teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester.

Documentation Log Description

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder),
- is a work in progress; it is to be updated regularly throughout the evaluation period,
- should be available for review at administrator's request,

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- should be user-friendly, neat, and organized,
- · remains in teacher's possession except when reviewed by the evaluator,
- belongs to the teacher, and
- will be checked at least one time per year with feedback provided.

A Documentation Log is NOT:

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not an all-inclusive list. It also indicates those items that are required as determined by the school district.

Standards	Required Item	Examples of Evidence
1. Professional Knowledge		 Transcripts of coursework Professional Development certificates Annotated list of instructional activities Lesson/intervention plan Journals/notes that represent reflective thinking and professional growth Samples of innovative approaches developed by teacher
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	 Differentiation in lesson planning and practice Analysis of classroom assessment Data driven curriculum revision work Examples: Sample lesson or unit plan Course syllabus Intervention plan Substitute lesson plan Annotated learning objectives
3. Instructional Delivery		 Annotated photographs of class activities Handouts or sample work Video/audio samples of instructional units

Figure 6: Sample Items in a Documentation Log

Standards Required Item Examples of Evidence		Examples of Evidence	
4. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	 Samples of baseline and periodic assessments given Samples of both formative and summative assessment Graphs or tables of student results Records within electronic curriculum mapping tool Examples: Brief report describing your record keeping system and how it is used to monitor student progress Copy of scoring rubrics Photographs or photocopies of student work with written comments Samples of educational reports, progress reports or letters prepared for parents or students Copy of disaggregated analysis of student achievement scores on standardized test Copy of students' journals of self-reflection and selfmonitoring 	
5. Learning Environment	Student survey summary information	 Student survey summary information List of classroom rules with brief explanation of the procedures used to develop and reinforce them Schedule of daily classroom routines Explanation of behavior management philosophy and procedures 	
6. Professionalism	Evidence of commitment to professional growth; Communication Log	 Record of participation in extracurricular activities and events Record of professional development taken or given Examples of collaborative work with peers Evidence of communication with students, families, colleagues 	
7. Student Progress	Student Learning Objective Progress Form		

Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades

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9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys. The teacher should include a summary of the survey data (see Part III) in the Documentation Log.

Measures of Student Progress

The New Jersey Educator Effectiveness Task Force has recommended that Student Achievement (Standard 7 in the Stronge Evaluation System) account for 50% of the evaluation for teachers of tested grades and subjects and between 15%-50% for teachers of non-tested grades/subjects^a. It is important to understand that *approximately 30 percent* of public schools teachers will have a direct measure of student progress based on state standards assessment results. However, there must be additional measures for the remaining approximately 70 percent of teachers, and to ensure there are one or more additional measures for the approximately 30 percent of teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. One option is Student Learning Objectives (SLOs), which will be discussed in a later section. Quantitative measures of growth based on validated achievement measures that already are being used locally should be considered when determining local growth measures.

Student Growth Percentile Scores^b

Student growth percentiles (SGPs) describe the progress students make from one year to the next compared to students with similar state standards-based achievement test history. This provides an understanding of how much progress students made based on where they started – regardless of whether they started as low, moderate, or high achieving students. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar state standards-based test scores). The statistical method works independently of state standards performance proficiency levels. Thus, in practice, it is important to understand that:

- low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.
- high-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.

SGPs describe the percentile for *change in achievement*, not absolute achievement. A student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the state standards test. For example, a student who earns an SGP of 80 earned a state standards-based test score that was as high as or higher than 80 percent of the other students statewide who had similar academic histories on state standards-based tests. Only 20 percent of students with similar prior achievement histories earned higher scores.

^a New Jersey Department of Education Notice of Grant Opportunity, March 2012.

^b Adapted from Virginia Department of Education training materials, *Yourtown Handbook*, 2011.

In applying SGPs to teacher or educational specialist performance evaluations, it is critical that the data be used appropriately. When available and appropriate, the percentage of students in a given category of growth (e.g., percentage of students achieving average growth), median growth percentiles, and other relevant analyses should be used as one indicator of student progress, described in Standard 7.^c To illustrate, the median SGP represents the middle value in the group (e.g. class) and can be interpreted in the following way: half of the students in the group showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value.^d

When applied appropriately, the range of percentiles (as determined by the state) needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7. Figure 7 shows a possible set of recommended ranges. Please consult with the guidelines from the State Department of Education to ensure that these illustrative ranges are the ones recommended.

Range of median student growth percentile	Interpretation	
< 35	The majority of students demonstrated low growth	
35 to 65	The majority of students demonstrated moderate or higher growth	
> 65	The majority of students demonstrated high growth	

Figure 7: Recommended Median Growth Percentiles

Figure 8 describes recommended conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers' performance evaluation. The numbers of students, number of years of required data, and the weighting of each measure of student progress will be determined by the state.

^c It is important to identify the number and percentage of students taught by the teacher for whom no SGP scores are calculated.

^d When using an analysis such as median score, it is essential that further consideration be given to the distribution of students. For example, a median score very well could have a normal distribution of students, a bi-modal distribution, or some other distribution. This information will have a significant bearing on interpretation of the data.

InstructionalApplication of studentPersonnelgrowth percentiles		Other growth measures	
<u>Tier 1</u> : Teachers for whom student growth percentiles are available	 Half of Standard 7 based on median growth percentile when: data from <i>at least</i> 40 students are available, possibly from multiple years; data from students are representative of students taught^e; and data from <i>at least</i> two years are available; three years should be reviewed whenever possible. 	 Half of Standard 7 based on other growth measures. Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. Student learning objectives should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam). 	
<u>Tier II:</u> Teachers who support instruction where student growth percentiles are available.	 When aligned to individual or school-wide goals, no more than half of Standard 7 could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level). Decisions about the application of student growth percentiles for support teachers must be made locally. Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers. 	 At least half of Standard 7 based on growth measures other than the SGP, depending on the application of student growth percentiles. Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. Student learning objectives or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation. 	

Figure 8: Recommendations for use of Student Growth Percentiles

Tier III: Teachers who have no direct	Not applicable	All of Standard 7 based on growth measures other than the SGP.
or indirect role in subjects or grades where student growth percentiles are available		• Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.
		• Student learning objectives or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).
		• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.

Student Learning Objectives^f

One approach to linking student progress to teacher performance involves building the capacity for teachers and their evaluators to interpret data so that target objectives for student improvement can be set. Setting learning objectives based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student learning objectives are designed to improve student learning.

Teachers have a definite and powerful impact on student learning and academic performance.¹ Depending on grade level, content area, and learners' ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures may include standardized test results as well as other pertinent data sources. Teachers set objectives for improving student progress based on the results of performance measures. The student learning objectives and their attainment constitute an important data source for evaluation.

The Intent of Student Learning Objectives

One of the purposes of student learning objectives includes focusing attention on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement, monitoring progress and assessing results at the end of the academic year. More specifically, the intent of student learning objectives is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,

- · focus attention on student results, and ultimately,
- increase student achievement.²

Student Learning Objectives Process

Creating student learning objectives involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 9 depicts these steps.





Submission of the Student Learning Objective Progress Form

Each teacher, using the results of an initial assessment, sets an annual objective^h for improving learner/program outcomes. Teachers are responsible for submitting their objectives to their evaluator within the first month of the school year. The objectives describe observable behavior and/or measurable results that will occur when an objective is achieved. The acronym SMART (Figure 10) is a useful way to self-assess an objective's feasibility and worth.

Figure 10: Acronym for Developing Student Learning Objectives

Specific:	The objective is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the objective.
Appropriate:	The objective is within the teacher's control to effect change.
Realistic:	The objective is feasible for the teacher.
Time-limited:	The objective is contained within a single school year.

Figure 11 contains samples of the objectives that teachers may develop. They are intended to serve as models for how student learning objectives may be written.

Figure 11: Sample Student Learning Objectives

Fourth Grade:

All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

Grade 7 Mathematics:

All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math state standards test.

High School English:

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

Middle School Self-Contained Special Education:

The students will increase their Brigance Age Equivalents by an average of 6 months.

The evaluator and the teacher meet to discuss data from the initial assessment and review the annual objective. A new objective is identified each year. The objective should be customized for the work assignment and for the individual learners. The *Student Learning Objective Progress Form* (see Part III) may be used for developing and assessing the annual objective.

Learner objectives measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time. Appropriate measures of student progress differ substantially based on the learners' grade level, content area, and ability level. Examples of data sources for monitoring learner progress can be found in Figure 12. The following measurement tools are appropriate for assessing learner progress:

- criterion-referenced tests,
- norm-referenced tests,
- · standardized achievement tests,

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- · school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons. Examples of data sources for monitoring student progress can be found in Figure 12.

Figure 12: Examples of Data Sources for Monitoring Student Progress

riterion- and Norm-Referenced Tests Advanced Placement Tests 	
Brigance	
State standards test	
 Scholastic Reading Inventory (SRI) 	
Phonological Awareness Literacy Screening (PALS)	
• Gates	
Developmental Spelling Analysis (DSA)	
Developmental Reading Assessment (DRA)	
Qualitative Reading Inventory (QRI)	
• AIMS WEB	
enchmark Tests	
 County Benchmark Tests based on the standards 	
CTE Competencies	
President's Physical Fitness Tests	
eacher Assessments	
Quizzes	
• Tests	
· Authentic assessments/portfolios/ writing samples/running re	cords
 Grade analysis by nine weeks/ interim reports 	
 Semester/end-of-course examinations 	
Pre-/post-testing	
NCS Mentor	

As part of the *Student Learning Objective Progress Form*, teachers must identify strategies by which to achieve the objective. Figure 13 provides examples of strategies teachers might select to help improve student learning.

Figure 13: Examples of Strategies to Improve Student Learning

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- · Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- · Focused classroom observation
- Development of curricular supplements
- · Completion of workshops, conferences, coursework
- · Co-teaching; collaborative teaching

Mid-Year Review of Objective

A mid-year review of progress on the objective is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Objective

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the objective and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's objective as part of the reflection process in the event the objective has to be continued and/or revised. By mutual agreement, evaluators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores. The school district must determine a method by which to rate student learning objective achievement as *highly effective, partially effective*, or *ineffective*. This criteria needs to be established and communicated at the beginning of the year.

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the objective set). Therefore, multiple data sources are used. Figure 14 shows the alignment of performance standard by data source.

Performance Standard	Observations	Documentation Log	Student Surveys	Student Growth Percentiles and/or Student Learning Objectives
1. Professional Knowledge	X	1	/	/
2. Instructional Planning	/	X	1	1
3. Instructional Delivery	X	/	/	/
4. Assessment of/for Student Learning	1	X		1
5. Learning Environment	X	/	1	
6. Professionalism	/	Х	/	
7. Student Progress		· · · · · · · · · · · · · · · · · · ·		X

Figure 14: Aligning Multiple Data Sources with Performance Standards

RATING TEACHER PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.

Teachers will be rated on all seven performance standards using a performance appraisal rubric (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *effective* level. Figure 15 explains the four levels of ratings.

Cat.	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	 Exceptional performance: sustains high performance over a period of time consistently exhibits behaviors that have a strong positive impact on student learning and the school climate may serve as a role model to others

Figure 15: Rating Levels

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Cat.	Description	Definition		
Effective	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	 Proficient performance: meets the requirements contained in the job description as expressed in the evaluation criteria exhibits behaviors that have a positive impact on student learning and the school climate demonstrates willingness to learn and apply new skills 		
Partially Effective	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	 results in less than quality work performance leads to areas for teacher improvement being 		
Ineffective	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	 Unacceptable performance: does not meet the requirements contained in the job description as expressed in the evaluation criteria results in minimal student learning may contribute to a recommendation for the teacher not being considered for continued employment 		

Interim Evaluation

All non-tenured teachers will receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the *Interim Performance Report* (see Part III) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress students are making toward the objective identified in the *Student Learning Objective Progress Form*.

Summative Evaluation

In making judgments for the summative assessment on each of the seven performance standards and based on evidence from the multiple data sources, the evaluator should determine where the "**preponderance of evidence**" exists, based on evidence from the multiple data sources. Preponderance of evidence as used in this context is intended to mean the overall weight of

evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, "In which rating category does the preponderance of evidence fall?" In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, "In which rating category does the evidence best fit?"

Evaluators will use the *Summative Performance Report* (Part III) to rate and provide evidence pertaining to each performance standard. The results of the evaluation will be discussed with the teacher at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven performance ratings, the teacher will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *highly effective, effective, partially effective*, or *ineffective*.

Performance standards 1-6 are weighted equally as a percentage of the total evaluation, with Standard 7 accounting for a larger portion as determined by the state or school district, as applicable. Scores will be calculated using the following scale:

Ineffective = 1 Partially Effective = 2 Effective = 3 Highly Effective = 4

Figure 16 shows an example of how a cumulative summative rating would be calculated if performance standards 1-6 were weighted as 50 percent (8.3 percent each), with Standard 7 accounting for 50 percent of the evaluation.

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly Effective	4	.83	3.32
Standard 2	Effective	3	.83	2.49
Standard 3	Effective	3	.83	2.49
Standard 4	Effective	3	.83	2.49
Standard 5	Effective	3	.83	2.49
Standard 6	Highly Effective	4	.83	3.32
Standard 7	Highly Effective	4	5.00	20.00
Cumulative Summative Rating				36.6

Figure 16: Example of Weighted Calculations

The overall summative rating will be judged as *highly effective, effective, partially effective,* or *ineffective* using the following suggested range of scores:

Ineffective = 10 - 19Partially Effective = 20 - 25Effective = 26 - 34Highly Effective = 35 - 40

The actual weighting and summative rating range should be determined by the school district in advance of implementation of the evaluation system.

Note: Regardless of the overall total points earned, three or more *partially effective* ratings on individual performance standards will result in an overall rating of *partially effective* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard may result in an overall *ineffective* rating.

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 17 details the recommended evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this handbook).

Note: The details for the actual Evaluation Schedule should be determined by the school district prior to implementation.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among the district's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Student Learning Objective Progress Form, Documentation Log Cover Sheet, Observation Form(s)*, and *Summative Evaluation Form* at the school/worksite.

			Responsibility of	
Timeline	Activity for Professional Improvement	Task or Document	Administrator	Teacher
During the 1 st Month	Establish student learning objective (all teachers)	Student Learning Objective Progress Form	\checkmark	\checkmark
Before the end of the 1 st Quarter	Observation of all non-tenured teachers	Observation Form	\checkmark	
Before the end of the 2 nd Quarter	Observation of all non-tenured teachers	Observation Form	\checkmark	
Before end of the 1 st Semester	Summary of student survey feedback (all teachers)	Student Surveys and Student Survey Summary Form		\checkmark
Mid-year	 Mid-year review of student learning objective (all teachers) Non-tenured teachers will review Documentation Log Interim performance evaluation of non-tenured teachers 	Student Learning Objective Progress Form Documentation Log Interim Performance Report	✓ ✓ ✓	< <
During the 2 nd Semester	Observation of all teachers	Observation Form	\checkmark	
10 calendar days prior to summative evaluation date	 End-of-year review of student learning/program objective (all teachers) Submit Documentation Log 	Student Learning/Program Objective Progress Form Documentation Log	✓ ✓	✓ ✓
Before Last Week of School	Summative evaluation (all teachers)	Summative Performance Form	\checkmark	

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in TEPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of "ineffective" performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 18 shows the differences between the two processes.

	Support Dialogue	Performance Improvement Plan	
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is ineffective.	
Initiates Process	Evaluator, administrator, or teacher	Evaluator*	
DocumentationForm provided: NoneMemo or other record of the discussion/other forms of documentation at the building/worksite level		Form required: <i>Performance</i> <i>Improvement Plan</i> Building/Worksite Level Human Resource Department is notified	
Outcomes	 Performance improves to effective level – no more support Some progress – continued support Little or no progress – the employee may be moved to a <i>Performance Improvement</i> <i>Plan</i>. 	 Sufficient improvement – recommendation to continue employment Inadequate improvement – recommendation to non-renew or dismiss the employee 	

Figure 18: Tools to Increase Professional Performance

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee's progress.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for conversations with the teacher are shown in Figure 19.

Figure 19: Sample Prompts

ž	
Sample Prompts for the Initial Conversation	n
What challenges have you encountered in ac	ldressing (tell specific concern)?
What have you tried to address the concern	of (tell specific concern)?
What do you need in order to address you co	oncerns?
Sample Prompts for the Follow-Up Conver	sation
Last time we met, we talked about	_ (tell specific concern). What has gone
well? What has not gone as well?	

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A *Performance Improvement Plan* will be required if either of the following ratings is given on a *Summative Performance Evaluation Report:*

- a rating of partially effective on two or more performance standards, or
- a rating of *ineffective* on **one or more** performance standards.

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a Performance Improvement Plan in conjunction with the teacher, and
- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- · support from a professional peer or supervisor, or
- · conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *effective*.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *partially effective*.
- Little or no improvement has been achieved; the teacher is rated ineffective.

When a teacher is rated *ineffective*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated *ineffective* a second time, the teacher will be recommended for dismissal.

Request for Review of an Ineffective Rating

The teacher may request a review of the evidence in relation to an *ineffective* rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school district.

PART II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is <u>not</u> exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, all teachers are not expected to demonstrate each performance indicator.**

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting	The teacher	The teacher	The teacher bases
the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant	inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in	instruction on material that is inaccurate or out- of-date and/or inadequately addresses the developmental needs of students.
	learning experiences.	practice.	

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.³
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.⁴
- Identifies instructional objectives and activities⁵ to promote students' cognitive and developmental growth.⁶
Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

- Constructs a blueprint of how to address the curriculum during the instructional time.⁷
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁸

Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

- Stays involved with the lesson at all stages.9
- Uses a variety of instructional strategies.¹⁰
- Uses research-based strategies to make instruction student-centered.¹¹
- Involves students in cooperative learning to enhance higher-order thinking skills.¹²
- Uses students' prior knowledge to facilitate student learning.¹³
- Possesses strong communication skills,¹⁴ offering clear explanations and directions.¹⁵
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.¹⁶
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹⁷

Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

- Offers regular, timely, and specific feedback¹⁸ and reinforcement.¹⁹
- Gives homework and offers feedback on the homework.²⁰

Stronge Teacher Effectiveness Performance Evaluation System

- Uses open-ended performance assignments.²¹
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²²
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²³

Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self- monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student- centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

- Cares about students as individuals and makes them feel valued.²⁴
- Adapts teaching to address student learning styles.²⁵
- Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁶
- Is culturally competent.²⁷

Stronge Teacher Effectiveness Performance Evaluation System

• Seeks to know about the cultures and communities from which students come.²⁸

Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective Ineffecti	
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Stronge Teacher Effectiveness Performance Evaluation System

Contemporary Effective Teacher Research

- Recognizes the levels of involvement, ranging from networking to collaboration.²⁹
- Uses multiple forms of communication between school and home.³⁰
- Acknowledges his or her perspective and is open to hearing their students' worldviews.³¹
- Is culturally competent.³²
- Seeks to know about the cultures and communities from which students come.³³

Stronge Teacher Effectiveness Performance Evaluation System

Performance Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the stateprovided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Highly Effective*	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

*Teachers who are "highly effective" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

- Knows the students' abilities and sets realistic goals.³⁴
- Raises the achievement levels for all groups of students in the classroom.³⁵
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.³⁶

PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Learning Objective Progress Form, Teacher Documentation Log Cover Sheet, Observation Forms, Summative Evaluation Form,* and *Performance Improvement Plan* (if needed).

Form		Docume Comple	
	Torm	Evaluator	Teacher
	Pre-Observation Conference Record	~	
Observation	Observation Forms 1: Formal Observation 2: Formal Observation/Document Review 3: Walk-through/Informal Classroom Visits 4: Time on Task Chart 5: Questioning Techniques Analysis	~	
2	Documentation Log Cover Sheet		\checkmark
Document Log	Parent Communication Log		~
	Professional Development Log		~
Surveys	Student Surveys Grade K-2 Student Survey Grade 3-5 Student Survey Grade 6-8 Student Survey Grade 9-12 Student Survey		\checkmark
	Survey Summary Form		\checkmark
Objectives	Student Learning Objective Progress Form	\checkmark	\checkmark
Doneste	Interim Performance Report	~	
Reports	Summative Performance Report	~	
Plan	Performance Improvement Plan Form	~	
Other	Self-Assessment Form		~

Figure 20: Forms and Logs

Pre-Observation Conference Record

Teacher:	School:
Grade/Subject:	School Year:
Conference Date:	Evaluator:

Inquiries	Notes
 Describe the lesson that will be observed. The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned? What have/will you have done instructionally with students in the days prior to the observation? 	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern?	

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Classroom Observation Form 1 Formal Observation

<u>Directions</u>: This form is to be used for both tenured and non-tenured teachers. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name		Date Observed	· ·	Time
Observer's Name		The teacher is:	□ Non-tenur □ Tenured	red
1. Professional Knov	vledge			
 1. Protessional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Effectively addresses appropriate curriculum standards. Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. Demonstrates an accurate knowledge of the subject matter. Evidence: Demonstrates and accurate knowledge of the subject matter. 			vant to the subject Is that reflect high erstanding of the tanding of the tional, and physical group.	
Highly Effective	Effective Effective is the expected level performance.	of Partially	Effective	Ineffective
In addition to meeting	The teacher	The teacher		The teacher bases
the standard, the teacher	demonstrates an	inconsistent	~	instruction on material
consistently demonstrates extensive	understanding of the curriculum, subject	demonstrate understandir		that is inaccurate or out- of-date and/or
knowledge of the	content, and the	curriculum,	0	inadequately addresses
subject matter and	developmental needs			the developmental needs
continually enriches the	of students by	lacks fluidity	-	of students.
curriculum.	providing relevant	the knowled		
	learning experiences.			
Comments:			_	_

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
Comments:			

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
Comments:			

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting	The teacher	The teacher uses a	The teacher uses an
the standard, the teacher	systematically gathers,	limited selection of	inadequate variety of
uses a variety of	analyzes, and uses all	assessment strategies,	assessment sources,
informal and formal	relevant data to	inconsistently links	assesses infrequently,
assessments based on	measure student	assessment to intended	does not use baseline or
intended learning	academic progress,	learning outcomes,	feedback data to make
outcomes to assess	guide instructional	and/or does not use	instructional decisions
student learning and	content and delivery	assessment to	and/or does not report
teaches students how to	methods, and provide	plan/modify instruction.	on student academic
monitor their own	timely feedback to		progress in a timely
academic progress.	both students and		manner.
	parents throughout the		
	school year.		
Comments:			

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- · Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self- monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student- centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
Comments:			

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' wellbeing and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting	The teacher maintains	The teacher	The teacher
the standard, the teacher	a commitment to	inconsistently practices	demonstrates
continually engages in	professional ethics,	or attends professional	inflexibility, a
high level	communicates	growth opportunities	reluctance and/or
personal/professional	effectively, and takes	with occasional	disregard toward school
growth and application	responsibility for and	application in the	policy, and rarely takes
of skills, and contributes	participates in	classroom.	advantage of
to the development of professional growth			professional growth
others and the well-	that results in		opportunities.
being of the school.	enhanced student		
	learning.		
Comments:			
1			

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of student growth.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Evidence:

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
Comments:			

Additional Comments:

Teacher's Name	
Teacher's Signature	Date
Observer's Name	
Observer's Signature	Date

	tors use this form to document the required annual observations of th focuses on the seven performance standards. Some standards may not b
	gle observation. A copy of this form will be given to the teacherDate:
Observer:	Class/Time:
Documentation Log	Review:YesNo Specific Examples:
Knowledge	
2: Instructional Planning	Specific Examples:
3: Instructional Delivery	Specific Examples:

Stronge Teacher Effectiveness Performance Evaluation System

4: Assessment of/for Learning	Specific Examples:
5: Learning	Specific Examples:
Environment	
6: Professionalism	Specific Examples:
0. 1 1010501011011	Specific Examples.
7: Student Progress	Specific Examples:
7. Student 1 10g1055	Specific Examples.

Observer's Signature:

Teacher's Signature:

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1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

Stronge Teacher Effectiveness Performance Evaluation System

5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, studentcentered environment that is conducive to learning.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.4 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Classroom Observation Form 3 Walk-through/Informal Classroom Visits

<u>Directions</u>: Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: Subje	ect: Date:
Observer:	Time:
1. PROFESSIONAL KNOWLEDGE	SPECIFIC EXAMPLES:
 Addresses appropriate curriculum standards 	
 Integrates key content elements and facilitates students' use of higher level thinking skills 	
 Demonstrates ability to link present content with past and future learning 	d
· Demonstrates an accurate knowledge of the subject matter	er
• Demonstrates skills relevant to the subject area(s) taught	A
• Bases instruction on goals that reflect high expectations	
 Demonstrates an understanding of the knowledge of development 	
Communicates clearly	
2. INSTRUCTIONAL PLANNING	SPECIFIC EXAMPLES:
 Uses student learning data to guide planning 	
 Plans time for realistic pacing 	
 Plans for differentiated instruction 	
· Aligns lesson objectives to curriculum and student needs	
 Develops appropriate long- and short-range plans and adapts plans 	
3. INSTRUCTIONAL DELIVERY	SPECIFIC EXAMPLES:
 Engages students 	and the second
 Builds on prior knowledge 	
 Differentiates instruction 	
 Reinforces learning goals 	
 Uses a variety of strategies/resources 	
 Uses instructional technology 	
Communicates clearly	

4. ASSESSMENT OF/FOR LEARNING	SPECIFIC EXAMPLES:
	SPECIFIC EAAMPLES:
• Uses pre-assessment data	
• Involves students in setting learning goals	
• Uses valid, appropriate assessments	
 Aligns assessments with standards 	
• Uses a variety of assessment strategies	
• Uses assessment tools for formative/summative purposes	
 Gives constructive feedback 	
5. LEARING ENVIRONMENT	SPECIFIC EXAMPLES:
 Arranges the classroom to maximize learning and provides a safe environment 	
• Establishes clear expectations	
 Maximizes instruction/minimal disruption 	
• Establishes a climate of trust/teamwork	
 Promotes cultural sensitivity/respects diversity 	
 Listens and pays attention to students' needs and responses 	
 Maximizes instructional learning time by working with students individually and in groups 	
6. PROFESSIONALISM	SPECIFIC EXAMPLES:
 Collaborates/communicates effectively 	
 Adheres to laws/policies/ethics 	
 Incorporates professional development learning 	
• Incorporates learning from professional growth activities	
• Sets goals for improvement	
Activities outside classroom	
• Builds positive relationship with parents	
Contributes to professional learning community	
• Demonstrates mastery of standard oral and written	
English	
7. STUDENT PROGRESS	SPECIFIC EXAMPLES:
• Sets student achievement goals	
 Documents progress 	
• Provides evidence of goal attainment	
 Develops interim learning targets 	

Comments:

Observer's Signature I	Date	
------------------------	------	--

Classroom Observation Form 4 Time on Task Chart

Teacher Observer		Subject Date	Number of Students Start/End Time
Interval	Task, activity, event, question	Off-Task Behaviors (Note # of students.)	Teacher Management Strategy
5 min		Disrupting Others# Visibly Disengaged#	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o
10 min		Disrupting Others# Visibly Disengaged#	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o
15 min		Disrupting Others# Visibly Disengaged#	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o
20 min		Disrupting Others # Visibly Disengaged #	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o
25 min		Disrupting Others# Visibly Disengaged#	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o
30 min		Disrupting Others# Visibly Disengaged#	Verbal o <i>Comments:</i> Nonverbal o Positive o Negative o

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others from the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g. daydreaming), but who are not distracting other students.

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

Attachment I, page 57

Classroom Observation Form 5 Questioning Techniques Analysis

<u>Directions</u>: Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

Teacher's Name _____ Date ____ Time Started/Ended _____

Observer's Name _____ Grade/Subject: _____

Type of Question	Total #	Percent
Low Cognitive (Recall)	1111	
	in	
Intermediate Cognitive (Comprehension)		
		-0.000
Application and High Cognitive (analysis, synthesis, evaluation)		2
Total of all questions	Free	

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

Attachment I, page 58

Documentation Log Cover Sheet

<u>Directions</u>: In addition to the required items specified by the school district, teachers should include other artifacts of their choosing that show evidence that they are meeting the standards.

Teacher: _____

School Year:

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge		 Transcripts of coursework Professional Development certificates Annotated list of instructional activities Lesson/intervention plan Journals/notes that represent reflective thinking and professional growth Samples of innovative approaches developed by teacher 	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	 Differentiation in lesson planning and practice Analysis of classroom assessment Data driven curriculum revision work Examples: Sample lesson or unit plan Course syllabus Intervention plan Substitute lesson plan Annotated learning objectives 	
3. Instructional Delivery		 Annotated photographs of class activities Handouts or sample work Video/audio samples of instructional units 	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	 Samples of baseline and periodic assessments given Samples of both formative and summative assessment Graphs or tables of student results Records within electronic curriculum mapping tool Examples: Brief report describing your record keeping system and how it is used to monitor student progress Copy of scoring rubrics Photographs or photocopies of student work with written comments Samples of educational reports, progress reports or letters prepared for parents or students Copy of disaggregated analysis of student achievement scores on standardized test Copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment		 Student survey summary information List of classroom rules with brief explanation of the procedures used to develop and reinforce them Schedule of daily classroom routines Explanation of behavior management philosophy and procedures 	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of commitment to professional growth; Communication Log	 Record of participation in extracurricular activities and events Record of professional development taken or given Examples of collaborative work with peers Evidence of communication with students, families, colleagues and community Examples: Copy of classroom newsletter or other parent information documents Sample copy of interim reports 	
7. Student Progress	Student Learning Objective Progress Form	Student Learning Objective document – Revised at midterm and end of year	

Communication Log

Teacher: _____

School Year: ____-

Date	Person	Purpose	Mode	Notes
			Conference	
			🗌 Email	
			□ Note/Letter	
			Telephone	
			Conference	
			🗌 Email	
			□ Note/Letter	
			Telephone	
			🗌 Email	
			Note/Letter	
			Telephone	
			Conference	
			Email	
			Note/Letter	
			Telephone Conference	
			Email	
			☐ Note/Letter	
			Email	
			Note/Letter	
			Email	
			Note/Letter	
			Telephone	
			Conference	
			🗌 Email	
			□ Note/Letter	
			Telephone	
			Conference	
			🗌 Email	
			□ Note/Letter	
			Telephone	
			🗌 Email	
			Note/Letter	
			Telephone	
			Email	
			Note/Letter	
┣────┤			Telephone Conference	
			Email	
			☐ Email ☐ Note/Letter	
			Telephone	

Professional Development Log

Teacher: _____

School Year: _____-

Professional Development Activity	Date Location		Evidence of Satisfactory Completion Received	
			Grade Grade Certificate Other	
			Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Grade Certificate Other	
			Grade Grade Certificate Other	

Grade K-2 Student Survey

Directions:

As your teacher reads the sentence, color the face that shows what you think.

Teacher_____ Date_____

	Yes	Sometimes	No
1. My teacher knows a lot about what she is teaching.	\odot	\odot	$\overline{\mbox{\scriptsize (i)}}$
My teacher is ready to teach every day.	\odot	\odot	$\overline{\mathbf{i}}$
3. My teacher makes learning interesting.	\odot	\odot	\odot
 My teacher explains things so I understand. 	\odot	\odot	$\overline{\mathbf{i}}$
 My teacher uses different ways help me learn. 	\odot	\odot	$\overline{\mathbf{o}}$
My teacher helps me when learning is hard.	\odot	\odot	$\overline{\mathbf{o}}$
7. I can do the work my teacher gives me.	\odot	\odot	\odot
8. My teacher knows what I'm good at.	\odot	\bigcirc	$\overline{\mathbf{o}}$

Page 2 of 2

	Yes	Sometimes	No
9. My teacher lets my parents know how I am doing in school.	(\mathbf{i})	\bigcirc	$\overline{\mathbf{S}}$
10.I can ask and answer questions in my class.	\odot	\odot	$\overline{\mathbf{o}}$
11.I know what the rules are in my class.	\odot	\odot	\odot
12.I am happy when I am in class.	\odot	\bigcirc	\odot
13.I learn new things in my class.	\odot	\odot	$\overline{\mathbf{o}}$
14. My teacher is eager to learn new things.	\odot	\bigcirc	$\overline{\mathbf{O}}$
15. My teacher listens to me.	\odot		\odot
*	\odot	\odot	\odot

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Grade 3-5 Student Survey

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (\checkmark) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher

School Year

	Yes	Sometimes	No
1. My teacher knows a lot about what is taught.			
 My teacher is prepared and ready for teaching every day. 			
3. My teacher explains things so I understand.			
 My teacher makes class interesting and challenging. 			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
 My teacher allows me to show my learning in a variety of ways. 			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.	-		
10. My teacher makes it okay for me to ask questions when I don't understand something.	-		
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			1.2.4

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13. I learn new things in my class.		
14. My teacher is enthusiastic and eager to learn.		
15. My teacher listens to me.		
*		
*		

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Grade 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check ($\sqrt{}$) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name School Year Class/Period Applicable Disagree Strongly Disagree Strongly Agree Agree Not 1. My teacher knows a lot about what is taught. 2. My teacher uses a variety of teaching practices during class. 3. My teacher prepares materials in advance and has them ready to use. 4. My teacher plans activities that help me learn. 5. My teacher explains things so I understand. My teacher makes class interesting and challenging. 7. My teacher uses different ways to teach and help me learn. 8. My teacher gives me help when I need it. 9. I am able to do the work my teacher gives me. 10. My teacher allows me to demonstrate my learning in a variety of ways. 11. My teacher lets my parents know how I am doing in school. 12. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help. 13. My teacher makes it okay for me to ask questions when I don't understand something. 14. My teacher shows respect to all students. 15. My teacher handles classroom disruptions well. 16. I learn new things in my class. 17. My teacher sets high learning standards for the class. 18. My teacher is enthusiastic and eager to learn himself/herself. 19. My teacher gives clear instructions. 20. My teacher listens to me.

Add other elements if needed, such as school-wide goals, or subject-specific elements.
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Grade 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check ($\sqrt{}$) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

		ngly se	e	Disagree	Strongly Disagree	Not Applicable
		Strongly Agree	Agree	Disa	Stro	Not
1.	My teacher has deep knowledge about the subject he/she teaches.	1.0				
2.	My teacher uses a variety of teaching strategies during class.	1.11		1		
3.	My teacher creates well-organized and well-developed lessons.		1			
4.	My teacher's lessons have clear and appropriate learning objectives for the subject area taught.					
5.	My teacher uses a variety of activities and methods to engage me.					
6.	My teacher makes class interesting and challenging.	1				
7.	My teacher recognizes us as individual learners with varying learning backgrounds, abilities, needs and preferences.					
8.	My teacher modifies his/her teaching approaches when I don't understand.	1.00				
9.	My teacher allows me to demonstrate my learning in a variety of ways.					
10.	My teacher uses a variety of assessments to determine what I have learned.				1	
11.	My teacher uses assessment results to identify my strengths and the areas in which I need help.					
12.	My teacher shares feedback about my learning progress with me and my parents.				1	
13.	My teacher shows respect to all students.				-	
	My teacher communicates and maintains classroom rules, routines, and procedures.					ΠÌ

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
 My teacher makes the learning experience challenging but rewarding. 					[4]
16. My teacher sets high learning standards for the class.					
17. My teacher is enthusiastic and eager to improve teaching practice.					
 My teacher is passionate about teaching and has a commitment for student learning. 					
19. My teacher is approachable and listens to me.	1				12.41
 My teacher contacts my parents to involve them in my learning. 	111				T. I
*	() = == + 1				1000
*	1000			1	

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:

Student Survey Summary

Teacher's Name:			School Year:		
Grade(s)		Subject(s):			
Survey Version Given: Grades 9-12	les K-2	Grades 3-5	□ Grades 6-8		
Number of Surveys	Num	wher of Completed	Percentage of Cor	nnleted	

Number of Surveys	Number of Completed	Percentage of Completed
Distributed	Surveys Returned	Surveys Returned

Student Satisfaction Analysis

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

B) What did students perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

ATTACHMENT I: Teacher Evaluation Tools

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You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)

Student Learning Objective Progress Form

<u>Directions</u>: This form is a tool to assist teachers in setting an objective that results in measurable learner progress. NOTE: When applicable, learner progress should be the focus of the objective. Enter information electronically into the cells (the boxes will expand to fit the text).

Teacher's Name: _____

Subject/Grade:

School Year: ____-

Initial Objective Submission (due by to the evaluator)

I. Setting (Describe the population		
and special learning		
circumstances)		
II. Content/Subject/Field Area		
(The area/topic addressed based		
on learner achievement, data		
analysis, or observational data)		
III. Baseline Data (What is shown		
by the current data?)		
	Data attached	
IV. Objective Statement (Describe		
what you want learners/program		
to accomplish)		
V. Means for Attaining Objective (S	trategies used to accomplish the obje	ective)
V. Means for Attaining Objective (S Strategy	trategies used to accomplish the obje	ective) Target Date

Teacher's Signature	Date
Evaluator's Signature	Date

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VI. Mid-Year Review (Describe objective progress and other relevant data)	Mid-year review conducted on Initials:(teacher)(evaluator)
	Data attached
Teacher's Signature	Date
	Date
End-of-Year Review Appropriate Data Received Strategies used and data provided demonstra	ate appropriate Student Growth 🗌 Yes 🗌 No
Appropriate Data Received Strategies used and data provided demonstra	
Appropriate Data Received	
Appropriate Data Received Strategies used and data provided demonstra	
Appropriate Data Received Strategies used and data provided demonstra	
Appropriate Data Received Strategies used and data provided demonstra	
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Appropriate Data Received Strategies used and data provided demonstra	

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Interim Performance Report

<u>Directions</u>: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

T	ea	C	h	e	r	
	~	100		× 1		

School Year(s)

Grade/Subject_____

School	
SCHOOL	

Strengths:

Areas of Improvement:

Teacher's Signature	Date
Evaluator's Name	
Evaluator's Signature	Date
	Date

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1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

□ Evident □ Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

• Aligns lesson objectives to the school's curriculum and student learning needs.

• Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

□ Evident □ Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

Stronge Teacher Effectiveness Performance Evaluation System

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

 \Box Evident \Box Not Evident If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

Comments:

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Evident In *Not* Evident If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

Stronge Teacher Effectiveness Performance Evaluation System

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

Comments:

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' wellbeing and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

□ Evident □ Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

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7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

□ Evident □ Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

Stronge Teacher Effectiveness Performance Evaluation System

Summative Performance Report

<u>Directions</u>: Evaluators use this form at the end of the school year to provide teachers with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting. <u>Note</u>: Three or more "partially effective" ratings on individual performance standards will result in an overall "partially effective" or "ineffective" rating. Similarly, one "ineffective" rating on a performance standard may result in an overall "ineffective" rating.

Teacher:		_ School:	
Grade/Subject:		School Year:	
Contract Status:			
Documentation Reviewed:	Documentation LogObservation Form	 Student Learning Objective I Other 	

Performance Standard 1: Professional Knowledge

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
Comments:			

Performance Standard 2: Instructional Planning

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
Comments:			

Performance Standard 3: Instructional Delivery

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
Comments:			

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting	The teacher	The teacher uses a	The teacher uses an
the standard, the	systematically	limited selection of	inadequate variety of
teacher uses a variety	gathers, analyzes, and	assessment strategies,	assessment sources,
of informal and formal	uses all relevant data	inconsistently links	assesses infrequently,
assessments based on	to measure student	assessment to intended	does not use baseline or
intended learning	academic progress,	learning outcomes,	feedback data to make
outcomes to assess	guide instructional	and/or does not use	instructional decisions
student learning and	content and delivery	assessment to	and/or does not report
teaches students how to	methods, and provide	plan/modify	on student academic
monitor their own	timely feedback to	instruction.	progress in a timely
academic progress.	both students and		manner.
	parents throughout		
	the school year.		
Comments:			

Performance Standard 4: Assessment of/for Learning

Performance Standard 5: Learning Environment

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self- monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student- centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
Comments:			

Performance Standard 6: Professionalism

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Comments:			

Performance Standard 7: Student Progress

Highly Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
Comments:			

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Evaluation Summary

Recommended for continued employment.

- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *ineffective* or two or more standards are *partially effective*.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Highly Effective Effective Partially Effective Ineffective Teacher's Signature/Date Administrator's Signature/Date	Overall Evaluation Summary Criteria								
Teacher's Signature/Date Administrator's Signature/Date	□ Highly Effective	□ Effective	Partially Effective	□ Ineffective					
Teacher's Signature/Date Administrator's Signature/Date									
Signature denotes the review occurred, however, not necessarily agreement with the final recommendation.									

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Performance Improvement Plan Form

Grade/Subj	ect:	School Year:				
Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Resources/Assistance Provided Activities to be Completed by the Employee	Target Dates			
	1					

acknowledgment that the evaluator has notified the employee of ineffective performance.

Evaluator's Signature/Date Initiated

Teacher's Signature/Date Initiated

Results of Performance Improvement Plan¹:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates ²

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a Performance Improvement Plan.
- □ The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

Evaluator's Signature/Date Reviewed

Teacher's Signature/Date Reviewed Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Self-Assessment Form

<u>Directions</u>: This is an optional form that teachers may use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a checklist of behaviors.

Date: 1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Effectively addresses appropriate curriculum · Demonstrates skills relevant to the subject standards. area(s) taught. Integrates key content elements and facilitates · Bases instruction on goals that reflect high students' use of higher level thinking skills in expectations and an understanding of the instruction. subject. · Demonstrates ability to link present content with past · Demonstrates an understanding of the and future learning experiences, other subject areas, intellectual, social, emotional, and physical and real world experiences and applications. development of the age group. · Demonstrates an accurate knowledge of the subject Communicates clearly and checks for understanding. matter. Strengths: Areas for Growth: 2. Instructional Planning The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. • Uses student learning data to guide planning. · Aligns lesson objectives to the school's Plans time realistically for pacing, content curriculum and student learning needs. mastery, and transitions. Develops appropriate long- and short-range • Plans for differentiated instruction. plans and adapts plans when needed. Strengths:

Areas for Growth:

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3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Strengths:

Areas for Growth:

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

Strengths:

Areas for Growth:

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

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5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

• Promotes cultural sensitivity.

- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Strengths:

Areas for Growth:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates

- Collaborates and communicates effectively within the school community to promote students' wellbeing and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

Strengths:

Areas for Growth:

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

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7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Strengths:

Areas for Growth:

Comments:

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ATTACHMENT I: Teacher Evaluation Tool

Standards Performance Continuum

A Rubric for Observing Classroom Enactments of CREDE's Standards for Effective Pedagogy

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
General Definition:	The standard is not observed.	One or more elements of the standard are enacted.	The teacher designs and enacts activities that demonstrate a partial enactment of the standard.	The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.	The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.
Joint Productive Activity Teacher and Students Producing Together	<i>Joint Productive Activity</i> is not observed.	 Students are seated with a partner or group, AND (a) collaborate or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product. 	The teacher and students collaborate on a joint product in a whole-class setting, OR students collaborate on a joint product in pairs or small groups.	The teacher and a small group of students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.
Language & Literacy Development Developing Language and Literacy Across the Curriculum	Language & Literacy DevelopmentLanguage & Literacy Development is not observed.The teacher (a) explicitly m appropriate ORDeveloping Language and Literacy AcrossDevelopment is not observed.The teacher (a) explicitly m appropriate OR		The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities.	The teacher designs and enacts instructional activities that generate language expression and development of content vocabulary, AND assists student language expression and development through questioning, rephrasing, or modeling.	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.

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	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
Contextualization Making Meaning — Connecting School to Students Lives	<i>Contextualization</i> is not observed.	 The teacher (a) includes some aspect of students' everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction. 	The teacher makes incidental connections between students' prior experience/knowledge from home, school, or community and the new activity/information.	The teacher integrates the new activity/information with what students already know from home, school, or community.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.
Challenging Activities Teaching Complex Thinking	<i>Challenging Activity</i> is not observed.	The teacher (a) accommodates students' varied ability levels, OR (b) connects student comments to content concepts, OR (c) sets and presents standards for student performance, OR (d) provides students with feedback on their performance.	The teacher designs and enacts activities that connect instructional activities to academic content OR advance student understanding to more complex levels.	The teacher designs and enacts activities that are connected to academic content; assists and uses challenging standards to advance student understanding to more complex levels; AND provides students with feedback on their performance.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation Teaching Through Conversation	Instructional Conversation is not observed.	 The teacher (a) responds to student talk in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing to elicit student talk, OR (c) converses with students on a nonacademic topic. 	The teacher converses with a small group of students on an academic topic AND <i>elicits student</i> <i>talk</i> with questioning, listening, rephrasing, or modeling.	The teacher: designs and enacts an instructional conversation (IC) with a clear academic goal; listens carefully to assess and assist student understanding; AND questions students on their views, judgments, or rationales. All students are included in the IC, AND student talk occurs at higher rates than teacher talk.	

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment J – We have not yet developed an Employee Manual

Attachment K: School Calendar for Year 1 (2017-2018) Alaka`I O Kaua`I Proposed School Calendar 2017-2018

Week	Student Days	Teacher Days		Su	м	Tu	w	Th	F	Sa			
0	0	0+5	July 2017	23	24	25	26	27	28	29	1st SEMESTER 89 Student Days (Ends December 22)		
1	0	4+1		30	31	1	2	3	4	5	Ju y 24 – 31 – A schoo Tra n ng (paid workshop – 6 days)		
2	5	9	August	6	7*	8*	9*	10*	11	12	August 1 – Teachers' F rst Day August 7 – Student's f rst day (gr 1 4)		
3	9	13		13	14	15	16	17	18	19	Aug 7 10 – K ndergarten Assessments*		
4	14	18		20	21	22	23	24	25	26	August 11 – K ndergarten f rst day		
5	19	23		27	28	29	30	31	1	2	August 18 – Statehood Day (Ho day)		
6	22	27	September	3	4	5	6	7	8	9	August 21 Sept 1 – Benchmark Assessments (F&P, Do che,		
7	27	32		10	11	12	13	14	15	16	WTW, MAP) Sept 4 – Labor Day (Ho day)		
8	32	37		17	18	19	20	21	22	23	September 5 – Teacher Co aborat on Day (no students)		
9	37	42		24	25	26	20	21	22	25 30	September 6 – Back to Schoo N ght		
10	42	47	October	1	25	3	4	5	6	7	September 13 – 15: LP Conferences (ear y re ease)		
11	42	47		8	9	10	11	12	13	14	October 9 13: Fa Break		
12	42	52	1	。 15	9 16	10	11	12	20	21	October 9 13. Pa break		
13	52	57		22	23	24	25	26	27	21			
14	57	62		29	30	31	1	20	3	4			
15	61	66	November	5	6	7	8	9	10	11	November 10 – Veteran's Day		
1.00			November				······						
16	66	71		12	13	14	15	16	17	18			
17	69	74		19	20	21	22	23	24	25	November 23: Thanksg v ng (Ho day) November 24: Schoo Ho day (Ho day)		
18	74	79	200.000	26	27	28	29	30	1	2	December 4: Teacher Co aborat on Day (no students)		
19	78	83	December	3	4	5	6	7	8	9	December 13 – 15: Student Led Conferences (Ear y Re ease)		
20	83	88		10	11	12	13	14	15	16	December 22: W nter Break (no schoo)		
21	87	93		17	18	19	20	21	22	23			
22	87	93		24	25	26	27	28	29	30	2nd SEMESTER - 93 Student Days (Ends May 31)		
23	87	93		31	1	2	3	4	5	6	December 22 – January 5 – W nter Break		
24	92	98	January	7	8	9	10	11	12	13	December 25 – Chr stmas (Ho day) Janua y 1 – New Year's Day (Ho day)		
25	96	102		14	15	16	17	18	19	20	Janua y 8 – Teachers' Work Day (no students)		
26	101	107		21	22	23	24	25	26	27	Janua y 15: Ma t n Luther K ng, Jr Day (Ho day)		
27	106	112	1000	28	29	30	31	1	2	3	Janua y 16 25: Benchmark Assessments (F&P, Do che, WTW		
28	111	117	February	4	5	6	7	8	9	10	MAP)		
29	116	122		11	12	13	14	15	16	17	February 12 16: Institute Day (One day with no students		
30	120	126		18	19	20	21	22	23	24	during the week. Date TBD.)		
31	125	131		25	26	27	28	1	2	3	Februa y 19: Pres dents' Day (Ho day)		
32	130	136	March	4	5	6	7	8	9	10			
33	135	141		11	12	13	14	15	16	17			
34	135	141		18	19	20	21	22	23	24	March 19 – 23: Spr ng Break		
35	138	144		25	26	27	28	29	30	31	March 26: Kuh o Day (Ho day)		
36	143	149	April	1	2	3	4	5	6	7	March 30: Good Fr day (Ho day)		
37	143	149	-pill	8	2	10	4	12	13	, 14	May 7 17: Benchmark Assessments (F&P, Do che, WTW,		
38	153	159		15	16	17	18	19	20	21	MAP)		
39	157	164		22	23	24	25	26	27	28	Apr 23: Teacher Co aborat on Day (No Students)		
40	162	169		29	30	1	2	3	4	5	May 31 – Last Day for Students and Second Semester Ends		
41	167	174	May	6	7	8	9	10	11	12			
42	172	179		13	14	15	16	17	18	19			
43	177	184		20	21	22	23	24	25	26			
44	181	189		27	28	29	30	31	1	2			
TOTAL	181	189 + 6	-	3	4	5	6	7	8	9	June 1 – Last Day for Teachers		
Q1	42	47+6								Le	egend		
Q2	45	46					Но	day	hard d		Assessments (Fu Day for Students & Teachers)		
Q3	47	48				Non-	Schoo				Ear y Re ease Days (Students); Fu Day for Teachers		
	46	48	1		S	ay (n			-		Profess ona Deve opment (St pended Teacher T me)		

Alaka`i O Kaua`i Charter School

Attachment K, page 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 -	Voice and				
8:15	Choice	Choice	Choice	Choice	Choice
8:15 – 8:45	Morning Meeting Sing-Along, Calendar & Number Corner				
8:45 – 9:45	Daily Five Listen to Reading Work on Writing, Word Work	<u>Voice and</u> <u>Choice:</u> <u>Workshops</u> (Dance, Art,			
9:45 – 10:00	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Music, Outdoor Ed,) Field Trips
10:00 – 10:30	Daily Five Read to Self, Read to Someone Guided Reading	Students will sign up for special topics workshops offered by			
10:30 – 11:15	Everyday Math	Everyday Math	Everyday Math	Everyday Math	teachers, support staff, and volunteers form the community. (eg:
11:15 – 11:30	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	theatre, gardening, book club)
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	11:30am Early Release
12:00 – 12:30	S.E.L. (7 Habits)	S.E.L. (7 Habits)	S.E.L. (7 Habits)	S.E.L. (7 Habits)	
12:30 – 1:50	Project-Based Learning: Social Studies/ Science/ Health/ 5 C's				
1:50 – 2:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	
2:00	School Ends	School Ends	School Ends	School Ends	

Kindergarten:	Daily and	Weekly	Schedule

	Grades 1-2 Dany and weekly Schedule					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
7:50 -	Voice and					
8:15	Choice	Choice	Choice	Choice	Choice	
8:15 – 8:45	Morning Meeting & S.E.L. (7 Habits)					
8:45 – 9:45	Daily Five Listen to Reading Work on Writing, Word Work	Voice and Choice: Workshops (Dance, Art,				
9:45 – 10:00	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Music, Outdoor Ed,) Field Trips	
10:00 – 10:30	Daily Five Read to Self, Read to Someone Guided Reading	Students will sign up for special topics workshops offered by teachers,				
10:30 – 11:30	Everyday Math	Everyday Math	Everyday Math	Everyday Math	support staff, and volunteers form the community. (eg: theatre,	
11:30 – 11:45	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	gardening, book club)	
11:45 -	Lunch &	Lunch &	Lunch &	Lunch &	11:30am	
12:15	Recess	Recess	Recess	Recess	Early Release	
12:15 – 12:30	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)		
12:30 – 1:50	Project-Based Learning: Social Studies/ Science/ Health/ 5 C's					
1:50 – 2:00	Closing Circle	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>		
2:00	School Ends	School Ends	School Ends	School Ends		

	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY				
7:50 – 8:15	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading
8:15 – 8:45	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)
8:45 – 10:00	Daily Five Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	Daily Five Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	Daily Five Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	Daily Five Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	Voice and Choice: Workshops (Dance, Art, Music, Outdoor Ed,) Field Trips Students will
10:00 – 10:15-	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	sign up for special topics workshops
10:15 – 10:30	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	offered by teachers, support staff, and volunteers
10:30 – 11:30	Everyday Math	Everyday Math	Everyday Math	Everyday Math	form the community. (eg: theatre, gardening, book
11:30 – 12:00	<u>Specials:</u> Music/Arts/ PE/Language	<u>Specials:</u> Music/Arts/ PE/Language	<u>Specials:</u> Music/Arts/ PE/Language	<u>Specials:</u> Music/Arts/ PE/Language	club)
12:00 – 12:30	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	11:30am Early Release
12:30 – 1:50	Project-Based Learning: Social Studies/ Science/ Health/ 5 C's				
1:50 – 2:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	
2:00	School Ends	School Ends	School Ends	School Ends	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 – 8:30	Advisory Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,
8:30 – 8:45	<u>Morning</u> <u>Meeting</u> S.E.L. (7 Habits)	<u>Morning</u> <u>Meeting</u> S.E.L. (7 Habits)	<u>Morning</u> <u>Meeting</u> S.E.L. (7 Habits)	<u>Morning</u> <u>Meeting</u> S.E.L. (7 Habits)	<u>Morning</u> <u>Meeting</u> S.E.L. (7 Habits)
8:45 – 10:00	Daily Five Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	Daily Five Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	Daily Five Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	Daily Five Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	Voice and Choice: Workshops (Dance, Art, Music, Outdoor Ed,) Field Trips
10:00 – 10:15	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Students will sign up for
10:15 – 10:45	Daily Five Listen to Reading Words Their Way Read to Someone	special topics workshops offered by teachers, support staff, and volunteers form the			
10:45 – 11:00	Words Their Way	Words Their Way	Words Their Way	Words Their Way	community. (eg: theatre,
11:00 – 12:00	Everyday Math	Everyday Math	Everyday Math	Everyday Math	gardening, book club) 11:30am
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Early Release
12:30 – 1:50	Projects Social Studies/ Science/ Health/ 5 C's				
1:50 – 2:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	
2:00	School Ends	School Ends	School Ends	School Ends	

	Kindergarten	Grades 1-2	Grades 3-5	Grade 6	
7:50 - 8:15	Voice and Choice	Voice and Choice	Voice and Choice	<u>7:50 – 8:30</u> <u>Advisory</u> Team Planning, Journaling, Voice and Choice,	
8:15 - 8:45	Morning Meeting Sing-Along, Calendar & Number Corner	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	8:30 – 8:45 <u>Morning Meeting</u> S.E.L. (7 Habits)	
8:45 - 9:35Workshop Series 1 (multiage grouping) Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)					
9:35 - 9:40	Passing Time				
9:40 - 10:20	Workshop Series 2 (multiage grouping) Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)				
10:20 - 10:35	Recess				
10:35 – 11:15	Workshop Series 3 (multiage grouping) Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)				
11:15 – 11:30	<u>Village Meeting: Closing Circle, Singing</u> In the true spirit of Aloha, the entire Alaka`i O Kaua`i School Community will close each week's time together with a gathering to affirm our group identity and commitment to community by celebrating successes and singing together.				
11:30	School Ends				

Friday Schedule (Grade K-6

Alaka`i O Kaua`i Charter School Attachments The following attachments are not applicable for our 2015-2016 application.

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Attachment N – "Not applicable because the proposed school does not plan to partner with a Service Provider"

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Governing board bylaws, governing policies

Bylaws Of Alaka`i O Kaua`i Charter Schools

(A Non-Profit Public Benefit Corporation)

ARTICLE I NAME

Section I. NAME. The name of this corporation is Alaka'i O Kaua'I Charter School.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in Kapa'a, Hi 96746. The Board of Directors may change the location of the principal office. The secretary on these bylaws opposite this Section must note any such change of location; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES: LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to create, organize and provide support for a charter school in the community of Kauai, Hawaii. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 50 I (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2)of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda , or otherwise attempting to influence legislation, and the Corporation shall not participate in , or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section I. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the Hawaii Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section I. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation, On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501 (c)(3).

ARTICLE VI MEMBERSHIP

section I. MEMBERS. Alaka'i O Kaua'i Charter School, a Hawaii nonprofit public benefit corporation, shall be the sole statutory member of this corporation ("Sole Statutory Member") as the term "member" is defined in Section 5056 of the Nonprofit Corporation Law of Hawaii. The membership of the Sole Statutory Member in this corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article 6 shall be construed as limiting the right of the corporation to refer to persons associated with it as 'members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Hawaii Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of trustees, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Nonprofit Corporation Law of Hawaii, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of trustees may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF SOLE STATUTORY MEMBER. The Sole Statutory Member shall have the right to vote, as set forth in these bylaws, approving this corporation's elected directors of the board, on the disposition of all or substantially all of this corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve this corporation, and as otherwise required under the Hawaii Nonprofit Corporation Law or set forth in these bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section I. GENERAL POWERS. Subject to the provisions and limitations of the Hawaii Non-Profit Public Benefit Corporation Law and any other applicable laws, subject to the powers of the Sole Statutory Member, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors", "Governing Board" or "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board, subject to the powers of the Sole Statutory Member.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section I of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- (a) Appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.
- (b) Change the principal office or the principal business office in Hawaii from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside Hawaii; and designate a place in or outside Hawaii for holding any corporate meetings.
- (c) Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) voting members. With the exception of the initial Directors, which have been named by the Incorporator, all Directors shall be nominated and elected by the existing Board of Directors and approved by the Sole Statutory Member, except that the following seats will be reserved:

- (a) One (I) The Superintendent of the Kauai School District may appoint one Director at the District's discretion. In the event that the Superintendent fails to appoint the District Director, in any year, on or before October 15 of such year, then the Board of Directors may nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year;
- (b) At least one (I) parent Director may be nominated and elected by a vote of the parents of the charter school's current year students, and approved by the Sole Statutory Member, to serve a term of one (I)year. In the event that no parent representative is elected to the Board of Directors on or before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional Director to fill that seat for that year;
- (c) At least one (1) teacher Director may be nominated and elected by a vote of the teachers of the charter school's current year, and approved by the Sole Statutory Member, to serve a term of one (I)year. In the event that no teacher representative is elected to the Board of Directors before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year.

Except for parent Director and teacher Director positions, Directors shall hold office for one (1)

year in the start-up year and three (3) years thereafter until a successor Director has been designated and qualified, and may be reelected for unlimited terms. Terms for the initial Board of Directors shall be staggered to establish continuity and sustainability.

Parent Directors and teacher Directors, or those elected to fill their seats, shall have a term of one (I)year, but may be re-elected for two (2) consecutive years. All terms shall be subject to the removal rights of the Sole Statutory Member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 1/3 of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. PROCESS FOR NOMINATION AND ELECTION OF BOARD MEMBERS. Other than a parent Director, teacher Director or District Director, which are elected or appointed as set forth in Section 3, the Board of Directors may identify Director candidates by any means, typically by (i) recommendation of a current Director, or (ii) when a candidate asks to be a Director and/or fills out an application. The Board Development Committee will review all applicants from the Charter School Board Application Form which states their community experience and/or employment, why they are interested in serving on the governing board and areas of expertise/experience that will contribute to the board. The Board Development Committee will meet with potential candidates and make a nomination(s) to the full Board. Nominated candidates will be given five minutes to introduce themselves to the board, followed by an opportunity for a question answer session. At the following board meeting, a vote will be held to decide which candidate will fill any vacancy(ies).

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of

- (a) the death or resignation of any director;
- (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Hawaii Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3;
- (c) the increase of the authorized number of directors; (d) disenrollment from the charter school of a student or students of a parent serving on the Board of Directors; or (e) termination of employment with the charter school. Such vacancies shall be filled pursuant to Section 10 below.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the Hawaii

Attorney General, no director may resign if the corporation would be left without five (5) directors.

Section 10. VACANCIES FILLED BY BOARD AND SOLE STATUTORY MEMBER Vacancies on the Board of Directors may be filled by nomination and election of the Board of Directors, and approval of the Sole Statutory Member or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, subject to the approval of the Sole Statutory Member, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, subject to the approval of the Sole Statutory Member, or (3) a sole remaining director, subject to the approval of the Sole Statutory Member.

Section II. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 12. REMOVAL Other than the District Director, any director may be removed at any time, with or without cause, by the Sole Statutory Member.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Board of Directors may designate that a meeting be held at any place on Kauai that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be agreed upon by the Board of Directors at the annual Board meeting in October of such year. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Hawaii Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two- thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 16. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the corporation.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 17. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the Hawaii Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Fix compensation of expenses of the directors for serving on the Board of Directors or on any committee
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repeal able;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (f) Approve any action for which the Hawaii Nonprofit Corporation law or these bylaws require the approval of the Sole Statutory Member;
- (g) Take any final action on any matter that, under the Hawaii Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members of the board;

Section 20. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except as otherwise set by either the Board of Directors or the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 21. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section I. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer Chief Financial Offic er. The corporation, at the board's direction, may also have a chairperson of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these by laws

Section 2. DUPLICATION OF OFFICE HOLDERS. The same person may hold any number of offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairperson of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the chairperson of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. Any other officer on whom the Board of Directors confers the power of removal may remove an officer who was not chosen by the Board of Directors. If a Director has missed two (2) or more consecutive meetings, he/she will automatically be removed from the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the maimed prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a chairperson of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairperson of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairperson of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and Officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairperson of the board, or if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall ha% e all powers of and is subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section II SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and committees of the board. The minutes of meetings s all include the time and place that the meeting was held; whether the meeting was annual, general, or special and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal or Hawaii office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables m the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairperson of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation or any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b)such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous management with reasonable effort under

the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section I. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Hawaii Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

INDEMNIFICATION To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section I. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section I. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Hawaii and federal law. The director's agent or attorney may make in person or the inspection. The right of inspection includes the right to copy and make extracts of documents as permitted by Hawaii and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Hawaii or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal Hawaii office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times. If the corporation has no business office in Hawaii, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and by laws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section I. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors and the Sole Statutory Member within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTCLEXVI AMENDMENT OF BYLAWS

Section I. AMENDMENT. The Board of Directors may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the Hawaii Corporations Code. Any amendment to these bylaws will require a majority vote of the authorized number of directors. In addition, any amendment to these bylaws, which would affect the Sole Statutory Member's rights as provided under the Hawaii Nonprofit Corporation Law, or these bylaws requires the approval of the Sole Statutory Member.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Alaka'i O Kaua'i Charter Schools, a Hawaii non-profit public benefit corporation; that these bylaws, consisting of 11 pages, are the bylaws of this corporation as Adopted by the Board of Directors on_____; And that these bylaws have not been amended or modified since that date.

Executed on this _____ Day of _____, 2015

Secretary, Alaka'i O Kaua'i Charter Schools

Board Governance

Board Duties and Responsibilities; Delegation of Power

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Directors and the School Director work together as a governance team in operating **Alaka'i O Kaua'i ("School")**. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board and the role of the Director.

Role of the Governing Board

Vision and Strategic Plan:

- The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission
- The Board reviews, provides input and approves the Strategic Plans submitted by the School Director
- The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- The Board oversees the School Director to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on state and federally-mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals
- The Board approves all academic performance reports to all federal, state and local agencies as required by law
- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto
- The Board hires and terminates, upon nomination and recommendation of the School Director, all personnel. When the Board does not agree with a personnel recommendation by the School Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the School Director.
- The Board establishes performance goals for the School Director and communicates the goals to the School Director.
- The Board annually reviews the School Director' performance.
- · The Board reviews the School Director' employment contract, and reevaluates it;
- The Board establishes and annually reviews the School Director succession and recruitment plans.
- The Board approves the salaries and compensation policies for all School personnel.

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student suspension appeals;
- The Board reviews and approves student and parent policies and any proposed amendments thereto.
- As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any
 proposed amendments thereto
- The Board reviews and approves the school's annual academic calendar and class schedule
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s)
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements.
- The Board, or a committee thereof, reviews and approves the audit report.
- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts.
- The Board approves construction and remodeling of facilities.
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities
 options.
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto
- The Board recruits prospective Board members
- The Board orients new Board members
- The Board, as needed, provides training to its members
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports
- The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the School Director

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission
- The School Director drafts and submits to the Board the School's one- and five-year Strategic Plans
- The School Director implements the Board-adopted policies to implement the School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The School Director creates a report reflecting student performance based on state and federally mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The School Director implements the goals for student achievement on such assessments
- The School Director quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The School Director implements the goals for student achievement on school level assessments
- The School Director implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The School Director creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The School Director develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval
- The School Director nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. The School Director is responsible for all recruitment activities associated with the hiring of school personnel
- The School Director recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval;
- The School Director ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation
- The School Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the School Director presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract

or collective bargaining agreement).

Parent, Student and Community Relations

- The School Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The School Director follows the policies and a procedure adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals
- The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the student and parent policies, and presents them to the Board for approval
- At the request of the Board, the School Director communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision

Finance and Budget

- The School Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the fiscal policies, and presents them to the Board for approval
- The School Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts
- The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements
- The School Director implements the responses to the audit report as instructed by the Board.

Facilities

- The School Director conducts school site needs assessments at the direction of the Board
- The School Director conducts capital campaigns as needed
- The School Director implements any facilities policies.

Charter Performance and Renewal

- The School Director annually drafts any required school performance reports for Board review
- The School Director, as needed, drafts charter school renewal proposals and reports.

Adopted:		
and a second		
Amended:		

Board Operations

A. <u>Roberts Rules of Order</u>

Absent a policy to the contrary, the business of the Board of Directors (the "Board") of **Alaka`i O Kaua`i** (the "School") at its meetings will be conduced in accordance with the specifications of Roberts Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

B. Polling of Board of Trustees

Voting on resolutions shall be by the polling of voting Board members. The minutes shall record the person making the motion, the person seconding it, and the names of the trustees voting for and against the motion or abstaining, as well as Board members who are absent. Secret ballots and proxies are prohibited.

C. Board Member Compensation and Reimbursement of Actual and Necessary Expenses

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to school business in accordance with the school's fiscal policies and budget.

D. Officers, Directors and School Liability Insurance

The School will maintain adequate insurance to protect the School against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the School and its Board members or officers while acting on behalf of the School.

E. Appointment of Board Committees

Consistent with the charter, bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee's responsibility and authority, and shall specify whether the committee shall be a standing or limited-term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board by-laws, parent/teacher associations and/or parent committees shall be advisory only.

F. Board Election/Nomination Process

The Board shall carry out its election and nomination process consistent with the requirements of its charter and bylaws. Should the charter and bylaws not address any issue, which may arise, the Board may adopt regulations, which address such concerns. Should the Board wish to alter its election or nomination process, it must do so consistent with any requirements of its charter, unless the charter is revised.

G. Board Member Resignations

Board members may submit a resignation at any time during their term but should give due consideration, as to the timing of the resignation, concerning the impact the resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be properly agendized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

H. Board Member Removal From Office

A Board member may be removed from office by vote of two-thirds of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session.

I. Dispute Resolution with Granting Agency

Any dispute that may arise with the granting agency must be handled in strict accordance with the dispute resolution process outlined in the charter. Should the Board wish to amend the dispute resolution process it must amend the charter to do so.

Adopted:	
	-
Amended:	

Board Governance PROPOSED

School Board Meetings

I. <u>Types of Meetings</u>

A. Regular Meetings

Regular meetings of the Board of Directors of Alaka'i O Kaua'i ("Board") shall be held once a month consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law shall be considered regular Board meetings.

B. Special Meetings

Special meetings may be called on an as-needed basis by the board president or a majority of the members of the board, consistent with legal requirements.

C. Emergency Meetings

A board majority may call emergency meetings when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

II. Notification of Meetings

Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting. It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously

requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the medial shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Agendas

Preparation of Agenda and Process

The Director shall be responsible for preparing the agendas for all meetings of the Board.

The Director shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director and/or Board **President** shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to

determination of whether to reconsider the agenda topic at the next Board meeting.

Contents of the Agenda

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below):
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Director is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision---making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If some other person prepares such materials, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless the Board grants additional time. At the discretion of the **Board President** individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals may be granted 2 minutes each for public comment.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make impertinent, slanderous or profane remarks to any Board member, staff or general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the **Board President** or a Board majority, be barred from further audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to

address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the **Board President** or Board Secretary, or their designee.

Board Members at Meetings

Board discussion and action: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists; 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the **Board President** shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

Minutes of Board Meetings

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings: The Board designates **the Office Manager** to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Adopted:	
Amended:	

Curriculum and Instruction

Curriculum Assessment

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Director/Administrator of the charter school or his/her designee shall review the effectiveness of the curriculum in meeting the charter school's educational program needs. He/she shall provide the Board and with regular reports on student progress in reaching the charter school's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Elements of the evaluation may include the following:

- · Test, surveys, inventories, checklist, etc. of student behavior;
- Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
- Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
- · Tests, measurements and observations during or after the learning experience;
- Comparing outcomes with objectives;
- Comparing the charter school curriculum with the standards formulated by the Department of Education and other federal law and regulations;
- Assessment including the SBAC or other required assessments;
- Student writing samples and end-of-course grades.

Each year the Director/Administrator of the charter school or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the charter school has accomplished or made significant progress toward achieving its professional development and educational goals.

Adaptad	
Adopted:	

Amended:

Sample Governing Board Committee Charge: Nominating Committee

Committee Composition

The founders of Alaka'i O Kaua'i charter school hereby establish the Nominating Committee, a standing committee of the board. The Board Chairperson shall nominate the Committee with approval by the whole board. It shall consist of at least three, but no more than 5 members, at least two of whom shall be board members. Committee member terms shall last no longer than 2 years and shall be nominated to serve staggered terms. The committee chair shall regularly consult with the board chair to ensure sound communication with other committees.

The committee's job is to assist the board with identification and nomination of potential board members, specifically focusing on the following:

- · Identifying potential new board members who will bring needed expertise to the board.
- Implementing the nomination process and timeline described in the school's bylaws or policy
- · Ensuring that the nomination process is inclusive of the school community
- Ensuring that potential board members understand the expectations of board members.
- Presenting a slate of nominees to the full board

Specifically, the board charges the committee with the following:

- Identify the skills and expertise the new board members might add to the current board expertise by using a Board Member Matrix or similar guide.
- Implements the nomination process as described in the school's bylaws.
- Work with the director, the full board, and other stakeholders to ensure that all stakeholder groups are informed of the nomination process and the dates when nominations are being accepted.
- Identify and contact potential board members to determine their interest in serving on the board
- Provide the board member job description to each potential board member so that they
 understand the responsibilities and time commitments of membership.
- Create an information brief on each nominee for sharing with the voting members.
- Presents a slate of nominees to the full board and all voting members.

Specific limitations on the committee's powers:

- In general, the committees powers are advisory in nature and are limited to those described above
- In order to avoid conflicts or disputes, the committee's powers are specifically limited as follows:
- The nomination committee will include on the slate any nominee for the board all nominees who
 are eligible to serve on the board according to the bylaws and who agree to serve.

Reviewed and adopted by the Board on [insert date]:

Moved by:	Seconded by:	Vote:	

Board Secretary Signature/Date_____

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

will operate in compliance with all applicable state and federal laws, including, but not limited to. HRS Chapter 3020;

will operate as a public, honsectanan, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;

will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;

Will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;

will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;

Will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);

will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];

will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;

Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;

will follow any federal and state court orders in place in the local school district;

will comply with federal and state applicable health and safety standards;

Alaka'i O Kaua'i Charter School

Attachment S - Page 1

	Certification
**[<u>3</u>	will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.
-12 12	will prepare and publish an annual financial report that encompasses all lunds and includes the audited financial statements of the charter school; and
A.A	will maintain its accounts and records in accordance with generally accepted accounting principles;
P C	will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
140	will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
10	will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
152	will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;

Alaka'i O Kaua'i Charter School
Drß Blackwell

I, the undersigned, do hereby agree to the assurances contained above.



February	11	201	6
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Date







Attachment U- Completed and Signed Board Member Information Sheet (<u>Exhibit 4</u>) and Resume

Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

- Name of charter school on whose governing board you intend to serve: Alaka`i O Kaua`i Charter School
- Contact information: Name: Elizabeth Reeves Phone: Elizabeth Reeves Phone
- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. X X Resume and

professional bio are attached to this form. \square Resume and professional bio are attached elsewhere in the application:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. X Does not apply to me Yes

- Why do you wish to serve on the governing board of the proposed charter school? Having the opportunity to help create the ideal learning environment for my children as well as the future generations of Kaua'i is something I am honored and grateful to do because learning should be fun, creative. Teachers should be encouraged to get creative as well. Being on the board will help ensure the quality of education is at the high standards I hold.
- What is your understanding of the appropriate role of a public charter school governing board member? As a member of a team, we will be co-creating regulations, policies, organizing events, outreach to the greater community, sounding board for ideas, listening to the needs of staff and administration.
- Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been self-employed for most of my professional life, currently project director of the L.L.C. I helped create. I understand what it takes to create and maintain a business, manage employees and finances, advertise, be in the public eye. My background in bodywork and yoga has helped hone my communication, intuition, and interpersonal skills. As a parent, I also am sensitive to the needs of children.
- Describe the specific knowledge and experience that you would bring to the governing board. Raising children, managing employees, writing training manuals, advertising, time management/scheduling, hard work, fortitude, vision, problem solving, non violent communication, public relations, servitude 🛛

School Mission and Plan

• What is your understanding of the school's mission and guiding beliefs? Teaching island-based kids about their personal culture and environment so they learn the value of their roots/where they come from, incorporated with modern technology, core curriculum standards as well as arts and language. When and if the children grow up and decide to experience other parts of the world, which many do, then they will have the skills and knowledge to succeed outside of island

life. Project-based learning gives children real-world skills from an early age.

Building confidence as a result of acknowledging each child's strengths and needs Combining various subjects into a greater learning experience, utilizing creativity/arts/culture to make learning fun.

• What is your understanding of the school's proposed academic plan? Project-based learning combines various subjects into a larger lesson plan which can include
creative, active, technological, agricultural types of hands-on modalities to male learning engaging and fun. More like real-life experiences. Each child will have his/her own ILP so no one is left feeling bored or lost.

- What do you believe to be the characteristics of a successful school? Children look forward to going there, parents and community also eager to be involved. Lessons are fun and retained. Children know their worth and develop their individual skills. Graduates come back to visit, and stay in touch. Teachers not forced to fit a mold. Private donations flow in, finances are balanced.
 - How will you know that the school is succeeding or is not succeeding in its mission? Child enrollment substantially decreases, Common core standards are not met, teachers leave their positions are obvious signs of not succeeding.

Governance

- Describe the role that the governing board will play in the school's operation. Creating policies/rules and regulations. Hearing complaints and concerns and problem solving. Scheduling events, various subcommittees organizing responsibilities.
- How will you know if the school is successful at the end of the first year of operation? Enrollment is up due to referrals. Children prosper and look forward to coming back. Finances have been balanced.
- How will you know at the end of five years if the school is successful? We have grown in size, there are waiting lists for enrollment. We have added higher-level grades, there is sufficient and surplus of financial support.
- What specific steps do you think the governing board will need to take to ensure that the school is successful? Community outreach, plan fundraisers, communicate effectively, handle complaints judiciously
- How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
 Write a letter to each member explaining the actions in question, without naming names. Read letter at meeting. If there is agreement that the actions in question are unethical, then decide consequences as a group. Guilty member can recuse him/herself or if actions can be proven then consequences can be acted out

Disclosures

- Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. I/we do not know these individuals X Yes I have met a couple of the prospective board members, only the ones who are working together currently to help establish this school.
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I/we do not know any such employees X Yes I have met some teachers who work at the local elementary schools and are considering applying for a position at Alakai O Kauai.
- Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X I/we do not know any such persons Yes
- Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. X I/we do not anticipate conducting any such business Yes
- If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. X Not applicable because the school does not intend to contact with an education service provider or school management organization. If the ont know any such persons Yes
- If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description. X N/A. I/we have no such interest Yes
- If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. X N/A I/we or my family do

not anticipate conducting any such business 🗌 Yes

- Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family Yes
- Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. X None Yes X

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	Certi	lincation	
l,	Elizabeth Reeves	, certify to the best of my	
	e and ability that the information I am p on as a prospective governing board me	이 것은 것 같아요. 이 것 같아요. 이 것 같아요. 가지 않는 것 같아요. 것 같아요. 것 같아요.	
Signature		Date	2/10/15
	Elizabeth	Reeves	

Work History

2011 – Present : Gopal's Creperie, L.L.C., Owner/Operator Starting with very little capital, I created, managed and grew the business from catering at markets and events into a popular food establishment located on Kaua'i.

2007 – Present : Parent of 2 boys, current ages 6 and 7. Full-time parent from birth to 6 years. Homeschooled preschool lessons and activities for school readiness. They are both currently top of their class. Currently volunteer in the kindergarten classroom once a week, helping with various lessons such as art and reading.

2005 – 2007 : Extensive travel, both domestic and international. Assisted and served famous artist during travel and stays in India. Service involved cooking, massage, public relations, event set-up.

1998 – 2007 : Self – Employed Licensed Massage Therapist. Responsibilities include advertising, effective communication skills, time management, handling finances, and excellent customer service.

2003 – 2005 : Massage Therapist at ANARA Spa, Grand Hyatt, Kaua'i. Responsibilities include punctuality, customer service, cleanliness, time management, and various bodywork modalities.

2003 : Horseback Tour Guide, Silver Falls Ranch, Kaua'i. Responsibilities include public speaking, animal care, safety awareness, and customer service.

2003 : Animal Caretaker, Kaua'i Humane Society. Responsibilities include feeding, caring, cleaning for shelter and quarantine animals; cleaning the facility, customer service, training animals.

2002 : Live-In caregiver for 2 children, ages 7 and 9. Responsibilities include playing games, cooking meals, helping with schoolwork, disciplining, health awareness.

2000-2001 : Resident at Himalayan Institute Yoga Ashram and Holistic Health Center, a self-sustainable community, Pennsylvania. Responsibilities include: Massage Therapy, Receptionist, Yoga International Magazine staff. Traveled to India where I taught new massage therapists at the Mumbai site of their holistic health center.

1998 – 2000 : Massage Therapist at Carson Mineral Hot Springs Resort, Carson, Washington. Responsibilities include punctuality, customer service, time management.

Education History

2005 – Present : International Pure Bhakti Yoga Society under the guidance of Srila Bhaktivedanta Narayan Goswami Maharaja, study and practice of bhakti yoga.

2000- 2001: Himalayan Institute, study of yoga.

1998 – 2005 : Massage Therapy continuing education, various courses.

1998-1999 : East-West College of the Healing Arts, Portland, Oregon. Certificate of Completion of Massage and Bodywork Therapy

1993-1997 : James Madison University, Virginia. Bachelor of Science in Communication Sciences and Disorders (Speech Pathology / Audiology)

1989 – 1993 : Indian Hills High School, New Jersey.

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

- 1. Name of charter school on whose governing board you intend to serve: Alaka`i O Kaua`i Charter School
- 2. Contact information: Name: DrB Blackwell Phone: E-mail:
- 3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

X Resume and professional bio are attached to this form.

Resume and professional bio are attached elsewhere in the application:

- 4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me X Yes I presently serve on Growing Our Own Teachers on Kauai, a non-profit 501(c)3 educational organization, and did serve as President of Circle of Friends & Relatives of First Americans dba Kauai Powwow Council, a 501(c)3 educational and cultural organization
- 5. Why do you wish to serve on the governing board of the proposed charter school? As an educator of 50 years, recently retired from University of Hawaii, Manoa and teaching only parttime now, I wanted to assist this innovative, project-based school for Kauai keiki, teachers, and parents.
- 6. What is your understanding of the appropriate role of a public charter school governing board member? As defined in Chapter 302D, the Governing Board is responsible for overseeing the financial, organization, and academic viability of the Charter School as Contracted by the Charter Commission. To my understanding, it is the accountability factor in complying with all applicable state and federal laws for the benefit of our keiki and being responsible for tax payers' money in educating our youth.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been a Board member on Kauai of two non-profit educational and cultural organizations serving as a Founder/Director and President. Before Kauai, as Assistant Superintendent of Educational Services, I served on several community Boards having to do with social services and education.
- 8. Describe the specific knowledge and experience that you would bring to the governing board. My strength to the governing board will be my academic background (50 years as an educator) and my past service as a School Principal, District Resource Administrator and of being in charge of 12 schools, evaluating the Principals and Vice-Principals as Assistant Superintendent of a large School District. Also my role of working with all the schools and administrators on Kauai (K-12), including the Superintendent of Schools for the last 12 years.

School Mission and Plan

- 1. What is your understanding of the school's mission and guiding beliefs? The basic belief that EVERY child can learn and through project-based constructivist methodology, the potential of every child will be reached. Their belief that each child's creativity, individuality, and collaborative work will be nurtured for life-long learners who will care for the future of others and society.
- 2. What is your understanding of the school's proposed academic plan? The academic plan is to provide innovative project-based learning that is steeped in research and best practices. The assessments of project based learning where all curricula is integrated and demonstrated.
- 3. What do you believe to be the characteristics of a successful school? A successful school produces life-long learners who contribute to social justice issues to improve society. Another characteristic of a successful school is to have 100% graduation rate that has prepared students for college, careers, or civic duty.
- 4. How will you know that the school is succeeding or is not succeeding in its mission? Success will be measured by students self-assessment of projects, the confidence to demonstrate their

Alaka`i O Kaua`i Charter School

learning, and by productive completion of inter-curricular activities. Having students to critically think, analyze and use inquiry in their lives will be indicators of the school succeeding in its mission.

Governance

- 1. Describe the role that the governing board will play in the school's operation. It will be the Board's responsibility to oversee the academic, operational and financial well-being of the school, in addition to meeting the Charter Contract.
- 2. How will you know if the school is successful at the end of the first year of operation? The Board will need to assess student data (attendance, performance, student outcomes) and work with the School Director and leaders of the school to look at goals, tasks accomplished, and financial solidness.
- 3. How will you know at the end of five years if the school is successful? This will take on more of a summative assessment again reviewing mission, goals, and accomplishments. Student enrollment and parent satisfaction will also be evaluated. Looking at the success of students and their data will be important.
- 4. What specific steps do you think the governing board will need to take to ensure that the school is successful? I am expecting that fund-raising for the school with donations and outreach to the community will be necessary. The ideas of being an educational service organization will take hard work and consistent effort to ensure that the school is managed efficiently and effectively.
- 5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? This is difficult and I hope that our Board will have training in to how to handle a situation like this. I would think that bringing this to the attention of the individual or individuals would be the first step, The second would be to bring it to other board members, but I also know that a Board member can be removed from office by a vote of 2/3 of the Board in open session.

Disclosures

- 1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 - □ I/we do not know these individuals X□ Yes Kauai is a small community and I am wellknown for my educational service. I am friends with the Mayor and his wife (who will serve as a Non-Profit Board Member for I taught their daughter at UHM). I know all the members of the Board but two people, but know of their o'hana (families).
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes I know of the teacher representatives from being UHM supervisor at their schools.
- 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I/we do not know any such persons Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X I/we do not anticipate conducting any such business I Yes

- 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 X Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons
- 6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

X N/A. I/we have no such interest

- 7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. X N/A I/we or my family do not anticipate conducting any such business Yes,
- 8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

X None Yes

		Certification
l	DrB Blackwell	, certify to the best of my knowledge and ability that
	formation I am providing to the S member is true and correct in e	State Public Charter School Commission as a prospective governing very respect.
		2/10/16
Signat	ture	Date

Abbreviated resume attached

DrB Blackwell

EDUCATION - DEGREES/CREDENTIALS

Doctorate of Education

United States International University, San Diego, CA, School of Education -Curriculum & Instruction - Emphasis: Cognitive Psychology

Administration Credentials - 1988, 1992, Life Credential

San Diego State University - Preliminary Administrative Credential in Education Saint Mary's College of Education, Professional Administrative Credential in Education,

Masters of Education

University of Maryland Graduate School - School of Education - Human Development Bachelor of Science

University of Maryland College Park - Department of Education, Fine Arts (Dance) PE

UNIVERSITY TEACHING EXPERIENCE – 25 years

October 2014 – (present) – Education Consultant - Schools Development

January 2011 – (present) University of Hawaii, Manoa (UHM) – Adjunct Faculty

As a retired full time professor, I continue to teach course online for UHM and specialize in Multicultural Education.

August 2003 - June 2010 – University of Hawaii, Manoa - Associate Specialist

College of Education, Institute for Teacher Education – Coordinator for Statewide Program in Elementary and Early Childhood Education (Kauai, Maui, Molokai, Hawaii Island), Kauai Coordinator of co-horts of students, coordinate with schools for placement; supervise field experience and student teaching, conduct seminars, and teach Elementary and Early Childhood Education courses.

January 1997 - July 2003 - California State University, Monterey Bay - Professor, tenured

Collaborative Education & Professional Studies, Psychological Foundations of Learning, Student Teaching Stage I & II Supervision and Seminar Leader - Field-based Teacher Education, Institute of Advance Studies, Chair - Masters of Arts in Education, Distributed Learning & Extended Education courses, received **full professor and tenure July 1, 2003**

August 1966 - June 1972 - University Faculty - Assistant Professor, tenured

University of Maryland, Baltimore County, Baltimore, Maryland, Assistant Professor of Fine Arts, Humanities Department, Chair 1969-71, received tenure May 1971

1963 - 1997 – Part-time University Adjunct Faculty

- 1997 California State University, Monterey Bay, Foundation course "Teaching and Learning"
- 1994 California State University, Stanislaus Extension Course, Turlock, CA Administrator for Summer Reading Academy for K-12 Teachers in Reading and Multiple Intelligences
- 1988 1989 Humboldt University Arcata, CA, Summer Arts Institute Arts Education in K-12
- 1979 1980 San Diego State University Extension Courses Department of Education,

Integrating the Arts into Elementary Curriculum Alaka`i O Kaua`i Charter School

<u>K-12 PUBLIC EDUCATION EXPERIENCE: Teaching and Administration – 25</u> <u>years</u>

CLASSROOM TEACHING: (total 9 years)

Classroom Teacher - Cajon Valley Union School District, ADA 19,000, San Diego, California, Flying Hills School – 6th Grade (1979-1980), Magnolia School 1st Grade (1980-1981), Madison School – Grades 4-5 (1989-1992)

Classroom Teacher - Board of Education of the Virgin Islands, Grades K-12, St. Thomas, Virgin Islands, Tutu Elementary School – 4th Grade (1973-74), School of Creative Learning – Grades 7-12 (1971-1973)

TEACHING-ADMINISTRATION: (total 8 years)

Principal/Teacher - Principal/Teacher of the **Fine Arts Magnet Education** program – School of F.A.M.E. Founder: developed, and administered program for eight years and served as teaching/principal. Main focus was the concept of alternative education and learning through the arts for grades 4-6, ADA 125 (1981-1989).

ADMINISTRATION: (total 7 years)

Assistant Superintendent, Educational Services - Franklin-McKinley School District, K-8, ADA 10, 976, San Jose, California

Responsibilities of the Educational Services of 13 multi-track year-round schools: Curriculum & Instruction, Special Education Services, Language Development, and State and Federal Categorical Programs with full responsibility for curriculum leadership, planning, budgeting, grant-writing, and implementing, and assessing programs for the effectiveness and impact on student learning (outcomes) 1995-1997.

Principal - Moon Elementary School, Waterford School District, K-8, ADA 1575, Waterford, California

Complete administration and management of school site for 850 students with a staff of 48 people. Provided curriculum leadership for the school, teachers, students, and community as well as management of budget and programs 1992-1995.

District Office - Curriculum Specialist - Cajon Valley Union School District,

ADA 19,000, San Diego, California. Curriculum Program Specialist - Main responsibility was for program and staff development for K-8 curriculum for entire district with 17 schools 1977-1979.

CREDENTIALS/CERTIFICATE

<u>CA Professional Administrative Services Credential</u>: valid – 2007 - life <u>Language Development Specialist Certificate (LDS/CLAD</u>): clear, valid - life <u>CA Teaching Credential</u> - Multiple Subjects K-12: valid - life <u>CA Community College Instructor Credential</u>: valid - life

UNIVERSITY LEADERSHIP PROFESSIONAL SERVICE:

University of Hawaii, Manoa – 2003-2010 - Adjunct faculty 2011-present

- My main leadership role for University of Hawaii, Manoa was in the establishment and implementation of the Statewide Teacher Education program since its inception, August 2003. The Statewide Teacher Education program was developed for the neighboring islands of Hawaii offering the same rigorous curriculum as on Oahu. This necessitated taking leadership in online learning and distance education as well as curriculum development. I also served as Statewide Coordinator of the Elementary Education Statewide program involving four neighboring islands (Kauai, Maui, Molokai, Hawaii Island) before assuming a role of sole leadership in Teacher Education for UHM for the island of Kauai.
- As a faculty member and neighbor island Co-hort Coordinator on Kauai, I served on faculty committees and attended monthly faculty meetings on Oahu. In 2007, I served on the faculty committee for submitting a proposal for an alternative pathway for the B.A. degree. I also served on the Office of Academic Student Services Advisory Committee for Kauai. In previous years at UHM, I undertook leadership roles in course development and in providing leadership and guidance for the Statewide Teacher Education program for distance education developing courses online.
- All four courses that I taught for the university had a focus designation: ITE 312 Introduction to Elementary Education (Writing Focus), ITE 329 Integration of the Performing Arts in Elementary Education (Oral Focus), ITE 390 Multicultural Education (Hawaiian, Asian, & Pacific Issues Focus), ITE 390 Seminar for Student Teaching (Ethics Focus) and were taught in the hybrid format of face-to-face classes as well as online.
- I took an active role in serving Kauai and representing UHM for a variety of events that included National College Fairs and local high school college fair, Kauai Community College (KCC) Parents' Night, Accreditation and Assessment committees for KCC, and working with professional organizations on Educational issues for the island of Kauai.

<u>University Leadership Professional Service – CSU, Monterey Bay 1997-2003</u> *If full 20 pages of resume are needed, please advise.*

University Leadership Professional Service - CSU, Monterey Bay 1997-2003

DISTRIBUTED LEARNING AND EXTENDED EDUCATION -DISTANCE LEARNING

- Faculty Coordinator for Distributed Learning and Extended Education, 1999-2003
- Teach masters level course online from Kauai, MAE 636 Culture, Cognition, and Development, hybrid model, June-August 2002
- "Technology & the Pedagogy of Teaching" new faculty orientation presentation, Aug. 2001
- Faculty team member for course design and construction Distributed Learning & Extended Education, developing online courses, Blackboard Courseinfo development 2000 2003

- Designed and taught online course for one of three series of CLAD Certification as a pilot for other faculty members to model, "Developing the Hybrid Model", June-Aug. 2001
- Received certification in Online Teaching Blackboard Course-Info for Faculty, summer 2000

Community Service - Professional Application – State/National/International

Local area – Kauai, Hawaii (2003-2009)

- UH Manoa representative for Service Learning Advisory Council for Kauai Community College.
- Chairperson of Education Committee for Circle of Friends and First Americans, a Native American outreach to the schools

Local – Tri-County area – Monterey, CA (1997-2003)

• Faculty tutor for America Reads Program – Leon and Sylvia Panetta Institute, 1999-2003

<u>Community Service - Professional Application – State/National/International (cont.)</u> State of Hawaii

- Invited speaker for Legislative Hearing on Hooser's Senate Bill 1089 loan forgiveness program for teachers who teach on neighboring islands, February 14, 2005.
- Kauai Grant representative for Evaluation Workshop, Hawaii Department of Education, Instructional Services Division, January 2004, February 2006
- External Evaluator for Mathematics (NSF Grant) and Mathematics, Science and Technology, Hawaii Department of Education, 2004-2007, 2006-2009

State of California – if full 20 pages of resume are needed, please advise

National/International Activities - if full 20 pages of resume are needed, please advise

<u>PUBLICATIONS/Juried Papers and Presentations – *if full 20 pages of resume are needed, please advise.*</u>

UNIVERSITY GRANTS - University of Hawaii, Manoa

- Grant Consultant and Project Evaluator for Kauai Central Complex, "3 R's for Tomorrow: Rigor, Relevance, and Relationships in Mathematics, Science, and Technology", Department of Education, 1st Year amount: \$388,500, awarded January 2006 – 2009.
- Grant Writer and Project Evaluator for "Malama 'ia ka Makemakika" (MIM), A math partnership grant for Kauai Complex Area Department of Education, Kauai Community

Alaka`i O Kaua`i Charter School

College, and University of Hawaii, Manoa, three year grant \$250,000, **awarded** January 2004-2007.

UNIVERSITY GRANTS - CSU Monterey Bay - 1997-2000

- **Project Evaluator** for "University Research Support for High School Science Teachers", **National Science Foundation Grant** - Elephant Seal Project, Principal Investigators: Dr. Chris Hasegawa and Dr. Henry Kibak - \$550,000, **awarded** June1998 - 2000, (extended May 2002)
- Continuing **Partner for Service Learning 2000-2001 Grant** Research through Portraitures – Stanford University Service Learning Grant - \$5,000 **awarded** Feb. 2000
- Grant Lead Writer and Principal Investigator Commission on Teacher Credentialing - Authored grant and served as Principal Investigator, "Alternative Certification: CSUMB Teaching Internship Program (CTIP)", \$350,000 - two years, awarded June 1998-2000
- Grant writer: "CSUMB-Service Learning and Teacher Education" Principal Investigator, National Partner, Stanford University Service Learning Grant \$5,000, awarded 1998-1999
- National Science Foundation Collaboration with Dr. Chris Hasegawa program evaluator for Remote Sites of the Virtual Canyon Project (sub-contract), Dec. 1997-June 1998

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE) American Association of University Women (AAUW) Association of California School Administrators (ACSA) American Educational Research Association (AERA) Association for Supervision & Curriculum Development (ASCD) Association of Teachers of Higher Education (ATHE) California Arts Alliance for Educators (CAAE) California Association of Bilingual Educators (CABE) Circle of Friends & Relatives of First Americans - Kauai Friends of the Children Justice Center on Kauai National Association of Multicultural Education (NAME) National Education Association (NEA) Phi Delta Kappa (PDK) Service Learning - Special Interest Group

Teaching Areas of Expertise and Experience:

Administration & Leadership Art & Science of Teaching and Learning Culturally Responsive Curriculum Curriculum Design and Development Culture and Cognition-Brain-based learning Educational Administration (K-12) Field-based Teacher Education – Supervision & Seminar Foundations of Elementary and Secondary Education Human Development and its Role in Education Multicultural Education Psychological Foundations of Learning Teachers as Leaders

REFERENCES



Board Member Information

Alaka`i O Kaua`i Charter School

Attachment U, Page17

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

Name of charter school on whose governing board you intend to serve: Alaka`i O Kaua`i Charter School 🛛

Contact information: \square

Name: Minna Freeman Phone: Management E-mail:

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit

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organization. 🛛
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x Does not apply to me Yes

Why do you wish to serve on the governing board of the proposed charter school?

My teaching experience and training in Environmental Project/Place/Problem Based Education will be a valuable asset to the governing of the proposed Alakai O Kauai, which proposed to be a Project Based School. The increasing population of Kauai, especially in the targeted east side area, desperately needs alternative education options to serve the needs of the community. Serving on the governing board of the proposed charter school will allow me to put my experience, passions, and dedication to education into action to serve the needs of our islands children and families.

- What is your understanding of the appropriate role of a public charter school governing board member? As a public charter school governing board member it will be my role to advise and conduct charter school business in accordance to all laws and by laws with the utmost ethical responsibility of keeping student's best interests in mind and following the schools charter, mission, and vision.
- Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. ⊠

My experiences as a teacher in both traditional and alternative education settings, as well as trainings and teaching experience in Environmental Project/Place/Problem Based Education will be a valuable voice in the creation and continuing governance of the proposed charter school. My 6+ years experience teaching within Washington State Public and outdoor schools, and within Hawaii DOE public schools and trainings have led to a deep understanding of the EES evaluation System, the Charlotte Danielson Framework, Common Core State Standards, research based instructional strategies, backwards curriculum design, and assessment will all serve to assist in the creation and continued governance of the proposed charter school, as these are all vital components to any school. I am a strong voice for education and an advocate for authentic learning for our children. I am dedicated to hard work and strong communities in order to build new educational models that best serve the education needs of Kauai.

• Describe the specific knowledge and experience that you would bring to the governing board. I have a deep understanding and working knowledge on research based methods of teaching, learning, and assessment. Specifically, in Environmental Project/Place/Problem Based Education that puts the learner and the learning process at the center of the learning. As our proposed charter school uses project based teaching and learning, it is vital to have a governing board member who is well versed in these methods.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Alakai O Kauai believes children learn best through project based curriculum: integrating arts, cooperative collaboration, high level problem solving, teamwork, service learning, and inspiring innovation to prepare students for leadership in being college and career ready. Children are highly engaged and active in 'doing' the learning, with individualized learning plans for each student, and high level of student responsibility.

2. What is your understanding of the school's proposed academic plan?

Project based learning is used to teach students strategies, skills, and meta-cognition in order to become high- level problem solvers. Content is arts integrated to increase emotional connection and a deeper understanding of content for students. Collaboration, innovation, problem solving, and creativity are fostered and encouraged in order to best prepare students for the unknown challenges that will confront them upon graduation. Alakai O Kauai starts with the youngest in Kindergarten and increases the rigor, complexity, and responsibility of each learner as they grow. Individual learning Plans are developed for each student to ensure that the individual learning needs of each student are addressed and assessed.

3. What do you believe to be the characteristics of a successful school?

Collaboration and transparent communication between students, staff, faculty, administration, parents, and community members are vital for the success of a school. Successful schools honor and allow for educator collaboration and voice in curriculum development, data collection, data analysis, and school wide problem solving. Successful schools believe in the power of their teachers and students. Successful schools are true to their founding mission and vision and work as a team to ensure that the educational, social, physical, and emotional needs of all students remain the focus and priority of the school community. Successful schools teach to the whole child, to each learning style and ability: and inspire a lifelong love of learning that transfers to long term learning success, **and effectively, college and career readiness.**

4. How will you know that the school is succeeding or is not succeeding in its mission?

By observing the learning that happens within the learning community of the school, by reviewing student work, learning portfolios, and other demonstrations of learning, data analysis and review, and by authentic assessment of and by students, faculty, and administration.

Governance

• Describe the role that the governing board will play in the school's operation. The governing board will be responsible for establishing policies and goals for the school director and school administration; as well as the active governance of the school's academic, fiscal, legal, and ethical success. The board will have the power to make and execute contracts as needed to support the goals and policies of the school, as well as review, assess, and analyze data as needed in all areas of school governance. Board will remain in collaboration with school director,

parents, teachers, students, and community stakeholders on all relevant matters.

 \boxtimes

- How will you know if the school is successful at the end of the first year of operation? School governing board will self-assess, review data, and make evaluations in line with the school's academic and fiscal plans. Governing board will evaluate to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.
- How will you know at the end of five years if the school is successful? School governing board will review data and make evaluations in line with the school's strategic plans. Governing board will evaluate academic data, evaluations, demonstrations of student learning, and fiscal budgets to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.
- What specific steps do you think the governing board will need to take to ensure that the school is successful? The governing board will meet monthly to ensure school operation is in line with mission and strategic plan. Board should review academic performance in the form of data analysis, student presentations of learning, teacher evaluations and self-assessments, as well as classroom visits and observations. School board meets regularly to support director in relevant matters of running the school, evaluates School Director, hears and votes on community issues, reviews and approves budget, oversees facilities decisions, and annually reviews school performance.
- How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? Our Governing Board will be held to the highest standards of ethical conduct and sign on the understanding of such, as well as avoiding any conflict of interest. Any breaches of unethical conduct or conflicts of interest will be investigated fairly and thoroughly. In the case of suspected unethical activity, the issue should be brought to the other board members for collaboration and review as needed and followed through with due diligence. Board trainings on conduct and ethics should be provided regularly, so as all Board member share a common understanding as to avoid unethical actions or conflict of interest. I will hold myself and my fellow board members to the highest standards and continually strive for excellence for the success of Alaka'i O Kauai Charter School.

\boxtimes Disclosures \boxtimes

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. X I/we do not know these individuals Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. X x I/we do not know any such employees Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x I/we do not know any such persons Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. X
x I/we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization. $\boxtimes x$ I/we do not know any such persons Yes

- If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description. ⊠N/A. x I/we have no such interest Yes ⊠
- If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. ⊠N/A x I/we or my family do not anticipate conducting any such business Yes ⊠

N/A x I/we or my family do not anticipate conducting any such business Yes

- Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 x Does not apply to me, my spouse or family Yes
- Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 x None Yes

Certification

I, __Minna Freeman____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Resume:

Minna Freeman

Professional Experience 2012-Current 2012 2011-2012

General education: Kindergarten Jr. Kindergarten 5thgrade My Growing Place Preshool, Kilauea Coordinator and teacher of Summer Sprouts program. Bainbridge Island School District, Washington

Certified substitute teacher for the district Taught all subjects in elementary, middle, and high school: in the mainstream, alternative and mixed age schools.

Tutor and Nanny: 2011- 2012

Provided private tutor and nanny services to three girls aged 10, 13, and 16. All with emotional, behavioral, and learning challenges due to ADD, ADHD, and Bi-polar disorder. I enforced structure, routine, self-confidence building, direct nature experiences, and emotional intelligence work in addition to academic tutoring. I also changed the

Alaka`i O Kaua`i Charter School

Attachment U, Page23

girls' diet to include more whole foods and removed foods from the home containing ingredients that negatively affect moods and behavior. The girls made significant progress in healthy lifestyle choices and self-management.

Island Wood: 2009-2012

www.islandwood.org

Environmental Educator

I taught programs on art, sustainable gardening, environmental and community stewardship, ethno-botony, ecosystems, watersheds, science, social studies, leadership, teamwork, and community building to a variety of ages. I worked with elementary, middle, and high school students; as well as adults during corporate workshops, weddings, and community events.

Suquamish Elementary, North Kitsap School District via Antioch University

Spring and summer 2011 Suquamish, Port Madison Indian Reservation, Kitsap County, WA, USA As student teacher I taught in a fifth grade class of 31 students on a local indigenous reservation. I also continued on at this school for three weeks during summer school as a full time volunteer. The class and school consisted of students from a wide variety of learning styles and abilities, and a diversity of cultural and economic backgrounds. Located on the Port Madison Indian reservation, I incorporated local cultural and environmental teachings into the public school environment.

Island Wood: Environmental Education Graduate Student

Instructor

Graduate student and student teacher August 2009- June 2010 As an Island Wood

instructor I was responsible for field groups of up to 12 students, ranging from 3rd to 8th grade.

The Island Wood campus is composed of 255 acres of underdeveloped forest and wetland, which served as an outdoor classroom. I have worked with students of greatly varying learning abilities and from a wide range of ethnically and socio-economically diverse backgrounds. During four-day teaching weeks I was

responsible for the following:

* Developing and implementing my own relevant lessons, integrating art, natural and cultural history, science, social studies, current events, stewardship, community and team building

* Teaching ecosystem and watershed curriculum in line with Washington State

standards⊠

* Integrating technology into my teaching; I-pods, cameras, computers, high power microscopes

* Maintaining emotional and physical safety of students at all times

* Facilitating community building and teamwork with in the field group \boxtimes

- * Operating and facilitating field groups on a low ropes teams' course \boxtimes
- * Leading field groups safely up a canopy tower \boxtimes
- * Remaining flexible and taking advantage of teachable moments \boxtimes

* Pushing students just past their comfort zones to promote learning, growth, and meaningful hands on experiences I was also a liaison to one local public, Suquamish Elementary in North Kitsap, and one private school, Swan School in Port Townsend. As liaison my duties include:

*Preparing schools for their Island Wood visit by teaching in class lessons, leading activities, and presenting relevant information to students, parents, and teachers *Post Island Wood follow up includes teaching lessons, leading activities, and promoting

and supporting schools to participate in service learning projects

* Opening each field day with a friendship circle; leading songs, maintaining noise level, keeping attention, and sharing important information for up to 180 children and

adults \square As a graduate student I worked and studied in a cohort of 29 students, often spending up to 60 hours a week together. Working and learning in such intensive conditions prepared me for a future of working within and building close knit learning communities.

CERTIFICATION

State of Hawaii Teaching License: current

Masters of Education: Elementary Ed⊠Washington State k-8 Teaching Certificate⊠ Certificate of Education, Environment, and Community Bachelor of Art: Anthropology

EDUCATION

Antioch Seattle

Washington State teaching certificate: Elementary Education Masters in Education

University of Washington School of Education

Graduate studies: Curriculum and Instruction

All classes taken at Island Wood, accredited through University of Washington. Awarded graduate certificate in Education, Environment, and Community

University of Washington

Alaka`i O Kaua`i Charter School

2010-2011 June 2011 September 2011 2009-2010 June 2010 2004 Bachelor of Arts and Sciences; Anthropology⊠A focus in Environmental Anthropology: examining the relationships between cultures and their environments, and the traditional environmental knowledge of those cultures.⊠

University of Turku 2001

Baltic Seas Regions Studies Program

Seattle Central Community College

Associate of Arts - 2000

PROJECTS Masters Project:

"Turning the class inside out and bringing the outside in: Integrating direct nature experiences into the classroom, for a healthy and sustainable future"

Island Wood Teaching Portfolio

https://sites.google.com/site/minnafreeman/

PROFESIONAL DEVELOPMENT

Hawaii DOE Summer Institute: Common Core Journeys, July 2014 AVIDtraining,

July2014 Gail Elkins Instructional Strategies for Excellence in Teaching:

Participated in three years of trainings, lesson planning analysis, instructional coaching, teaching observations, feedback, and refinement. August 2012- present.

Phyllis Kunimura Empathy Resolution Process: Workshop and implementation of empathy resolution process in the class

Olympic Park Institute: Attended a weekend workshop on science integration for public school teachers with a focus on ecosystems and watershed curriculum. October 2010.

National Technology in Education Conference: Attended several seminars and workshops on integrating and using technology in the classroom. February 2010.

REFERENCES





Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand. Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract. As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient. The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background⊠• Name of charter school on whose governing board you intend to serve:

Alaka`i O Kaua`i Public Charter School 🛛

• Contact information: Name: Robert Sherrill Phone:

• Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. **Resume and professional bio are attached to this form.**

• Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. Does not apply to me Yes

• Why do you wish to serve on the governing board of the proposed charter school? I strongly believe in the mission and vision of this school in particularly it's alternative approach to learning that is adapted to each kids interests.

• What is your understanding of the appropriate role of a public charter school governing board member? A governing board member is responsible for ensuring that the charter school is being operated ethically and in conjunction with the rules and bylaws, as well as state law. The board contributes to establishing the policies governing the school, ensuring it is meeting its mission.

• Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective

board member. I have owned and operated a software development company for over 15 years. I generally have experience in all areas of operating a successful business and I believe my current skillsets translate directly into being a productive board member.

8. Describe the specific knowledge and experience that you would bring to the governing board. I have experience working with many different types of people and businesses. I have been designing and building custom information systems for over 15 years. The experience I have is directly in improving the operations efficiency of numerous types of businesses. I believe I can do the same for Alaka'i O Kaua'i. Also I can contribute as a technology expert.

School Mission and Plan

• What is your understanding of the school's mission and guiding beliefs? The mission is to create an alternative to educational facility focusing on teaching the whole child including academics, emotional intelligence as well social. This is achieved using individualized approach through project based learning.

• What is your understanding of the school's proposed academic plan? The academic plan is to meet and exceed traditional schooling requirements per our mission.

• What do you believe to be the characteristics of a successful school? Financial responsibility is personally what I believe to be a foundation for building a successful school this includes being on budget as well as generating new funding through community fund raising and events. Second are results which exceed the level of other schools on the island. A sense of community within the school as an organization as well as being recognized as contributing to the communities on Kauai. Moral standards such as social responsibility being practiced.

• How will you know that the school is succeeding or is not succeeding in its mission? The growth of the school in terms of enrollment. The attitude and enthusiasm of the children will be obvious to most people who visit. The mission includes adapting the subject matter to each of the students and so there will be a tangible amount of enthusiasm for learning which will set this school apart.

Governance

• Describe the role that the governing board will play in the school's operation. Understanding and overseeing the finances, fund raising, ensuring academic standards are being met and exceeded.

• How will you know if the school is successful at the end of the first year of operation? Meeting financial responsibilities, successful fundraising, community support and awareness, enrollment.

• How will you know at the end of five years if the school is successful? Test scores will

Alaka`i O Kaua`i Charter School

have increased, Student enrollment will be significantly higher, overall growth rate of school, growth in fund raising, The students' attitude and view toward education.

• What specific steps do you think the governing board will need to take to ensure that the school is successful? Ensuring that the school director's actions and goals are in line with our vision and mission.

Ensuring that the school well-funded through fundraising and entrepreneurial efforts.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I believe the truth is most helpful to those who do not recognize it easily and therefore I would give my best effort to be clear with these members and express to them clearly that the behaviors do not line up with the best interests of the school. At that point I would seek to remove them as I believe doing so is a service to both the individuals and the school.

Disclosures

• Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. I/we do not know these individuals <u>Yes - Two of the members I met while applying in the previous year. The rest I know through our common goal to open Alakai O Kauai.</u>

• Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I/we do not know any such employees <u>Yes Dr B. whom my wife and I met through our efforts in applying during a previous year. I believe Dr B. works for the University of Hawaii.</u>

• Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. <u>I/we do not know any such persons</u> **U**Yes

• Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. <u>I/we do not anticipate conducting any such business</u> **U**Yes

• If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I/we do

not know any such persons.

• If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family \Box Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. None
Yes



Alaka`i O Kaua`i Charter School

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Software Development Skills Programming

- Software Architect X
- Full Stack Developer
 ☐
- Object Oriented Design X
- Service Oriented Design X
- Design Patterns 🛛
- Web Services (RESTful)
- Agile Methodologies X

Robert Sherrill Sr.

Software Engineer

www.Firegarden.com

Technologies • MS SQL Server, MySQL • SQL Server Reporting Services • Entity Framework, NHibernate • ASP.NET / ASP.NET MVC • WPF, Silverlight, WinForms • HTML5, CSS3, W3C DOM APIs • JavaScript & Web UI Libraries Competencies • Expert C# 6.0 • Expert ASP.NET / MVC • Expert .NET Framework • Expert API / Web Services • Advanced Dynamic HTML5 • Amazon DevOps (Win & Linux) • Expert Business Consulting Software Development Experience (Reflective of contract software development services DBA Firegarden) 2012- Agenni LLC - Salt Lake City, UT (Remote) www.agemni.com Sr. Software Architect and Team Lead. Systems designer and developer of core SaaS product offerings. • Created full stack dev standards using HTML5 / JavaScript / ASP MVC / WCF, Web **API / Entity Framework** 2011- Retailer Interact - Salt Lake City, UT (Remote) www.sattracks.com · Lead Developer in charge of design and coding of multimillion dollar SaaS application known as "SatTracks". · Significantly increased market share leveraging C# Async CTP as well custom Model-View-Presenter pattern. 2011 Barclays Capital, North American Real Estate Division - Manhattan, NY www.barclays.com · Lead developer, financial management platform, multibillion dollar real estate portfolio with systems integration

Alaka`i O Kaua`i Charter School

Attachment U, Page32

• Using MVVM, WPF UI, Linq and NHibernate to manage deals, risk and performance calculations, as well reporting.

2010 BIA Protect – Manhattan, NY

www.biaprotect.com

• Development of e-discovery software system into a "Total Discovery" SaaS product offering.

• Created Silverlight and ASP MVC prototype software solution targeting multiple platforms (windows, mac & web).

2008 Ceramic Décor Centre – Guelph, ON

www.ceramicdecor.com

• Business consulting and custom software development managing all aspects of operations including POS, work orders & inventory. Built and implemented custom software systems handling 10+ million in annual sales.

2007 TAI Communications – Cambridge, ON

www.ceonline.ca

• Custom WPF Smart client / WCF web services app streaming online continuing education application "CE Online". 2006 Reid's Heritage Group – Cambridge, ON www.reidsheritagehomes.com

• • €Business software consulting and custom development for large home builder, managing all aspects of company.

• €Created budgeting / forecasting app using C#, WPF and SQL Server, job costing, home building, service scheduling.

2005- Geosign Corporation – Guelph, ON 2006 • Team Lead special projects resulted in fastest growing internet company in history of Canada - Geosign.

• Custom ASP.NET 2.0 Async pipeline to handle extreme load with net revenues exceeding 1 million per month.

2015 2012

Software Development Experience (Reflective of contract software development services as Firegarden)

2004- Orbex Computer Systems – Guelph, ON 2005 • Firegarden resumed sales and services after Orbex lost its entire development team (5 developers).

• Sales, project management and software development services on numerous mission critical software projects. • E.g. Development Visual Basic / SQL Server sales forecasting application for fortune 500 company "Arvin Meritor".

2002- The General Store – Guelph, ON 2004 • 24 month development project building and migrating custom consignment point of sales software for national

retail chain using Window Forms front end, Custom SQL Server Express replication and Web Services back end. • Hired and managed University of Waterloo student with Bachelor of Mathematics in Honors Computer Science.

2001 Geosign Corporation – Guelph, ON⊠•• €Founding member of ".com startup". Worked directly with

founder implementing numerous ideas and prototypes.

• PERL Programmer using Regular Expressions to create proprietary dataset 'screen scraping' North American web.

Alaka`i O Kaua`i Charter School

2000 Firegarden – Guelph, ON

• Started business software consulting and development company – Fire Garden Corporation.

• PHP and MySQL Development building numerous websites, custom catalogs and shopping carts. Providing full software design and life cycle services, custom web applications, managed outsourced development services.

1998- IT Systems Administrator – Ontario Die Company, Waterloo, ON 2000 • IT Administrator of a 40+ seat network consisting of Windows NT, Linux and Mac

computers, TCP/IP Network, ⊠Firewall, Corporate VPN's, Mail Server • Visual Basic,

PHP, JavaScript, HTML and MySQL development of internal company

applications. 21998 Graduated with Honors - Center Wellington District High School

Personal Accomplishments and Interests

§ Autodidact – Completely self-taught computer programmer and business consultant.
§ Entrepreneur – Founded web software Development Company in 1999 'Firegarden' at the age of 20.

§ Personal Development – Significant amounts of energy and focus invested in personal development.

§ Black Belt – Goju Karate. Trained steadily from age 7 through to the age of 25.

§ Weight Training – Significant time in gym learning from personal trainer.

§ Video Editing – From Age 12 until early 20's became proficient video editor.

§ Law of Attraction – Significant interest and understanding of LOA concepts.

§ Music Lover – Eclectic fan of music and concerts. ⊠

§ Husband & Father – I have a wife and 2 amazing children.

Firegarden Software Services - Robert Sherrill – Resume V3.5

Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

• Name of charter school on whose governing board you intend to serve: Alaka`i O Kaua`i Charter School

• Contact information: Name: Samantha Shetzline Phone: 8 E-mail:

attached to this form. Resume and professional bio are attached elsewhere in the application:

I earned a BSA in Accountancy from The American University in Washington DC.I have been a Hawaii licensed CPA since 2007, originally licensed in Colorado in 2000. I have worked in the field of public accountancy since 2000 and operated my own CPA firm since 2008. I have been a board member for the Hawaii Society of CPAs since 2009. In my CPA practice I not only prepare tax returns, but payroll, financial statements and budgets for many clients in various industries.

• Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. \Box Does not apply to me <u>Yes</u> I have been on the board of the Hawaii Society of CPAs, a nonprofit, since 2009.

• Why do you wish to serve on the governing board of the proposed charter school? As a mother of a young child about to enter the school system, I would like to support new options in education for today's youth.

• What is your understanding of the appropriate role of a public charter school governing board member?

The governing board of a public charter school is responsible for the oversight of the financial, managerial and academic viability of the charter school. The board is accountable for complying with all state and federal laws and the stewardship of governmental funds to be used for education.

• Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of the Hawaii Society of CPAs since 2009.

• Describe the specific knowledge and experience that you would bring to the governing board.

As a CPA, I am able to contribute knowledge of accounting, payroll, budgeting and financial statements to the governing body of the school.

School Mission and Plan

• What is your understanding of the school's proposed academic plan? The belief that all children have the potential to learn and that through project-based constructivist methodology the child's creativity and individuality can be nurtured.

• What do you believe to be the characteristics of a successful school? A successful school is to have 100% graduation rate and produces students who are prepared for college and careers.

• How will you know that the school is succeeding or is not succeeding in its mission? Success will be measured by more than standardized tests. Students success will be measured in their academic projects, confidence to demonstrate their learning and participation in inter-curricular activities.

Governance

• Describe the role that the governing board will play in the school's operation.

The board is responsible for overseeing the financial, managerial and academic aspects of the school.

• How will you know if the school is successful at the end of the first year of operation? The board will review student data such as attendance and performance and work with the school's director and teachers to determine if academic and financial goals were met.

• How will you know at the end of five years if the school is successful? After five years the board will review the mission, goals and accomplishments of the school based on student data, parent satisfaction, student growth academically and socially.

• What specific steps do you think the governing board will need to take to ensure that the school is successful?

I expect the school to require fund-raising and community involvement in order to be successful.

• How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would first inquire with the suspect person, then approach the school's director and other board members since I am aware that a board member can be removed by a vote of 2/3 for the board if necessary.

Disclosures

• Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. X I/we do not know these individuals \Box Yes

• Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. X <u>I/we do not know any such employees</u> \Box Yes

• Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X I/we do not know any such persons \Box Yes

• Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the

business that is being or will be conducted. X I/we do not anticipate conducting any such business \Box Yes

If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. X Not applicable because the school does not intend to contact with an education service provider or school management organization. I/we do not know any such persons Yes
If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership,

employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description. $X \square N/A$. \square I/we have no such interest \square Yes

• If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. $X \square N/A \square$ I/we or my family do not anticipate conducting any such business \square Yes

• Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. <u>X Does not apply to</u> me, my spouse or family <u>Yes</u>

• Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. $\Box X \text{ None } \Box Y \text{es}$

Certification

I, ______, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Samantha Shetzline	1/28/16
Signature	Date
(Attach Your resume here)

SAMANTHA L. SHETZLINE, CPA

To encourage more diverse educational options for Kauai's youth through participation in charter schools on the island.

I have been on the board of directors of the Hawaii Society of CPAs since 2010.

President and sole shareholder of Samantha L Shetzline CPA Inc

Since July 2007

I have been a Hawaii licensed CPA and operated my own public accounting firm since 2007. I employ two part time employees. We prepare income tax returns for more than 325 clients which include individuals, partnerships and corporations. We process payroll and bookkeeping for more than 20 local businesses as well.

Staff Accountant, Edward L punua CPA Inc

2001 until July 2007

Processed payroll, general excise tax and income tax returns for many clients in various industries while gaining the 5 year experience requirement to transfer my Colorado CPA licensure to Hawaii.

The American university, Washington, DC

Bachelor of Science in Accountancy

4.0 GPA TOP TEN SCORES IN COLORADO ON NOVEMBER 1997 CPA EXAM Original CPA licensure in Colorado in 2000

References: REBECCA ASANO SANTOS, CPA

Alaka`i O Kaua`i Charter School

and Professor at Kauai Community College, Lihue

KATHY CASTILLO, Executive Director, Hawaii Society of CPAs, Honolulu

Alaka`i O Kaua`i Charter School

Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

- Name of charter school on whose governing board you intend to serve: Alaka'i O Kaua'i Charter School
- Contact information: Name: Jacob Vogelgesang Phone E-mail:
- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. X • X Resume and professional bio are attached to this form.
 Resume and professional bio are attached elsewhere in the application:
- Indicate whether you currently or have previously served on a board of a school

district, another charter school, a non-public school, or any nonprofit organization. X Does not apply to me • Yes NO

• Why do you wish to serve on the governing board of the proposed charter school?

Children deserve a choice in different forms of education.

 What is your understanding of the appropriate role of a public charter school governing board member?

The role of a board member ultimately is to ensure that a student's needs are being met.

 Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently lead a division of 100+ Kauai residents at the Sheraton Kauai Resort. Being born and raised on the island of Kauai has allowed me to establish many business connections. I have lived in Boston and Los Angeles where my wife and I researched numerous school systems that would benefit our children's needs.

 Describe the specific knowledge and experience that you would bring to the governing board.

I would bring business leadership, community connections and event planning proficiencies.

School Mission and Plan

What is your understanding of the school's proposed academic plan?

It incorporates hands on / project based learning that is much more natural to a child.

What do you believe to be the characteristics of a successful school?

A successful school has the ability to flex in order to meet the different needs of different students. Both parents and students are excited about learning. Students are prepared to be successful members of society at a capacity decided on by them. How will you know that the school is succeeding or is not succeeding in its mission?

Understanding the progress made by individual students. Pace and test scores will be different for different people.

Governance

Describe the role that the governing board will play in the school's operation.

The board will be involved in hiring administrators, setting budget and educational goals.

 How will you know if the school is successful at the end of the first year of operation?

Measurable goals will need to be set prior. Goals should include student educational success, parent and teacher satisfaction, hudget adherence, as well as community support.

How will you know at the end of five years if the school is successful?

Student educational success, parent and teacher satisfaction, budget adherence, and community support.

What specific steps do you think the governing board will need to take to
ensure that the school is successful?

Specific and measurable guidelines need to be established as a road map to success. The guidelines can evolve as more information and trends become available.

 How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Validate that the concerns are true then bring it to the board to determine next steps. Unbiased third parties may need to be involved.

the business that is being or will be conducted. It -(N/A - I/we or my family do

Alaka`i O Kaua`i Charter School

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Disclosures

- Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals
 Yes
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees
 Yes
- Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. • I/we do not know any such persons • Yes
- Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business
 Yes
- If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. X • Not applicable because the school does not intend to contact with an education service provider or school management organization. (X)/we do not know any such persons • Yes
- If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description. X • N/A • I/we have no such interest • Yes
- If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. X • N/A • I/we or my family do

not anticipate conducting any such business 🗆 Yes

- Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. •X Does not apply to me, my spouse or family • Yes
- Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. <u>X None</u> Yes

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Jacob Vogelgesang

Professional Profile

An innovative hospitality professional, passionate about providing specialized guest experiences to differentiate the property. Consistently recognized for delivering results.

Experience

9/2014 ~ present Starwood Hotels Sheraton Kauai Resort Poipu, HI Returned upon request of the General Manager to restore his vision for the food and beverage operations

Director of Food and Beverage

- Guest satisfaction for food and beverage first place in the region amongst like Starwood properties
- Associate engagement and satisfaction increased by 25% through effective communication
- Improvement of both revenue and profitability

09/2013 ~ 9/2014 Marriott Hotels Marriott LAX Los Angeles, CA Director of Restaurant and Bar Operations

An airport property consisting of 1004 rooms and 55,000 square feet of meeting space.

- Directing three distinct restaurants in addition to in room dining and a high volume Starbucks
- Award winning wine list comprising of a 10,000 bottle inventory
- Managed a beer list consisting of 21 draft selections

06/2011 ~ 09/2013 Starwood Hotels Sheraton Boston Boston, MA Director of Restaurant and Bar Operations

The largest hotel in New England consisting of 1220 rooms and 70,000 square feet of meeting space. Food and Beverage annual revenue exceeded \$28M

- Rebranded Side Bar Grille which resulted in a 8% increase in revenue per occupied room
- Implemented a loyalty rewards program in Apropos that increased capture and average check
- Responsible for beverage pricing and purchasing as well as wine and specialty drink list creations. Beverage cost improved by 1.7%.



07/2007 ~ 06/2011 Starwood Hotels Sheraton Kauai Resort Poipu, HI Director of Food and Beverage - 3/2008 to 6/2011

Director of Restaurant and Bar Operations - 7/2007 to 3/2008

Starwood owned resort consisting largely of transient clientele with restaurants accounting for 95% of Food and Beverage revenue. 20,000 square feet of indoor and outdoor meeting space. Food and Beverage annual revenue exceeded \$10M

- Part of the founding team that created the "Make a Green Choice"
- Effectively directed Food and Beverage staff of six managers and 130 associates
- Directed an annual outdoor festival with 6,000 attendees involving six entertainment offerings, 12 restaurants, and children's amusement area
- Implemented "Farm to Table" program that further fostered a positive relationship between community and resort
- Increased dinner capture by 12 basis points through the creation of special events and improved strategic marketing

05/2003 ~ 07/2007 Starwood Hotels Sheraton Fairplex Los Angeles, CA Director of Outlets / Six Sigma Leader - 6/2004 to 7/2007 Banquet Manager - 5/2003 to 6/2004

Hotel consists mainly of corporate clientele with 11,000 square feet of meeting space on site and 300,000 square feet of indoor meeting space off site. Starwood Hotel of the Year, Southern California 2005. Starwood GSI Hotel of the Year, 2006.

- Played integral role in banquet and catering operations which included dinners for 6,000 and a biannual NHRA event for 16,000 people in 40 locations over a four day period
- Increased guest satisfaction through focus groups, guest feedback analysis, and internal feedback capture

06/2001 ~ 05/2003 Starwood Hotels The Royal Hawaiian Honolulu, HI Banquet Captain

Historic hotel which is part of Starwood's Luxury Collection. Indoor meeting space of 12,000 square feet with additional 66,000 square feet of outdoor meeting space.

- Selected to be Lead Captain for served Gubernatorial Inaugural Dinner with 2500 attendants
- Developed efficient systems for gratuity distribution and event floor planning

Education and Training

Breakthrough Leadership – Marriott Hotels Property Service Culture Trainer – Starwood Hotels Food and Beverage University – Starwood Hotels Leading Starwood – Starwood Hotels Six Sigma Green Belt – Starwood Hotels TIPS Certified Trainer – Health Communications Inc. Serve Safe Certified – American National Standards Institute

Board Member Information

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

- Name of charter school on whose governing board you intend to serve: Alaka'i O' Kaua'i Charter School
- Contact information: Name: Maegan Sakai Phone:

E-mail: I

- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 y□ Resume and professional bio are attached to this form.
- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 □√ Does not apply to me □ Yes
- 5. Why do you wish to serve on the governing board of the proposed charter school?

I believe education is about innovation and Alaka'i O Kaua'i seeks to pursue that. I am excited to be a part of something that dares to believe in something better and isn't afraid to try something out of the contemporary box.

6. What is your understanding of the appropriate role of a public charter school governing board member?

A public charter school governing board serves the community by overseeing the school's progress in all its facets and advising the administration in the ways that will best fit the needs of its students. Like any public form of governance it listens to its community and works to serve it in the best possible way by considering best practices and leading research in the field. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am young and my leadership experience is severely limited in number of years. I believe that I have the capacity to serve on this board because I am not afraid to take on new challenges and I like to solve problems. I am a person that believes in what they do and therefore put earnest effort into my work. Lastly, I am not afraid to look at an issue from all sides, and ask straightforward questions when it comes to making informed decisions. I believe that as a board member it is my duty to do so. Besides the committees I have served on, and my role as a voluntary RTI teacher for my grade level, some other extra corricolar roles that I have held are: cub scout den leader and assistant cub master for the last four years, HYSA soccer coach, and KEAHI Soccer Club Board Member.

8. Describe the specific knowledge and experience that you would bring to the governing board.

I can bring specific knowledge of the public school system and my training as a teacher to the governing board. This insight allows me to have an intimate knowledge of where public education is today, including its present demands and strengths. I have practical and fundamental experience in regards to working in an existing education system and working with children and other teachers. This isn't everything a governing board would need, but it serves as an important, component of a public charter school's governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs are that learning happens in different ways and learning can also be expressed in different ways. The school seeks to provide a rigorous and creative education that utilizes direct instruction and project based learning to provide students with the tools they need to engage in high quality critical thinking. The school believes all students can learn and are motivated to learn through project based learning.

2. What is your understanding of the school's proposed academic plan?

The school's proposed academic plan is to provide all students with a project based learning curriculum that allows them to directly connect with their learning, while engaging in higher order thinking strategies to solve problems and further their projects.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are successful humble administrators willing to listen in order to lead, efficient data management, transparent finances/budgeting, passionate faculty, and a supportive community.

4. How will you know that the school is succeeding or is not succeeding in its mission?

I know the school is successful in its mission based on the assessment data we gather from students, and the objective feedback we receive from the parents and students we serve. If our students show academic gains in the assessment data and our students feel happy coming to school; I will feel that our school is succeeding. If we are not making academic gains based on the assessment data then as a school we would need to re-evaluate the rigor of our curriculum. If our students are not happy coming to school then as a school we may need to re-evaluate the types of social emotional learning or project based learning activities we are doing to motivate our students.

Attachment U - Page 2

Governance

1. Describe the role that the governing board will play in the school's operation.

The role of the governing board is to review and oversee the school's academic; financial, and administration, as they relate to the charter contract.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of the first year of operation if we are within our allotted financial budget, student data indicates academic growth, and our school organization allows us to service we may be able to improve our capacity for the next year.

3. How will you know at the end of five years if the school is successful?

I will know the school is successful at the end of five years if our faculty's understanding of project based learning has grown as evidenced by a refined pbl curriculum, growing student achievement, students that want to continue in our school, and the community has a growing interest in what we can provide.

6. What specific steps do you think the governing board will need to take to ensure that the school is successful?

As a governing board we need to be vigilant about reviewing our school's financial plan to ensure that it is balanced and responsible. We should also diligently review our academic assessment information and develop sound criteria that will effectively reflect growth and be evaluated on a school wide level. Overall as a board we must not be afraid to ask hard questions in our pursuit to serve the people of Kaua'i.

 How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I think transparent discussions are the best way to avoid unethical behavior. If there are suspicions of unethical behavior and it warrants a growing concern it should be brought up openly for discussion at a board meeting and an investigation pursued.

Disclosures

- Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 - I/we do not know these individuals IIV Yes. DrB Blackwell was my professor and supervisor at UHM. Laiso know another teacher tht will be serving on the governing board Ms. Minna Freeman-Pritchard
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school
 employee. If so, indicate the precise nature of your relationship.
 UV I/we do not know any such employees U Yes
- 3 Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an emity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons 1. Yes

- Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 - I/we do not anticipate conducting any such business I V Yes I plan to apply at this charter school, if approved, as a teacher.
- 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I/we do not know any such persons

- If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 □√ N/A. □ I/we have no such interest □ Yes
- 7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 □ VN/A □ I/we or my family do not anticipate conducting any such business □ Yes
- Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 □√ Does not apply to me, my spouse or family □ Yes
- Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 □ √ None □ Yes

Certification

I, ______, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature 0

Please attach Resume here:

Maegan Sakai

Education/Training:

B.Ed degree - University of Hawaii Manoa, College of Education - 2010 2011 Kauai District Common Core State Standards Training⊠2011 Kauai District Conceptual Learning/Mentoring and Teacher Induction Program⊠2011 DIBELS curriculum training (RTI)⊠2011 Reading Mastery curriculum training (RTI)

Work Experience:

2011-2014 K-6 Elementary Teacher at King Kaumualii Elementary School; Hanamaulu, Kauai - serving grades 1-2 2011-2014 RTI Tier 3 instructor and committee member 2011-2014 Gale Elkins Direct

Instruction Workshop 2012 Data Teams Workshop 2013 Stepping Stones Math curriculum training

2013 Reading Wonders Language Arts curriculum training 2015 Substitute Teacher for Kauai DOE schools

Currently I am on leave from the classroom and work as a substitute teacher, to stay home with my 1 year old son.

Personal Statement:

I have had the privilege to work at King Kaumualii Elementary School for the past 4 years. In that time Hawaii's public education has undergone much change to improve standardized test scores, in an effort to improve the competitiveness of our children in a global workplace. King Kaumualii Elementary has tried to take ambitious steps to prepare its staff with up to date trainings and I have directly benefitted from all of this. I chose to work at this elementary school because of it's "high risk" student population and spent many personal hours working with parents and students that could not find success in a traditional classroom setting. Although I find success working with students in small group and one on one settings, my ultimate professional goal is to inspire wonder and creativity in my students, creating the magic and fun I experienced in my foundational years of school. I love the rigor of CCSS and informing instruction through data collection and management, and eagerly work to find a way to unite these polar opposites of public education.

Extra curricular roles:

- cub scout den leader and assistant cub master for the last four years \boxtimes
- HYSA soccer coach, and KEAHI Soccer Club Board Member.

Alaka`i O Kaua`i Charter School

Resource Sheet: Conflict of Interest Policy

Background

A good conflict of interest policy is essential to charter board governance. It helps build trust in the charter school and the entire movement by demonstrating to the public that the governing board is operating in a fair and unbiased manner.

When devising a conflict of interest policy, a governing board may want to consider circumstances that might arise that would create a risk — or the appearance of a risk — of the board's judgment being unduly influenced by a secondary interest. The policy should restrict board members from voting on matters affecting their financial interest and limit the circumstances under which they can receive anything of value because of their official position.

Pursuant to Section 2.2 of the State Public Charter School Contract ("<u>Charter Contract</u>"), a charter governing board "shall comply with the <u>Code of Ethics</u> (Hawaii Revised Statutes ("<u>HRS</u>") Chapter 84) and shall adopt and adhere to a conflict of interest policy which is consistent with the Code of Ethics, and which includes provisions related to nepotism."

In addition to the information provided here, governing board members should familiarize themselves with the State <u>Code of Ethics</u>. They may also want to review the Hawaii State Ethics Commission's <u>Ethics Guide</u>. They can also contact the State Ethics Commission at 808-587-0460 or <u>ethics@hawaiiethics.org</u> with any questions they may have pertaining to the Ethics Code.

The Code of Ethics requires that State of Hawaii legislators and employees disqualify themselves from taking "any official action directly affecting 1) A business or other undertaking in which the employee has a substantial financial interest; or, (2) A private undertaking in which the employee is engaged as legal counsel, advisor, consultant, representative, or other agency capacity." HRS §84-14 (a).

Pursuant to HRS §84-3, an "official act" or "official action" means "a decision, recommendation, approval, disapproval, or other action, including inaction, which involves the use of discretionary authority."

Also pursuant to HRS §84-3, "financial interest" means an interest held by an individual, the individual's spouse, or dependent children which is:

- 1) An ownership interest in a business.
- 2) A creditor interest in an insolvent business.
- 3) An employment, or prospective employment for which negotiations have begun.

This Conflict of Interest Disclosure Statement is intended to help the charter school's officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school's best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary) Please review the Conflicts of Interest Policy when completing these items

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here

Item B There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school

Initial Here:

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother--in-law, sister--in--law, son--in--law, daughter--in--law, mother--in--law, or father--in--law

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Dr. B. Blockne

Typed/Printed Name

3/16

Date

Signature

Attachment V - Conflict of Interest Statements

Conflict of Interest Disclosure Statement

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2/7/16

Typed/Printed Name

Jacob Vogelsesang

Signature

Date

Alaka`i O Kaua`i Charter School

Attachment V, Page

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VIPS

Typed/Printed Name

Signature

Date

Alaka'i O Kaua'i Charter School

Attachment V, Page

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oman

Typed/Printed Name

Signature

-3-16

Date

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Initial Here Ma

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Margan Jakai

Typed/Printed Name

2.15/16

Date

Signature

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Typed/Printed Name

Signature

Date

Attachment V - Conflict of Interest Statements

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Samantha Sheteline 2/2/16 Typed/Printed Name Date

Attachment W - Section III. A. 9

A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment W (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school's governing board and leadership.

Alaka'i O Kaua'i School Advisory Board emphasizes the importance of a collaborative Decision Making Process in accordance with the school's Mission and Vision. The primary function of our advisory board is to provide advice and assistance to the School Leadership Team and the Board in the specific area of each member's expertise and training. The planned composition of the advisory body has expertise in Education, Law, Real Estate, Grant Writing, Business and Financial Advising, and School Management. Recruitment for advisory positions will be an ongoing process with ideal composition ultimately representing a wide array of professionals whose philosophies, talents and backgrounds support the Alaka'i O Kaua'i Mission. We have already included several members with experience in these field and will continue to cultivate these bodies by exercising our collective contacts. Advisory Bodies will generally report directly to the school director or directly to the governing board. Parents, students, teachers and other community members may be nominated to serve as an advisory board member. At present, Alaka'i O Kaua'i is proud to list the following five individuals as Advisory Board Members: (All five resumes are attached.)

- Mr. Richard Mosher, Oahu Legal Council, Attorney
- Mr. Paul Zina- Ele`ele Elementary School Principal on Kauai
- Mr. Steve Martin-Oldfied- Principal Broker/ owner of Kauai Pacific Real Estate
- Ms. Felicia Cowden Author, School Director, Radio Talk Show Host
- Dr. Yuriko Wellington Educator, Executive Director of Non-profits, university professor

Once approved, we understand that legal counsel will be supplied by the DOE and we may no longer use the services of Mr. Mosher, our Oahu lawyer.

Mr. Paul Zina is an exceptional elementary school principal on Kauai, which several of our board members have actual working relationships. When planning and starting a charter school, a multitude of questions arise, which is most helpful for an experienced Principal to be able to inform and advise.

Mr. Steve Martin-Oldfield is an experienced facility expert. He owns his own Kauai Pacific Real Estate company and is one of the largest property managers on Kauai. His expertise in this field has already been invaluable with the search for a site and

identifying situations or problems that might occur, such as negotiating leases and responsibilities.

<u>Felicia Cowden</u> is a community development activist who has held an interest in education for three decades on Kauai. She has held positions on school boards and organizations from her son's pre-school to high school, worked four years in educational support for the DOE, was the chair of County of Kauai Youth Council, the chair of the School Community Council for Kapaa High, part of the community advisory team for the HSA tests, among other positions. <u>Akamai Learning</u> is her alternative middle-school program that provides life-based education for home schooling families in the primary hours of the school week. She also has a talk-show radio program on <u>KKCR</u> discussing Kauai issues, as well as had a strong run last election season for Kauai County Council.

Dr, Yuriko Wellington is an educator with experience in education ranging from preschool through university teaching. She was raised in Kailua, Hawaii and comes from a long line of⊠educators and social justice activists. She has over 20 years of K-12 teaching experience as well as a background in social services and⊠nonprofit start-up.

For the past 15 years Dr. Wellington has taught in teacher education programs at University of Georgia, University of Arizona, University of Hawaii at Manoa, and Chapman University. Yuri has served on numerous Boards for nonprofit and educational organizations. In addition to her work at various research universities in the United States, Dr. Wellington has developed curriculum and taught graduate and undergraduate courses in education, research, social services, and nonprofit policy and practice.

Dick Mosher

 \boxtimes Χ

Hawaiian Islands - Legal Services Current: Anderson Kill, Hawaii State Judiciary Court Annexed Arbitration Program, Hawaii Court of Appeals AMP

Previous: Hawaii State Bar Association, Law Department Consortium, Northwestern University

Education: Northwestern University School of Law

Attorney, Arbitrator and Mediator Anderson Kill

July 2012 – Present - Honolulu, Hawaii-Dallas, Texas - Attorney and Mediator in Honolulu and Dallas with practice specializing in mediation, commercial law and litigation, insurance recovery-policyholder disputes, captive insurance, labor and employment, and international law

Arbitrator - Hawaii State Judiciary Court Annexed Arbitration Program

August 2014 – Present - Honolulu, Hawaii - Non-Binding arbitration of tort cases with a probable jury verdict of \$150,000 or less

Mediator - Hawaii Court of Appeals AMP

January 2015 – Present - Honolulu, Hawaii - Mediation of cases selected from the Hawaii Intermediate Court of Appeals Docket

Co-Chair ADR Section

Hawaii State Bar Association - January 2015 – Present Vice-Chair Business Law Section Hawaii State Bar Association - January 2014 – Present Vice-Chair, International Law Section Hawaii State Bar Association January 2015 – Present - Honolulu, Hawaii ADR

Committee Lead Chair

CLM Alliance - August 2014 – Present - NY *Chairman, Nomination Committee* RIMS Hawaii Chapter - April 2013 – Present - Honolulu - Review candidates for officer positions *Audit Committee* - CLM Alliance - May 2013 – Present - NY - Audit issues *Faculty and CLO panel moderator* - SW Law Institute, Plano, TX 2010 – Present - Plano, Texas - General Counsel Moderator

Member

National Association of Corporate Directors - December 2010 – Present Member of Association - *Chairman, Insurance Section* Hawaii State Bar Association January 2013 – December 2014 - Honolulu, Hawaii Manage Section

Advisory Board

Law Department Consortium - January 2008 – November 2014 Efficient management of litigation to meet company values and goals

Secretary-BOD DFW Alumni

Northwestern University - November 2011 – June 2012 - Alumni activities in the DFW area

VP-BOD - Northwestern Kellogg Alum DFW - November 2011 – June 2012 - Dallas/Fort Worth Area – Alumni activities in the DFW area President - BOD ACC-DFW

ACC, Dallas November 2008 – June 2012 - President and Board of Directors, ACC DFW, TX

US Postal Service - 2003 – June 2012 - Employment and labor litigation **University of Phoenix -** January 2002 – January 2011 - *Faculty, DFW, TX*, Teach in graduate and undergraduate programs

Law Dept Mgt and Int'l Legal Affairs Committees

- Association of Corporate Counsel September 2009 October 2010 Director
- First Law International, Sarl 2005 2009 International legal services with emphasis on cost effective work and rates CLO Loctronix Corporation 2006

– 2008 Loctronix is a wireless GPS location services company located in Woodinville, WA. I also work for the U.S Government (Postal Service Law Department) on employment (EEOC) litigation and an Australian wealth management company as US Counsel.

- **Maytag/Hoover** 1996 2006 (10 years) General corporate law with emphasis on international law, M&A, contracts and litigation.
- Attorney Maytag/Hoover/Ball 1990 2000 (10 years)
- Attorney Fujiyama, Duffy & Fujiyama 1973 1978 (5 years) Litigation attorney

Summary - Over 40 years of global business and legal experience as an officer, director, attorney, consultant, lead negotiator and advisor for large, small, public, private, and start-up companies. Currently "of counsel" to the Anderson Kill law firm in Hawaii specializing in corporate, litigation, captive insurance, employee law, international business, insurance recovery, and mediation. Chairman of the Insurance Section of the Hawaii State Bar Association. Member of the Hawaii Lodging and Tourism Ass'n and

Hawaii Captive Insurance Ass'n Loctronix, Ball Corporation, Ball Aerospace, Maytag, Hoover, First Law International (Belgium), Absolute Business (Seattle), Special Assistant U.S. Attorney, Consultant to U.S. Postal Law Department on Employment and Labor Law; Body by Banks Fitness (Salt Lake), University of Phoenix (TX, WA, UT) MBA faculty at University Phoenix and Regis University, Director Tacoma, WA Entrepreneurial Network. Association of Corporate Counsel (D.C.) chair of three national committees, advisor to global companies and law firms on cross-cultural communications, keynote speaker at international conferences on four continents. Specialties: insurance recovery, manufacturing, aerospace, high-tech, communications, government, education, mergers and acquisitions, international law and communications, wireless gsa, consulting, intellectual property protection and licensing .



Professional Profile

 \Box Eager to bring public school students into the twenty-first century using a unique combination of education experience coupled with seventeen years' education background on the island of Kauai.

• Hold Hawaii Public School Administrators Certificate, Bachelors Degree in Secondary English Education.

• Experienced in use of the internet and many forms of educational software.

• Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Qualifications and Certifications

□ Public School Administrator Certificate □ Hawaii Department of Education, 2006 □

Bachelor of Education Secondary English/Teacher Licensed University of Hawaii, HI. 1997

Phi Theta Kappa International Honor Society 🗆 Sigma Phi Epsilon National Fraternity 🗆 Kauai Lodge Free and Accepted Masons

Work Experience

Administrated full school operations with financial and academic planning at:

- 1. Ele'ele Elementary School (336 Students K-5, Principal) 2014-present
- 2. Wilcox Elementary School (900 students pre-K to gr.5 Vice Principal, Acting Principal) 2010-2014
- 3. Kauai High School (1200 students gr.9-12 Vice Principal) 2007-2010
- 4. King Kaumualii Elementary School (550 students pre-K to 5 Vice Principal) 2006-2007

English Teacher /School wide Curriculum Coordinator / WASC Self-study Coordinator (Waimea High School gr.9-12) 1998-2000, 2003-2006

English Teacher / Department Chair / Team Leader (Chiefess Kamakahelei Middle School gr.8) *2000-2003

Student Teacher English / Special Education Math Teacher (Kapaa Middle School gr.7) *1997-1998



Professional Profile

The owner and Broker of Kauai Pacific Real Estate on the Island of Kauai, Hawaii, brings many opportunities for management and growth as a professional as well as for an individual. Upon relocating to Kauai in 1998 a new career was started in the real estate business and within two years I became one of the owners, and eventually the sole owner, of what is now Kauai Pacific Real Estate.

With a rich background in business management, both national and international sales experience, and developing strong interpersonal and business relationships has provided me the opportunity to learn to succeed in a very competitive business.

Work History

1970 – 1975 Mt. Nebo School District, Springville UT. Secondary teacher. Taught English, Theatre and Television Arts. Department Head.

1975 – 1977 CBS Television, Las Vegas, NV. Director and Producer. At the time the youngest producer in the history of CBS.

1977 - 1984 Briarton Financial Services, Pleasanton, CA. Self employed Business Consultant. Provided Political and Business consulting services.

1984 – 1998 Harris Research, Inc., Sacramento CA / Logan, UT. Executive Vice President of Sales and International Development. Rated each year as the Best Franchise in America, The Top Ten Fastest Growing Franchise in America, number one franchise in our category. Grew company from 56 franchises in five states to 5,600 franchises in 53 countries.

1998 – 2015 Owner and Broker of Kauai Pacific Real Estate, Kapa'a, HI. Specializing in real estate sales, long term property management and vacation rental management.

Educational Background

1962 – 1966 San Ramon Valley High School, Danville, CA

1966 - 1970 Bachelor of Arts, Brigham Young University, Provo, UT

1970 - 2015 Assorted Continuing Education Classes including class work for Master of Fine Arts, Certified Financial Planner, Series 7 License (stock broker), Hawaii Real Estate Brokers License.

Personal Information

Married father of seven children, twenty two grandchildren and two great grandchildren currently living in Kilauea, Hawaii.

Felicia

Resume - Alaka`i O Kaua`i

Kaua'i resident for 32 years

Education experience:

Akamai Learning ~ 5 years school director alternative middle school private program education ~ DOE ~ 4 years support teacher Hanalei & Kilauea School Community Council Kapaa High (chair), Hanalei School SCBM, Kilauea School PTSA, Kauai Educators Leadership Alliance, Aloha School Board County of Kauai Youth Council- Chair roughly 2004-2006 Authored a book: Life is the School, Love is the Lesson on Free-Schooling

Non-profit and ngo involvement (partial list - past and/or present):

Kauai North Shore business council 13 years (9 years pres or vice pres.) Kauai WorkForce Investment Board, Workwise, Kauai Youth Council (co-chair) Kauai Chamber of Commerce, Filipino Chamber of Commerce Regenerations Botanical Garden (vp - treas - sec), Hawaii Farmers Union United Kilauea Neighborhood Association, Hanalei Community Association KKCR - programming committees

Aha Moku - Koolau, Puna Active Waipa volunteer/collaborator

Government involvement:

Recent political campaign bringing me high involvement with less-familiar communities Decades of participation at state and county legislation and workshops, meetings Routine attendance at planning meetings and workshops; open to form-based code

Business & Employment

Engineer & Marketing - 3 years intel corporation Arizona and England Hanalei Surf Company ~ manager/owner 18 years 40+ employees Quicken, Point of Sale inventory systems, computer management Media and Public Speaking

Public affairs (talk show) radio programmer www.kkcr.org 5 years (present) Published (self) author, small scale film making, produce websites, imagery Organizer of events for years, business, sports (surf), non-profits, parties, events

Educational Background: 1984 BS Engineer - Electrical Computer Science Northern Arizona University

Grad School: 1st year MS Elect. Eng. ASU 1st year Law School Univ. Puget Sound

Additional training: year participation in inaugural class for Leadership Kauai year class at Hawaiian Alliance for Community Based Economic Development Hawaii Real Estate License

Alaka'i O Kaua'i

EDUCATION

DOCTOR OF PHILOSOPHY IN LANGUAGE, READING AND CULTURE, 2002.

University of Arizona, Tucson, Arizona, College of Education Department of Language, Reading and Culture *Major:* Language and Literacy *Minor:* Culture and Education

Dissertation Title: To Know, To Care, and To Act: Multiculturalism – Where Do We Go From Here? Descriptive Analysis of an Interdisciplinary Graduate Curriculum in Education From Multiple Perspectives *Dissertation Advisors:* Dr. Kathleen G. Short and Dr. Teresa L. McCarty

MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY with commendation, 1986.

George Williams College, Downers Grove, Illinois. *Specialization:* Preventative and Rehabilitative Cardiovascular Health.

BACHELOR OF SCIENCE IN EDUCATION, 1977.

Bradley University, Peoria, Illinois.. Specialization: Kindergarten-Primary Education with concentrations in Speech Pathology and Fine Arts. Minors: Language Arts and Social Studies.

CURRENT POSITION

2008 – present *Founder and Executive Director, Teach Cambodia, Inc.* (nonprofit 501(c)(3) providing teacher training, community-based educational research, and sustainable village schools in Cambodia)

UNIVERSITY TEACHING AND RESEARCH

- 2012 2014 *Visiting Scholar and Adjunct Professor*, College of Educational Studies, Chapman University
- **2004 2007** Assistant Professor Of English Language Arts and Multicultural Education, University of Hawaii at Manoa.
- 2002 2004 Assistant Professor of Social Science Education, College of Education, University of Georgia
- 2000 2002 Associate Research

K-12 TEACHING EXPERIENCE

- 2015-2016 *Kindergarten Facilitator (Classroom Teacher)* ILEAD Antelope Vallye Learning Center Lancaster, California
- 2000-2001 *Fifth Grade Classroom Teacher* Van Horne Elementary School Tucson Unified School District, Tucson, Arizona
- 1998-2000 *Classroom Resource Teacher*, (Bilingual ESL Reading, Math and Social Studies) Challenger Middle School, Tucson, Arizona
- 1996-1998K-12 Technology CoordinatorHana High and Elementary School, Hana, Maui, Hawaii

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1994-1996	Multi-Age Pilot Project Team Leader (Grades 1-5)
	Multi-Age Classroom Teacher, Multi-Age 1-2-3
	Hana High and Elementary School, Hana, Maui, Hawaii
1993-1994	Second Grade Classroom Teacher
	Hana High and Elementary School, Hana, Maui, Hawaii
1989-1990	Accelerated Multi-Age Kindergarten Classroom Teacher
1707 1770	Stivers Academy, San Lorenzo, California
Fall, 1985	9 th – 10 th Grade Health Teacher
	St. Rita's Catholic School, Chicago, Illinois
	(Neuromuscular Relaxation and Introduction to Physiology)
1977-1984	Elementary Classroom Teacher
1777 1701	Hana High and Elementary School, Hana, Maui, Hawaii
1983-84	K-6 Grade Level Chair
1981-84	Third Grade Teacher
1979-81	IRA Math, Grades 3-6
1978-79	Substitute Teacher, Grades K-6
1977-78	Title I Reading, Grades 2-4
1377 70	
1982-1984	Ropeskipping Demonstration Team Coach/Director
	(Coaching, fundraising (± \$30,000 annually), organized, coordinated and supervised school-site
	demonstrations and workshops, lectures, health fair demonstrations statewide; organized,
	coordinated, and supervised nationwide team tours in 1983 and 1984; designed statewide
	Ropeskipping Fitness Curriculum for implementation K-8.)
1982-1984	Jump Rope for Heart Coordinator
1702-1704	American Heart Association, Maui County Division
	(Coordinated county-wide school-based fundraising events.)
	(coordinated county-while sendor-based rundratising events.)
1974-1975	Speech Therapist (Practicum)
	Bradley University Speech Clinic, Peoria, Illinois
	(Wrote and executed therapy plans for language development and speech correction for clients
	aged 4 to 9; participated in observation and client screening for Midwest Oro-Facial
	Anomalies/Cleft Palate Clinic)
1970-1974	Child Care Worker and Teacher Aide
	Saint Christopher's Nursery and Day Care, Kailua, Hawaii
	(Taught motor skills, reading readiness skills, games, songs, and dances to children aged 2 to 5;
	supervised recreation, meals, and rest periods; planned and executed academic lessons in
	therapeutic residential and day settings for children aged 2-5.)
Summer, 1973	Music and Dance Instructor for the Deaf and Hearing Impaired
	Swimming Instructor for the Blind and Visually and Impaired
	Hawaii School for the Deaf and Blind, Honolulu, Hawaii
COMMUNITY	SERVICES/DIAGNOSTIC EXPERIENCE

Summer, 2001 Museum Consultant - K-5 Curriculum Development Arizona State Museum, School-Community Partnership Program

Rev. 2/11/16 1986-2001

Information and Resource Development Consultant

(Designed and Produced resource manuals, brochures, office procedures manuals, quality control protocols, workbooks, playbills, posters, and resource guides; developed Office Management Systems; developed, conducted, and evaluated needs assessments (agency, school, city, state, county); developed and implemented quarterly budget processes for schools, colleges, and nonprofit agencies; developed instructional materials for K-12, community college, post-graduate and professional classrooms)

1992-1997

AIDS Trainer and Workshop Facilitator

Boston, California, Florida, Hawaii, and Badenwertenberg, Germany

- Beginning and Advanced HIV Home Health Care for Visiting Nurses
- Cultural sensitivity, Cross-cultural AIDS Care, Self-Care for Social Service & Health Care Workers, HIV/AIDS Education, HIV/AIDS Train-the-Trainer Workshops
- Non-Profit Start-up Procedures, Community-Based Program Design, Development, Funding & Evaluation

1989-1993 Founder and Executive Director

Hale Laulima, Inc. (Non-Profit Transitional Housing Program serving women & children with HIV) Oakland, California

(As Founder, developed site plan and secured funding and in-kind services in excess of \$800,000 over five years, developed board of directors and community advisory board, wrote and administrated private foundation, city, county and federal grants including CBDG, HUD, HOPWA, and HERSA. As Executive Director, developed program plan, hired, trained, and supervised a 30+ full and part-time staff providing 24-hour services. As the director for the onsite schooling program, coordinated with city, county, and state social services agencies, including family court, for the Individualized Educational Plans for homeless and special needs students.)

1988-1989 Volunteer Services Administrator

The Center for AIDS Services, Oakland, California

Administrative Leadership Team member; Recruitment, training, placement and scheduling of all volunteers; Development & maintenance of reporting system and record-keeping of volunteer hours; Development & implementation of new volunteer programs; assessment and reorganization of existing programs; Maintenance & expansion of Welcoming Faith Communities Program (parish-based volunteer programs and AIDS support groups); On-going volunteer support & follow-up, and development of support programs for volunteers; Development of systems of support, recognition & motivation for all volunteers; Active participation on the management team consisting of all administrator and the Executive Director; Development of volunteer training materials, including Volunteer Resources Manual and the Welcoming Faith Communities Brochure; Development and implementation of Community Outreach Program with Welcoming Faith Communities and the AIDS Interfaith Network of the East Bay; etc.

1/87 - 9/87Pacemaker Clinic Coordinator
Non-Invasive Cardiovascular Laboratory
Children's Hospital of San Francisco, San Francisco, California1986-1987Non-Invasive Cardiovascular Diagnostic Laboratory Technician
Pacific Presbyterian Medical Center, San Francisco, California1985-1986Phase III Cardiac Rehabilitation Specialist

985-1986 Phase III Cardiac Rehabilitation Specialist Marianjoy Rehabilitation Hospital, Wheaton, Illinois

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1973-1975	Sign Language Instructor and Simultaneous Interpreter (volunteer)
	Department of Children and Family Services, Peoria, Illinois
	Division of Social Services, Peoria, Illinois
	Community Action Center, Peoria, Illinois
	Peoria Agency on Aging, Peoria, Illinois

SAMPLE ABSTRACTS AND PUBLICATIONS

A list of abstracts and publications is available upon request

AWARDS AND HONORS

2013	"Changing the World" Award Chapman University College of Educational Studies
2013	Favorite Teacher Award Chapman University Division of Residence Life
2008	<i>Mentoring Award</i> Council on Anthropology and Education, American Anthropology Association.
2007	Outstanding Professor Award (finalist) College of Education Doctoral Students' Association, University of Hawaii.
2007	Outstanding Professor Award (finalist) College of Education (undergraduate) Students' Association, University of Hawaii.
2006	2006 Fellow, American Issues Forum Leadership America, Dallas, Texas.

PROFESSIONAL ACTIVITIES

Licenses And Certifications

Hawaii Elementary Teaching License (tenured, License #6151) Arizona Teaching License – Elementary (2000-2001) Illinois Limited K-9 Teaching Certificate (1977)

Current Memberships

American Anthropological Association (AAA) National Association for Multicultural Education (NAME) American Association of University Women (AAUW) American Educational Research Association (AERA) Society for Applied Anthropology (SFAA) Association for Childhood Education International National Education Association (NEA)

SERVICE AND OUTREACH

(relevant sampling; a detailed list of service and outreach experience is available upon request.

Summer & Fall, 2005	Secondary Field Placement Coordinator Institute for Teacher Education, University of Hawaii
Spring 2005	Convener, Leadership and Governance Work Group Institute for Teacher Education, University of Hawaii
20042006	NCATE Folio Writer, Secondary English (B.Ed., P.B.C.S.E.) College of Education, University of Hawaii
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20032004	University Faculty Senate Curriculum Review Committee University of Georgia
2003 - 2004	Dean's Council on Institutional Diversity College of Education, University of Georgia
2003	Partnership in Education Proposal Reviewer Eisenhower/National Partnership Grants
20022003	Georgia Regional Conference Planning Committee National Association for Multicultural Education, Georgia Chapter
20022005	GSTEP - Social Science Curriculum Committee Georgia Systemic Teacher Education Project (GSTEP) University of Georgia
Other Community	Service and Administration
2008 - present	Founder and Executive Director

	 Teach Cambodia, Inc. dba TeachCambodia.Org (a 501c3 organization founded by world-class educators to facilitate teacher training and the development of sustainable village schools in poor, rural areas ofCambodia). As Founder, developed strategic plan and secured funding and in-kind services in excess of \$200,000 over five years, developed board of directors and community advisory board, developed community outreach and education plan, and funding plan. As Executive Director, developed program plan, teacher training curriculum, hired, trained, and supervised a 20+ full and part-time community-based staff in Cambodia. As the director for the on-site teacher training program program, coordinated with village, commune, district and ministry officials and other nongovernmental agencies, for the implementation of the teacher training and sustainable village schools programs.
2002-2007	 Principal Investigator and Primary Faculty MTEPP (Multicultural Teacher Education Pedagogy Project. (MTEPP) was a meta-collaborative research planning and development project involving several dozen scholars from across the country. It includes a series of interdisciplinary dialogues taking place at major educational convocations over a period of 18-24 months. To date 73 scholars from 43 institutions in 23 states and 3 foreign countries have participated in the conversation. The purpose of the dialogue was to develop a network of educators and researchers who would engage in multi-site, longitudinal studies of the outcomes of multicultural teacher education on K-12 classrooms. The major goal of MTEPP was to stimulate the development of formal research collaborations for cross-disciplinary, multi-site longitudinal studies of outcomes related to multicultural teacher education pedagogy.
July-August, 2001	Museum Consultant - K-5 Curriculum Development Arizona State Museum, School-Community Partnership Program
1986-2001	Information and Resource Development Consultant (Designed and Produced resource manuals, brochures, office procedures manuals, quality control protocols, workbooks, playbills, posters, and resource guides; developed Office Management Systems; developed, conducted, and evaluated needs assessments (agency,

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	school, city, state, county); designed and implemented intra-agency and inter-agency information flow systems; developed and implemented quarterly budget processes for schools, colleges, and nonprofit agencies; developed instructional materials for K-12,
	community college, post-graduate and professional classrooms)
1992-1997	AIDS Trainer and Workshop Facilitator
	Boston, California, Florida, Hawaii, and Baden-Wurttemberg, Germany
	 Beginning and Advanced HIV Home Health Care for Visiting Nurses
	 Cultural sensitivity, Cross-cultural AIDS Care, Self-Care for Social Service and Health Care Workers, HIV/AIDS Education, HIV/AIDS Train-the-Trainer
	Workshops
	 Non-Profit Start-up Procedures, Community-Based Program Design, Development, Funding & Evaluation
1989-1993	Founder and Executive Director
	Hale Laulima, Inc. (a cooperative living community for women with HIV/AIDS and their children) Oakland, California.
	(As Founder, developed site plan and secured funding and in-kind services in excess of \$800,000 over five years, developed board of directors and community advisory board, wrote and administrated private foundation, city, county and federal grants including
	CBDG, HUD, HOPWA, and HERSA. As Executive Director, developed program plan,
	hired, trained, and supervised a 30+ full and part-time staff providing 24-hour services. As the director for the on-site schooling program, coordinated with city, county, and state
	social services agencies, including family court, for the Individualized Educational Plans
	for homeless and special needs students.)
1988-1989	Volunteer Services Administrator
	The Center for AIDS Services, Oakland, California
	(In this position I developed recruitment, training, support and recognition programs for volunteers; worked with community based agencies to provide systematic services to
	people living with HIV/AIDS in Alameda County. The program grew from 50 volunteers in 7 areas of service to 230 volunteers in 31 areas of service during my 1-year tenure.)
1/87 - 9/87	Pacemaker Clinic Coordinator
	Non-Invasive Cardiovascular Laboratory
	Children's Hospital of San Francisco, San Francisco, California
1986-1987	Non-Invasive Cardiovascular Diagnostic Laboratory Technician
	Pacific Presbyterian Medical Center, San Francisco, California
1985-1986	Phase III Cardiac Rehabilitation Specialist
	Marianjoy Rehabilitation Hospital, Wheaton, Illinois

ACADEMIC SERVICE (list available upon request)

SERVICE TO PUBLICATIONS (list available upon request)

ADDITIONAL COURSEWORK IN EDUCATION

- Assertive Discipline, Kahului, Hawaii. 1993
- Kagan Cooperative Learning, Kahului, Hawaii (1 "B" unit). 1994
- Developmentally Appropriate Practices, Kahului, Hawaii. 1994.
- Developing and Implementing a Multi-Age Classroom. Honolulu, Hawaii. 1994.

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- Wright Group Integrating Language Across the Curriculum. Honolulu, Hawaii. 1995.
- Rigby Theme-Based Whole Language Learning. Honolulu, Hawaii. 1995.
- B.E.R.S. Integrating Mathematics Across the Curriculum 1995.
- S.E.E.D. Science. Kahului, Hawaii. 1995.
- · Marcy Cook Math. Hands-On-Math. Kahului, Hawaii. 1996.
- Success Compact Inservice, State of Hawaii D.O.E. 1995, 1996, 1997.
- Technology and Telecommunications for Teachers (15 semester units), Hawaii D.O.E. 1996-1997.
- Technology Literacy Challenge (3 semester units), Hawaii D.O.E. 1997-1998.

SELECTED PRESENTATIONS

After over 40 years in the professional academic arena, the list of presentations and publications are too numerous to list here. Therefore, I have listed a select few that are relevant to the position for which I am applying. A complete list of my publications and presentations is available upon request.

- Rubrics for Assessing Hawaiian Children's Literature. Presented at the 12th Annual Graduate Student Colloquy, Department of Language, Reading, and Culture, University of Arizona, Tucson. February, 1999
- Heritage Language Use in Hawaii Public Schools: Problems with Implementation of 1978 Statewide Mandate. Presented at the 13th Annual Graduate Student Colloquy, Department of Language, Reading, and Culture, University of Arizona, Tucson. February, 2000
- Friends From the Other Side: Responses to Insiders and Outsiders in Critical Conversations About Books. Presented at Finding Our Way Through the Controversies: 8th Annual Conference on Literature and Literacy for Children and Adolescents. University of Arizona, Tucson, March, 2000
- Woman in Transition: The Role of Schooling Experiences in the Construction of Teacher Identity, and It's Impact on Classroom Praxis. Presented at the invited session, "Changing the Culture of Teacher Education", of the 99th Annual Meeting of the American Anthropological Association. San Francisco, CA, November 19, 2000.

VOLUNTEER ACTIVITIES

- Editor in Chief, Southern Arizona Review, University of Arizona, Tucson . 1999, 2000.
- Classroom Resource Teacher, Challenger Middle School Bilingual Program, Tucson Arizona, 1999, 2000.
- AIDS Interfaith Network of the East Bay, Oakland, California. 1988-1993.
- East Bay Women's AIDS Network, Oakland, California, 1989-1993.
- Board of Directors, Metorpolitan Community Church of San Francisco, 1990-1993.
- The Spiritual Resource Center, Inc., Oakland, California. 1988.
- Hawaii Heart Association. 1982-1984.
- Maui Canoe Racing Association, Maui, Hawaii. 1978-1981.
- Hana Canoe Club, Hana, Maui, Hawaii. 1977-1981.
- Volunteer Action Center, Peoria, Illinois. 1973-1977.
- Bradley University Alpha Phi Omega Service Fraternity, Peoria, Illinois. 1973-1977.
- · Peoria Agency on Aging, Peoria, Illinois. 1976.
- Children and Family Services, Peoria, Illinois. 1975-1976.
- Sterling School for the Deaf, Peoria, Illinois. 1974.
- Hawaii School for the Deaf and the Blind, Honolulu, Hawaii. 1972-1973.
- Leahi Hospital Long-Term Care Unit for Children, Honolulu, Hawaii. 1970-1972.
- Hawaii State Hospital, Kaneohe, Hawaii. 1968-1970.

APPOINTED POSITIONS

WOW (World of Words) International Children's Library Advisory Board, 2008 – present Alameda County AIDS Advisory Board, 1991-1993. Alameda County Ryan White Funding Distribution Committee, 1992-1993. National Alcoholism Center Board of Directors, 1991-1993.

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment X – Alaka`i O Kaua`i will not be submitting any School Specific Measures for additional assessment.

Alaka`i O Kaua`i Charter School Application and Enrollment Policies Draft: 02-09-2017

PURPOSE:

The purpose of these Enrollment Policies are to outline the process by which students will be admitted to **Alaka`i O Kaua`i** Charter School.

GOAL:

The goal of the admissions policy of Alaka`i O Kauai Charter School is to attract, enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in Kauai County. Alaka`i O Kaua`i will be nonsectarian in its programs, admissions policies, employment practices and all other operations. In accordance with HRS §302D-34 Alaka`i O Kaua`i shall not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, academic, or athletic ability.

A. <u>Enrollment Maximum</u>: The maximum enrollment will be dependent on our current facility's capacity, collectively bargained class sizes and other factors. Annually, the Board will determine and approve the enrollment maximum, based off of these factors.

	K	1	2	3	4	5	6
2017-2018	40	50	25	25	25		
2018-2019	40	40	50	25	25	25	
2019-2020	40	40	40	50	25	25	25

Our enrollment capacity for the first 3 years of operation will be as follows:

- **B.** <u>Application Period</u>: For our first year of operation (the 2017-2018 school year) applications will be made available and accepted beginning September 1, 2016.
- C. <u>Lottery:</u> We do not anticipate the need for a lottery during our first year of operation. *However*, if more students apply for admission than space allows, the school will admit students based on a public lottery system as required by federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school. Each completed application will be drawn in random order to fill the available open slots. Once the openings are filled, the subsequent applicants will be assigned a waitlist number. In the event that more than one child from a single family has applied to the same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

During our start-up year, applications to be included in the lottery will be accepted from September 1, 2016 through 4:00 pm on January 5, 2017. In following years, applications will be accepted on the date established by annual admission timeline, through 4:00 pm on the date prior to the lottery for the following school year.

D. <u>Notification of Lottery Results</u>: Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery or from the wait list are notified by telephone and/or in writing. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

- **E.** <u>Waitlists:</u> Once all available spaces have been filled, applicants will be placed on a wait list. This wait list will be valid until October 15th, which is our enrollment cut-off date. As applicants are called and offered enrollment, your child's name moves up on the list. Waitlists will be purged after the October 15th enrollment cut-off date. Applicants will need to reapply each year.
- **F.** <u>**Round 2 Lottery**</u>: In the event that there are more applicants than spaces available for the remaining slots after the first lottery and enrollment deadlines have passed, then a second lottery will take place on March 1, 2017. All applications submitted by February 28, 2017 will be included in the lottery.
- **G.** <u>Continuing Application and Enrollment:</u> If there are slots available after the 2nd lottery date, applications will be accepted and all students shall be admitted on a first-apply, first-offered basis until the charter school enrollment count date (October 15, 2017), as established by law, or until those slots are filled, whichever comes first.
- H. <u>Completion of Enrollment:</u> Once a family has been notified that their child has been accepted, they have 21 days (3 weeks) from acceptance offer in which to return a <u>completed enrollment</u> <u>packet</u>. In the event that the **completed** enrollment packet is not received, the slot <u>may be</u> forfeited and be offered to a child on the waiting list, depending on the circumstances. If the family wishes to re-apply, the child's name will be added to the bottom of the waiting list.
- **I.** <u>Acceptance:</u> A student is considered "accepted" by the School when the completed Enrollment packet has been received (no later than 3 weeks of notification of acceptance), and the student's name has been placed on the role for a specific grade and class.
- J. <u>Attendance/Matriculation</u>: Accepted student are required to attend the first day of school. 'In rare instances exceptions may be made by the Principal and/ or his designee. If a child fails to attend by the end of the first full week of school without prior approval, the student slot will be forfeited and released to another student.
- K. <u>Enrolling after the start of the year</u>: If space is available, students may submit applications to enroll after the s tart of the year, until the October 15th Count Date. Students entering after the school year has started may do so only after:
 - a. Parent/guardian of new student provides a copy of the previous year's report card and/or that of the previously completed quarter(s) for accurate grade placement.
 - b. Parent/Guardian submits a completed enrollment packet.
 - c. The student has received clearance from the health aide verifying that the student has met State health requirements for entering public school children.
- L. <u>Eligibility Requirements:</u> Students must be at least age five by July 31st of the application year, as follows:

a) Kindergarten Enrollment Criteria

Children who are 5 years old by July 31 may enroll in kindergarten for that school year. For example, children who are 5 years old by July 31, 2017 enroll in kindergarten for the 2017-2018 school year. Children who turn 5 on August 1 or later may enroll the *following* school year. (Senate Bill 2768 (Act 76). For more information on this policy, go to

<<u>http://www.hawaiipublicschools.org/ParentsAndStudents/GradeLevelOverview/Kindergarten/Pages/home.aspx</u>>

b) Enrollment in Grades 1-6

Children who enroll in Grades 1-6 must submit a copy of their previous year's report card, showing the grade assigned for the enrolment year. For students enrolling after the start of the year, the previous quarter's report card must be submitted showing

c) **Enrollment from Home-School:**

Children who enroll from Home School after Kindergarten will generally be placed in the appropriate grade based upon their age:

Grade Level	Age by July 31 of entry year	Grade Level	Age by July 31 of entry year
Grade 1	6	Grade 4	9
Grade 2	7	Grade 5	10
Grade 3	8	Grade 6	11

- M. <u>Enrollment Preferences</u>: Admission will be granted with the following preferences:
 - a. Current Alaka`i O Kaua`i students applying for the following school year will be "accepted".
 - b. Siblings of currently enrolled students receive first preference on open slots. Siblings include children within the household wherein the caretakers have legal guardianship.
 - c. Children of staff receive second preference on remaining open slots, not to exceed 10% of the total school population.
 - d. If there are more applicants by the deadline than the remaining open slots, a lottery will be held. Students admitted by lottery will automatically be given preference on open slots for eligible sibling applicants. Others will be placed on a waiting list.
- N. <u>Special Needs Applicants</u>: The Department of Education has developed a policy regarding the enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that Alaka`i O Kaua`i can provide the services needed for that child. Parents will meet with the Student Success Team (SST) to determine what services are needed for their child and what services Alaka`i O Kaua`i can provide. SPED students at Alaka`i O Kaua`i receive services from a Special Education teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.) As early as possible in the school year, an IEP meeting will also be scheduled to insure that the instructional and support models at Alaka`i O Kaua`i cannot provide, the child's needs. If SPED services are required that Alaka`i O Kaua`i cannot provide, the child's placement will be at his/her home school where services can be provided.
- Multiple Sibling Families: Alaka`i O Kaua`i believes it is important for siblings to attend the same school. It is our desire to keep families together.
 Younger siblings: Our enrollment system is able to honor family enrollment if your child is selected for enrollment in kindergarten because in subsequent years, younger siblings applying

Attachment Y: Admission and Enrollment Policies

for enrollment are given preference (*see Enrollment Preferences*, #J above). **Older siblings** of kindergarten grade applicants enrolled are not offered automatic enrollment as all grades beyond kindergarten may have an existing wait list. Older siblings of kindergarten applicants wishing to enroll need to submit their own application, go through the lottery if applications are available for the coming school year for the desired grade level. Kindergarten grade applicants have a better chance for enrollment because it is the entry year for the school and no kindergarten grade wait list exists – consequently, openings are available.

- **P.** Non-Discrimination: Admission procedures comply with the Hawai'i charter school statutes. Enrollment is open to all students and does not discriminate on the basis of race, color, creed, national origin, language, gender, sexual orientation, ethnicity, mental or other special needs.
- Q. <u>Completion of Enrollment:</u> Once a family has been notified that their child has been accepted, they have 21 days (3 weeks) from acceptance offer in which to return a <u>completed enrollment</u> <u>packet</u>. In the event that the **completed** enrollment packet is not received, the slot <u>may be</u> forfeited and be offered to a child on the waiting list, depending on the circumstances. If the family wishes to re-apply, the child's name will be added to the bottom of the waiting list.
- **R.** <u>Acceptance:</u> A student is considered "accepted" by the School when the completed Enrollment packet has been received (no later than 3 weeks of notification of acceptance), and the student's name has been placed on the role for a specific grade and class.
- **S.** <u>Attendance/Matriculation</u>: Accepted student are required to attend the first day of school. 'In rare instances exceptions may be made by the Principal and/ or his designee. If a child fails to attend by the end of the first full week of school without prior approval, the student slot will be forfeited and released to another student.
- **T.** <u>Enrolling after the start of the year</u>: Students entering after the school year has started may do so only after:
 - d. Parent/guardian of new student provides a copy of the previous year's report card and/or that of the previously completed quarter(s) for accurate grade placement.
 - e. The student has received clearance from t he health aide verifying that the student has met State health requirements for entering public school children

DEFINITIONS:

"Accepted" means that a space has been reserved or held in a particular class or learning team for a student. The space will be held for the student once the non-refundable supply fee is paid unless otherwise notified by the parent/guardian and/or unless the student fails to attend by the end of the first week of school without prior approval.

"**Count Date**" is the date designated by the State Department of Education that is used to determine the official student enrollment count for the school year. The student enrollment count is used as a multiplier to determine the funding allocation for the School.

"Start Date" is the first day of school for students as published on the official school calendar. For students starting after the first day of school, the start date is the date that is agreed upon and approved by the School administration.

Alaka`i O Kaua`i Charter School Admission Timeline School Year 2017-2018

Notice of Application Availability sent to all families who completed the "Intent to Enroll" forms in 2015.	September 1, 2016
Applications will be made available to interested families	September 1, 2016
Applications Accepted	September 1, 2016 thru January 5, 2017
<u>Round 1:</u> Deadline for applications to be included in lottery *We are unsure whether a lottery will be necessary during our start-up year.	January 5, 2017 by 4:00pm*
<u>Round 1:</u> LOTTERY SCHEDULED *If necessary	January 6, 2017 3:30pm *
Deadline for response to acceptance (Lottery selections) Parents/guardians have three weeks from date of acceptance to submit completed enrollment packets.	January 31, 2017 by4:00pm
Waitlist candidates will be contacted via phone in order of date/timestamp of application received.	February 1, 2017
Applications will be made available for grade levels in which spaces still exist.	February 1, 2017
<u>Round 2:</u> Deadline for applications to be included in lottery *We are unsure whether a lottery will be necessary during our start-up year.	March 1, 2017 by 4:00pm *
Round 2 LOTTERY SCHEDULED *If necessary	March 2, 2017 3:30pm *
Deadline for response to acceptance (Lottery selections) Parents/guardians have three weeks from date of acceptance to submit completed enrollment packets.	March 24, 2017 by4:00pm
Waitlist candidates will be contacted via phone in order of date/timestamp of application received.	March 27, 2017
Continuing Application and Enrollment for remaining spaces	April 1, 2017 thru October 15, 2017

Detach, Sign, and Return to School Office

Acknowledgement of Admission Policy

I,,	parent/guardian of
(Print Parent/Guardian Name)	(Print Student Name)
have received and read the Alaka`i O Kaua`i	admissions and enrollment policy. I understand
that my child will not be accepted or re-enrolle	ed, if a completed enrollment packet is not
submitted to the school by the deadline prov	ided for me. I further understand that I may
choose to withdraw my child. If I later desire	e to re-enroll my child, her/his name will be
placed at the bottom of the waiting list.	

<u>Deadline</u> for Receipt of Completed Enrollment Packet:	Date:
Signed:	Date:
Received by:	Date:

Attachment Z- Existing Evidence of Support from Community Partners

To: State Public Charter School Commission

1111 Bishop Street, Suite 516

Honolulu, HI. 96813 info@spcsc.hawaii.gov Tel: 808-586-3775 Fax: 808-586-3776



November 18th, 2015

Dear Hawaii State Charter School,

I am writing this letter on behalf of Alakai O Kauai to inform the Hawaii State Charter School Commission that we are familiar with their efforts to start a highly needed school here on Kauai. We have met with the founders of Alakai O Kauai to begin a partnership in which we offer our fully licensed & credentialed Pediatric Physical, Occupational, & Speech Therapy services to the students of ILEAD Kauai.

Alakai O Kauai is fully aware and make it a priority for their students with disabilities to have access to receive physical, occupational, & speech therapy services at their planned school. As you are aware, since the 1975 passage of the Individuals with Disabilities Education Act (IDEA), which served as the original impetus for school-based therapy, the law stipulates that students with disabilities must have access to the therapy if they need it to benefit from special education. In 2001, Congress passed the No Child Left Behind (NCLB) Act, which requires schools to improve the academic achievement of all students, including those with disabilities. In 2004, the reauthorization of IDEA extended the availability of therapy services to all students, not just those with disabilities, in order to fully participate in school. Alakai O Kauai and Kauai In-Home Therapy LLC have collaborated our efforts to meet this need for Alakai O Kauai 's students who meet this need.

Mahalo for your consideration of Alakai O Kauai Charter School. Should you have any questions regarding our planned collaboration with Alakai or require additional information regarding our therapists, credentials & expertise with pediatric clients, please contact me at your convenience.

Sincerely, Melinda Murray, OTR/L Owner: Kauai In-Home Therapy LLC



November 23, 2015

To The Hawaii State Charter School Commission,

On behalf of Farm to Keiki, I support and encourage the development of Alakai O Kauai. Farm to Keiki is a statewide Farm to school program that encourages schools to promote healthy eating habits in the early years. We work with schools to provide healthy, locally grown foods to children and to teach school standards and life skills through hands on learning with school gardens. We are looking forward to partner with Alakai and hoping that they can also be a leader for other schools throughout Hawaii by their best practices in education, including teaching to the whole child and caring for their nutrition through implementing Farm to Keiki.

I have had the pleasure to personally know the founder of Alakai for many years and know that her past experience in school leadership, foresight and trusting character are all qualities that will not only support the success of this highly needed school on Kauai, but also ones we look for in a role model for the children of Kauai.

Alakai has also expressed interest for bringing students on learning experiences to the National Tropical Bontanical Gardens. I lead the school trips at the North shore location, Limahuli Garden and Preserve and we are very pleased that Alakai O Kauai would like to bring their students on learning experiences to the gardens. This intention shows that Alakai and its leadership know the value of having their students experience and be involved in service-learning on Kauai and the importance of connecting students to nature and concepts of indigenous sustainability.

We encourage the development of Alakai O Kauai and are looking forward to becoming part of the learning experience for children through our community partnership. Mahalo nui loa, Tiana Kamen Farm to Keiki, Founder and Director



Kaia¤ulu Anahola Traditional Knowledge Marine Education Program¤808-**1999 ¤www.kaiauluanahola.org**

Alakai O Kauai Charter School Application Document from Kaiāulu Anahola

This document is being written to provide support for the Alakai O Kauai Charter School Application. This documents focuses on forging a partnership between the school and Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA), a culture, project, place, and strength-based marine education program that is based in Wailua Bay, Kauai, just minutes away from Kapa'a, where the charter school is hoping to build its campus. KA supports project & place based education in the context of the Hawaiian resource management concept, 'ahupua'a. Although we teach our curriculum from an indigenous world-view, our foundation is in Science, Math, and Language Arts.

The mission of Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA) is to increase the number of social domains on Kaua'i in which Traditional Ecological Knowledge (TEK) and Hawaiian Language are relevant. KA does this by working with community to identify challenges in our coastal environments and design plans with TEK as a major strategy to solve these challenges. In doing so, KA validates the important role that TEK played in the past to maintain sustainable coastal ecosystems as well as provide opportunities for our native population and allies to engage in updating TEK practices in a modern context. Another, ongoing and major goal of KA is to partner and collaborate with area educational institutions whose goals are similar to our core values and mission. We believe that Alakai O Kauai has a similar mission as our program.

One of the purposes of KA is to partner with educational institutions like Alakai Kauai to establish long-term monitoring programs to document the cultural and natural resources along the northeast coastline of Kauai. With the advent of global warming, there is a change in weather and ocean conditions and residents find marine resources scarcer now than in the past. There is also constant mention our local newspapers and academic journals about the diseased coral reefs along Kaua`i shorelines.

There is currently no project or program in the Northeast Kauai area that is dedicated to providing information about the state of marine resources in our coastal waters. Kapa'a and the surrounding towns are home to several large hotels, is often used as a film location for Hollywood Movies, and is one of the major economic hubs for our local economy. Historically, the larger area is the home to many Kaua`i ali`i (royalty) and is an area in which expression of traditional culture, language, and values is widely embraced and celebrated. Hence, a program like KA is important because it can play a role in educating everyone about the fragile ecosystems and allows for regular opportunities for students and staff at Alakai O Kauai to do outreach for visitors, community, and to engage in conversations with government agencies and others to improve overall management of our coastal marine resources.

I humbly submit this document in support of Alakai O Kauai. I look forward to providing more details in future documents necessary for the Charter School Application. Please do not hesitate to call me at for any questions or clarification.

Respectfully Submitted,

Kamealoha Smith

Kamealoha Smith, Project Director Kaiāulu Anahola TKME www.kaiauluanahola.com



Nov 26, 20152

To whom it may concern,

My name is Robert Sherrill, president of Firegarden a custom software company founded in 1999. I am writing to inform the Hawaii Charter School Commission that Firegarden has partnered with Alakai O Kauai to design and publish the AlakaiKauai.org website. Also Firegarden has been working in cooperation with Alakai O Kauai staff in spreading the word and introducing the possibilities to Kauai. When I first heard about Alakai Kauai I knew that it was something special and that it deserved my full attention. I have recently been seeking alternative educational opportunities on Kauai for my 4 and 5 year old children. In speaking to other parents, teachers and community members, I am finding there are slim options for parents who are interested in the non-traditional form of schooling. My wife, Nicola, and I have been considering home schooling as our only comfortable option to truly maximizing the non-traditional educational model of which we hold to the highest standard, until hearing about the proposal for Alakai O Kauai. We are now very enthusiastic.

As soon as I came into contact with the Alakai team I knew that there could be a place, within the public school system, for our children's education here on Kauai. We support making this vision a reality. Alakai represents a sense of genuine care and honor for the children and school that is being proposed. I believe this sort of uniqueness should be embraced by the Hawaii Charter School Commission for the better of our community, island and state. I also believe that this kind of education will breed leaders, thinkers and the kind of children we can be proud to call future leaders of Hawaii.

There is no doubt in our mind that Kauai is asking for such a school and that it will be extremely well received and supported by both parents and teachers. I am already dedicated to Project Based Learning and think this is a more efficient way of educating to prepare my children for the real world. While talking with other parents about the possibility of Alakai Kauai the one thing they want to know is "How can I help?" There are many volunteers and supporters of Alakai O Kauai. We are grateful for our connection with Alakai and Firegarden will continue to do everything in its power to make this dream a reality on Kauai. Aloha,

Robert Sherrill Firegarden

Fireagarden 4-831 Kuhio Hwy Suite 438-321 Kapaa, HI 96746

November 20, 2015 To Whom it May Concern,

Aloha, my name is Elizabeth Reeves and I have recently volunteered and been appointed to Alakai O Kaua'i school's board of directors representing the students' parents. I have lived on Kaua'i for the past 12 years. First and foremost. I am a parent to two wonderful boys, ages 7 and 8. My husband is British, a business owner in Wailua, and we all follow a spiritual tradition from India. I am also a business owner in Kapa'a while my children are in 1st and 2nd grades at Kapa'a Elementary School.

Like most parents of school-aged kids here, I was nervous about their education. The public schools have a bad reputation. I was anxious and hopeful to send them to the Kanuikapono charter school because of the small size and outdoor, in the field-style learning environment they advertise. But we didn't make it through the lottery. So by default, due to financial constraints, we sent our son to Kapa'a Elementary.

What a relief it was that in fact the school was not as bad as people made out. His teacher was great and overall it was a positive experience. However, what I have determined to be the main problem with the schools is overpopulation. While classroom time may be acceptable, it is all of the other aspects of the school experience that fall short. For example, children cannot have the classic field day of athletic games because "there are just too many kids" to make it work; therefore, only 5th grade has one. Imagine being 4 or 5 years old and it's your first time away from home and family, there are 200 kindergarteners running wild on the playground; it's a 15 minute wait for a 20 seconds turn on the swing, the climbing frame is too crowded, etc. Freedom and creativity are thwarted in order to keep order. This has been our experience.

I currently volunteer once a week in my younger son's first grade class. I witness the huge range of abilities and wonder how are some children going to get the chance to catch up and how are the advanced students being challenged enough to stay interested?

These are just some of the concerns I have as an involved parent who cares about the opportunities for all of the island's children. When I heard about Alakai O Kaua'i, I was very attracted to their ideals and concepts. But to be honest, it was mostly because of the fact that this innovative school could be free to attend. We are a working-class family like most other families here working multiple jobs just to pay an exorbitant rent. Some say it's worth the struggle to have a healthy quality of life on a paradise island. But why should our children's education, their entire young life, have to suffer for low budgets and overpopulation?

Kaua'i, especially the East side of Kaua'i (the most densely populated part of the island where our schools are also the most populated in the entire state), desperately needs more school options. Kanuikapono has a massive waiting list; they are maxed out. If not just to help alleviate the problem of overcrowding, then to offer an alternative to the traditional system. We know the traditional system is failing our kids here on Kaua'i when Kapa'a elementary ranks number 169 out of 191 elementary schools in the state. I don't know all the reasons why, but I am focused on creating a solution that can help reduce some of the burden too many kids may create. And if the state is unable to build another public school then that is when parent and community leaders step up to make it happen.

Our keiki deserve to experience an education that plants the seed of lifelong enthusiasm for learning and growing as human beings in a global village. Alakai O Kaua'i perfectly suits our island way of life. Look around you and notice the diversity of people; some are native Hawaiian, some families have been rooted here for generations after immigrating from all parts of the world, and some are newly transplanted from the mainland or another corner of the globe. We are a microcosm of the macrocosm. Take my family, for example. I am American, my husband is from Europe, our children are citizens of both but we are immersed in Pacific island culture while we are also practicing traditions from India. Even though we are white skinned, we are a multicultural family.

Many people here complain that the cost of living is so high it is forcing our young adults to move away, far from their families here. What if those children were raised and educated in an environment that emphasized their leadership, technology, entrepreneurial and communication skills in such a way that they could stay and raise their future families here? Isn't that what we want? And what if it was meant to be for those who travel and move away; those children have also been prepared to lead with the same innovative education that has emphasized the value of cultural differences. Other aspects of Kaua'i life are outdoor and family activities. Island kids are active, they would rather have freedom to move around, learn kinesthetically. That is not an option in traditional mainstream schools. Living in multigenerational households, family gatherings every weekend, these are facets of Hawaiian culture. Alakai's team-based projects teach children the skills of cooperation, listening, respect, give and take, etc.

This school system is not an imposition on Hawaiian values or culture; rather it embraces and emulates Hawaiian values and intends to perpetuate its culture. I raise my own children to respect the variety of cultural traditions and their favorite class at Kapa'a Elementary is Hawaiian class with Kumu Aloha. Alakai O Kauai's project-based learning system can allow the children to experience, through immersion, Hawaiian culture as well as every other subject because they are not separate in this model.

I cannot honestly think of any reason why this school should not receive charter approval. Any argument against it I will gladly address and defeat. I know I am not the only passionate parent, and I am speaking on behalf of all of us who want more for our keiki on Kaua'i. I am in constant contact with other parents as well as non-parent residents who are very hopeful and excited for this to happen.

I am honored to represent the parents on Alakai's board of directors! I am eagerly looking forward to every step of the process we have ahead of us.

In Service,

Elizabeth Reeves

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment AA – Facility Arrangements – A facility is not yet decided.

Attachment BB- Alaka`i O Kaua`i Start-up Plan

H. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:

Key for timeline, which is submitted at end of narratives.

- BOD=Board of Directors
- SD= School Director;
- OM=Office Manager
- BM=Business Manager
- NP= Non-Profit Alaka`i Hawai`i
- **a.** Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in <u>Criterion III.G.2</u>;

Alaka`i O Kaua`i Charter School is in negotiations with Knudsen Trust, Inc., the overseers of Mount Kahili Park. As mentioned in the facilities section of this application, the school was vacated by a private school in July 2014. There will be some renovations that will need to be done, especially in the fixing of the road to the site, making sure cable is provided for a sophisticated technological program and other upgrades. But the school is actually in "move-in" shape and permits for a school are still current. Because of our unique program, Century 21 success skills and also because all of Kauai has such kinship with the `aina (land), we are going to be able to connect with industries, farmers, production companies, and even government officials to help support this school.

Our charter will negotiate with contracted services to have a large portion of service paid upon completion, which will be the time to receive our first installment of funding. In addition, Alaka`i O Kaua`i is actively pursuing partnership with several people on the island, who have expressed an interest for philanthropic contributions to education.

Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;

Alaka`i O Kaua`i is actively pursing grants, private investors and community partnerships. We will also apply for State CIP funds for sewer, solar, and other sustainability credits. The non-profit Alaka`i Hawai`i will organize donation drives, develop community partnerships, write grants and have a big fundraising event (a concert) that will assist in raising funds for the school. Since Alaka`i O Kaua`i Charter School will be teaching Hawaiian language as one of the languages offered to every child at the school from kindergarten through third grade and then continue with students who select to learn the Hawaiian language through 6th grade, we will be seeking funds from

Kamehameha Foundation. Chamberlin Foundation, Schiedel Foundation, and Aloha Angels are organizations we have contacted. However, until our proposed school has been granted pre-charter status, we are unable to apply for grants. (See Attachment GG for a list of foundations that we will apply to.)

b. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;

Alaka'i O Kauai has spent the last two years engaged in an intensive marketing campaign for our school. As a result of our ongoing communications with the community via public meetings, newspaper articles, airing our community meetings on local public television, and connecting with social media and a strong internet presence, we currently have over 600 likes on our Facebook page and 165 students on our plan to enroll list. We have reached out to Kanuikapono and Kawaikini Public Charter Schools and have initiated partnerships with each of them. Complex Area Superintendent, Bill Arakaki has invited us to participate inhis Kauai Educational Leadership Alliance (KELA) summit that includes all Kauai Principals/Directors from public, private and charter schools on the island. As an active member of this organization, we have formed partnerships that are collaborative and not adversarial, for our students will come from their schools. All but one school is at capacity and our opening will bring relief to their schools. We are very confident that we will achieve our projected enrollment numbers because of our marketing, parent interests and community support. We held two community meetings and each time there were over 100 people in attendance with Superintendent Arakaki and Mayor Carvalho as speakers. In addition to our outreach, as soon as we are approved, we will have a booth at the Kauai County Farm Bureau in late August 2016 and will actively acquire enrollment commitments during the Fair which everyone attends. We will reassess our strategy and what more we need to do to reach our enrollment goal.

c. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in <u>Criteria</u> <u>II.E.4</u>, and delivering the professional development, described in <u>Criteria II.E.2</u>;

The hiring process at Alaka`i O Kauai will be very similar to the process used at the DOE with an application, interview, checking references, and the required fingerprinting and background checks. And we expect many of our teachers will come from the schools, especially those who have been active in assisting us with the application process.

We also have a partnership with University of Hawaii, Manoa (UHM) and Growing Our Own Teachers, a 501©3 non-profit organization that has provided 65 UHM graduates with financial assistance, gifting them \$4,000 during their student teaching semester. Many of these teachers have expressed a desire to teach in a more progressive and innovative school. The UHM Advisor on Kauai, Karen Wilson knows and supports the proposed school, and shares information with new UHM graduates. Alaka`i O Kauai will have applications online on their website and will start interviewing as early as January 2017, but will not be able to actually offer contracts until we have confirmed our enrollment and received our funding in June or July.

d. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in <u>Criterion III.A.5.d</u>, the governing board transition plan described in <u>Criterion III.A.5.e</u>, and any governing board training described in <u>Criterion III.A.8</u>, as applicable; and

Under the Governance Section (III. A - 5 & 6), we have identified our board members, how they were selected, the recruitment plan and that they will be the governing board. Alaka`i O Kaua`i will take the initiative to develop our boards' governing capacity through self-assessment and strategic planning. In addition, we will contract with a vendor, to provide services and training relating to board development. This board training is subject to change and will include but is not limited to:

Agenda or Topic	Timeline	Required Participation
Welcome, Introduction of members,	September 2016	Board members
Board members roles and responsibility		
Code of Ethics and Conflict of Interests	October 2016	Board members
Policy development		Committee members
Risk management	November, 2016	Board members
		Committee members
Evaluating school performance	December, 2016	Board members
		Committee members
Attributes of successful school leaders	January, 2017	Board members
and how to support and evaluate them		Committee members
School finance	February, 2017	Board members
		Committee members
Cultivating positive school culture	March, 2017	Board members
		Committee members

Board members will be encouraged to attend conferences and other professional development opportunities. They will also engage in self-monitoring to assess their own effectiveness and develop strategies that will help them to build their board and grow with the challenges.

e. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

As soon as teachers are hired, there will be a meeting with the Director and they will work as grade level chairs to review curriculum, purchase materials and make suggestions. The business manager will need to add his/her expertise to the team and advise as to costs.

Domain	Action	Start Date	End Date	Responsible
Finance	Research and write grants	Dec 2015	ongoing	NP, BOD
Operations	Develop and distribute student handbook	Jan 2016	Aug 2016	BOD, SD, OM
Academic	Prepare school calendar and distribute to families as they enroll	Feb 2016	May 2017	ОМ
Facility	Conduct facility negotiations and execute lease	Mar 2016	Sept 2016	NP, BOD,
Finance	Create fundraising plan for financing school's facility and start-up	Aug 2016	Aug 2016	SD, NP, BOD
Recruitment	Kauai County Farm Bureau	Aug 25, 2016	Aug 28, 2016	SD, BOD
Facility	Renovation: identify needs, secure contractor, negotiate terms, establish timeline, complete punch list	Sept- 2016	July 2017	BOD, SD
Finance	Contract with DOE for accounting/bookkeeping to participate in financial systems	Sept- 2016	Sept- 2016	BOD, SD
Governance	Appoint board officers	Sept 2016	Sept 2016	BOD
Governance	Ratify bylaws and code of ethics	Sept 2016	Sept 2016	BOD
Finance	Contract with DOE for payroll and establish payroll systems	October 2016	October 2016	BOD, SD

Domain	Action	Start Date	End Date	Responsible
Governance	Create letter of employment for School Director	Oct 2016	Oct 2016	BOD
Finance	Approve fiscal policies and procedures	Nov 2017	Nov 2017	BOD
Staffing	Interview and Hire school staff	Jan 2017	June 2017	SD Interview team
Finance	Develop budget for FY17-18	Mar 2017	May 2017	SD, BM

Academic	Research and secure standardized assessments	Mar 2017	Aug 2017	SD
Technology	RFP for technology infrastructure	April 2017	Jun 2017	SD
Operations	Explore food service options: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2017	July 2017	BM, SD, OM
Operations	Explore transportation need: coordinate bus routes and stops, inform parents of options	May 2017	Jul 2017	BM, SD, OM
Technology	Install technology infrastructure	May 2017	Aug 2017	SD
HR	Complete fingerprinting background checks	June 2017	July 2017	SD, OM
Facility	Obtain Certificate of Occupancy	June 2017	Jun 2017	SD
PD	Prepare Summer training materials	June 2017	Aug 2017	SD, PD vendor
Technology	Install software programs	June 2017	Jul 2017	SD, BM
Governance	Approve all employees' contracts	July 2017	July 2017	BOD
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	July 2017	Aug 2017	OM, SD
PD	Conduct Summer Institute	July 2017	July 2017	SD, vendor contracted
Domain	Action	Start Date	End Date	Responsible
Academic	create project plans	July 2017	Ongoing throughout the year	Staff Grade level teams
Operations	Create a draft safety plan	July 2017	Aug 2017	BM, OM, SD
Operations	Secure IEPs and student records	July 2017	Aug 2017	ОМ

Operations	Purchase SISs and train staff	July 2017	Aug 2017	SD
Academic	Finalize curriculum maps	Aug 2017	Aug 2017	SD, Staff,
Academic	Research and secure intervention resources for students	Sept 2017	Sept 2017	SD, Staff

Attachment CC – "Not applicable because the proposed school is not a conversion charter school"

Attachment DD – "Not applicable because the proposed school is not a conversion charter school"

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Alaka`i-Attachment GG – Funds to supplement per pupil funding (IV.B.2.a)

a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

The governing board of Alaka`i O Kaua`i directed the acting Chair to establish a gofundme account with our non-profit Alaka`i Hawai`i which has over \$20,000 presently in the account. (See <u>https://www.gofundme.com/alakai o kauai</u>). This effort will continue to accept donations and we hope to reach \$30,000 within the next few months. The Board then discussed developing a plan that would bring in \$150,000 during the Start-up year.

Strategies	Planned Date	Anticipated funding
1. Fund-raising event -	April 2016	\$15,000
2. Grants – (see chart below)	September 2016	\$75,000
	A & B Development	
3. Partner with `Oihana Writers	October-June 2016	\$75,000

Fundraising Plan

A fund-raising event is in the works to bring our community up-to-date with our effort and progress, which will provide dinner, silent auction, a craft fair, and feature a famous and popular musician from Maui.

Board has identified additional foundations from which to seek funding. Our acting chair on the non-profit board, Alaka`i Hawai`i has experienced serving on the Growing our Own Teachers on Kauai Board of Directors, which has raised over \$285,000 in the last eight years. With this successful experience, we will be contacting many of the foundations which have a history of supporting education on Kauai.

Our acting chair on the non-profit board, Alaka`i Hawai`i has experienced serving on the Growing our Own Teachers on Kauai Board of Directors, which has raised over \$285,000 in the last eight years. With this successful experience, we will be contacting many of the foundations which have a history of supporting education on Kauai.

The following chart lists some of our successful partners and foundations which have a strong interest in education.

Chart of Grants/Foundations

Organization	Program Name	Date to	Amount to	NOTES
		submit	Request	
Alexander & Baldwin Development- Honolulu	Kokua Giving Program	Large requests (\$20,000 or greater) are considered just twice a year, in March & September.	\$75,000	A&B Properties owns over 88,000 acres of land, primarily on the islands of Maui and Kauai and plan development in homes on Kauai. Our school may be at Mount Kahili which is adjacent to their property.
Chamberlin Family Foundation	Supporting Public Education	Open. Invite letters for support are on-going.	\$20,000	We seek to make a positive impact on public education in Oahu, and to support other promising K-12 education initiatives in Hawaii".
Braitmayer Foundation	Grants for K-12 Innovation	March 15, 2016	\$35,000	Focus: Curriculum and school reform initiatives, as well as innovative professional develop solutions for K-12 teachers.
Kellogg Foundation	Asian & Pacific Islander American Health Forum	Kellogg grants have no due dates	\$75,000	Enable the organization to achieve its mission by providing general operating support.
Scheidel Foundation	Economic Empowerment through Education	Grants are reviewed by the board three times a year, normally in July and November.	\$25,000	Seed money to begin new and innovative programs, with detailed evaluation component to prove success to potential new funders
Kauai Island Utility Cooperative	Sharing of Aloha	Monthly, applications are due first week of the month	\$5,000	Community giving to help education and other non- profit organizations.
Office of Hawaiian Affairs	`Ahahui Grants	April 2017 for upcoming school year event	\$8,000	Hawaiian focused charter schools. If we have Native Hawaiians enrolled, we are eligible to apply. They also do grants for Events.
Hawaii Community Foundation	Kūkulu Ola:Living Hawaiian Culture Program	September 2016	\$5,000	Supporting educational enrichment opportunities;
State Educational Agency	Federal Start-up grants for Charter Schools in HI	(Not yet published for upcoming RFPs)	\$3 million available to 9-11 awards	Grants.gov: Application packages for ED programs

DrB has met with Frank Ranger from `Oihana Grant Writers Business Consulting whose motto is "Helping organizations achieve success through grant writing". Here is a list of over 50 grants (<u>http://www.oihanagrantwriters.com/projects.html</u>) that have been awarded to local organizations, businesses and schools here on Kauai through working with Mr. Ranger. Alakai O Kauai Charter School is working diligently to start our active grant writing as soon as approved.

Hale Uluwehi Charitable Fund-4 Kauai Board of Economic Development Annie S. Knudsen Foundation-2 Wal-Mart Foundation-3 Matson Foundation **Open Meadows Foundation Bill Healy Foundation** American Honda Hawthrone Foundation Honolulu Presbyterian Church Foundation-2 Herb Society of America Folke H. Peterson Foundation **Cooke Foundation** Hawaii Community Foundation-2 Laura Niles Foundation Kauai Charity Walk Amaturo Foundation

Atherton Foundation-2 Mazon Foundtion-2 **Dover Saddlery-2** Safeway Foundation-2 **Autism Speaks Foundation** National Alliance for Grieving Children P. Buckley Moss Foundation **Greg Biffle Foundation** Kokua Foundation-2 Whole Foods Foundation Art Buckley Foundation **Bernice Barbour Foundation Eileen Fisher Foundation** Lowes Foundation Summerlee Foundation **Emma Barnsley Foundation Edward Morris Foundation**

Attachment HH – Partners, Resources for Implementation of Academic Plan (V.A.3)

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

The Academic Plan is the foundation upon which Alaka`i O Kaua`i Charter School will be built. The support of the DOE Superintendent, other principals/directors, the Governing Board and especially the three main writers of the Academic Plan will need to stay actively involved. Although the teachers on the governing board, presently are employed by the DOE, they have expressed that they will definitely help out in the ongoing school's development. On the Advisory Board, Paul Zina, a principal of one of our DOE schools has submitted a letter of ongoing commitment. Yuriko Wellington also on the Advisory Board, was very instrumental in the writing of the Academic Plan also plans to continue her support as well. Sue Dueber, a consultant with Joining Hands will also be available to give her support and money has been into the school's budget to have contracted help as well as board members lending their support. Although DrB will be moving to the non-profit board, she is committed to always being a resource and assist the school during their first years. In addition, government officials who make decisions about education will be lending their ongoing support.

Committed to ongoing role:

Dr. Yuri Wellington – Advisory Board DrB Blackwell

Attached are letters from:

Recruitment and Hiring of New Teachers University of Hawaii, Manoa Student Services – Ms. Karen Wilson

Government Decision makers who will lend their ongoing support of the charter school: House of Representative Derek Kawaikami

Department of Education – who want to partner with us and provide ongoing support Paul Zina, Principal Kawaikini Charter School – Director Samuel Kaauwai and Alohilani Rogers (on video tape)

Academic Plan writers and consultants Sue Deuber, Consultant

Callege of Education



February 20, 2015

To Whom It May Concern

I nm writing this letter in support of the creation of the new Charter School, Alaka'i O Kaua'i Charter School. We support the creation of educational opportunities for Hawaii's children. As an Academic Advisor for the College of Education, I frequently talk with teacher hoensure students on Kauai about employment prospects after they finish their teacher licensure programs, and I share information about public, charter and private schools. I look forward to adding 7363 new charter school, Alaka'i O Kaua'i Charter School, to that body of information.

Sincerely,

610 Ka

Karen Wilson, Academic Advisor Office of Student Academic Services, College of Education University of Hawai'i at Manoa

> 1776 University Avenue, Everly Hall, Koom T26 – Honoluku, Hawath 95622 Teleptone: (808) 956-7849 – Fair (908) 956-4221 Air Equal Opsetunity/Alfimation Action Instantion

To The Public Charter School Commission of Hawaii,

I am writing this letter as an Advisory Board member of the proposed Alaka'i O Kaua'i Charter School for the island of Kauai. Having been vice principal, acting principal, and principal at a number of well respected public schools on the island, I am always looking for new ideas to infuse into our community. I first came across the Kauai Charter School proposal in a presentation at our Kauai Lodge of Free and Accepted Masons and was deeply intrigued by the ideas and approaches of this new model of project-based learning. I also attended the public meeting held on the island and was pleasantly surprised to see such a wide turn out of important community members who were present to learn more and lend their support to the project. There was significant positive sentiment in the room that night and an overwhelming response that Kauai was ready for this new school alternative amongst the many people present.

As an educator and administrator with a long-standing record on the island, I was initially cautious about lending my support, but as I learned more about the project and about the successes that they experienced at their other schools, I was infused with enthusiasm for a well structured system for project based learning that is so needed on the island. The Alaka'i O Kaua'i ideas and approaches deeply resonate with my beliefs in public education and with the needs that we have on the island to provide free and appropriate alternative learning options. With all of this in mind, I am enthusiastic to lend my support to the Alaka'i O Kaua'i Advisory Board. I am confident that although the project-based concepts have been used successfully on the mainland, the structure of the system will be easily adaptable to the reality of our island and our state.

I am confident to lend my support to the project and working with DrB Blackwell as Acting Chair of the Governing Board for she has partnered with all our Kauai schools since 2003 and is well-versed in the ways our DOE schools work. Kauai teachers I have worked with are deeply involved in the proposed Alaka'i O Kauai Charter School and I am privileged to provide my administrative assistance to the team of teachers, parents, and the community.

On behalf of the island of Kauai, I urge the board to approve the proposed Alaka'i O Kaua'i Charter School proposal for the 2016-2017 school year.

Please feel free to contact me if you should have any questions.

Sincerely

Paul Zina Public School Administrator



February 10, 2016

Letter of Support for Charter School Application: Alaka`i O Kaua`i

To Whom It May Concern:

As a former charter school administrator and one who has been extensively involved in charter schools since 2002, my consulting work has included curriculum development, teacher evaluation, human resource consultation, program evaluation, school leader coaching, and Board training. I have had the fortune of working with the Alaka`i O Kaua`i applicant group and have witnessed their passion, their commitment, and their tireless efforts at opening a charter school that will serve the children of Kaua`i through an innovative, student-centered program.

I am committed to helping and supporting them in any way I can as they embark on the challenging yet rewarding journey of opening and operating a start-up charter school. They have demonstrated their commitment to learning by seeking outside expertise when needed and have allotted funding in their budget to support these efforts.

It would be my honor and privilege to work with them in the future.

Feel free to call with any questions you have.

Mahalo,

Sue Deuber Sue Deuber, Charter School Consultant Joining Hands Consulting (808)372-0425



HOUSE OF REPRESENTATIVES

STATE OF HAWAII STATE CAPITOL HONOLULU, HAWAII 96813

February 2, 2016

Ms. Catherine Payne, Chairperson State Public Charter School Commission 1111 Bishop Street, Suite 516 Honolulu, HI 96813

RE: 2015-2016 Alaka'i O Kaua'i Charter School

Chairperson Payne and Members of the State Public Charter School Commission:

As the State House Representative for District 14, East and North Kauai, I am pleased to submit a letter of support for 2015-2016 Alaka'i O Kaua'i Charter School. It is my perspective to support new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century.

As charter schools continue to become a visible component of the education system, it must also be held to a high degree of public accountability and academic viability. It is my understanding that the 2013 and 2014 charter school applications were denied due to a lack of measurable standards required by law. However, as there continues to be a strong community support for Alaka'i O Kaua'i Charter School, the applicant has persevered and has addressed all previous deficiencies in its prior applications.

The recent passage of Act 99, SLH 2014, clearly stipulates the criteria for a pre-opening of a charter school to satisfactorily meet the required performance and organization framework before a certification is granted. Further, it is my understanding that the Public Charter School Commission's role has been expanded and granted stronger oversight for compliance and cost-effective operations by all state-wide charter schools.

It is my hope that we pursue opportunities to implement innovative community based education models for our current and next generation of students.

Thank you for your consideration. Please feel free to contact my office at 586-8435 or email to repkawakami@capitol.hawaii.gov.

With Warm Regards,

Representative Derek S.K. Kawakami District 14, East and North Kaua'i Assistant Majority Leader & Vice Chair, Consumer Protection & Commerce Committee State Capitol Building, Room 314, Honolulu, Hawaii 96813 Phone (808) 586-8435 • Email: repkawakami@capitol.hawaii.gov

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment II – Our school director has not been selected, thus no resume.

Alaka`i O Kaua`i Charter School

(proposed for approval: August 11, 2016 and to open July 2017)

Date Posted:	2/15/2016
JOB TITLE:	Charter School Director
LOCATION:	Exact location TBA - on Kaua`i, Hawaii
START DATE:	March 2017
EMPLOYMENT:	Full time

Alaka`i O Kaua`i Charter School is seeking an enthusiastic, energetic, and caring educational leader who is familiar with Project-based Learning. The successful candidate for Director will have the interpersonal and instructional leadership skills necessary to promote increased student achievement through a commitment for continuous improvement, educational innovation, and student-centered learning environments. Candidates must have the ability to plan and manage daily school operations; provide instructional leadership; foster team collaboration, differentiated instruction and positive school – community relationships; and effectively develop, supervise, support, and evaluate faculty and staff.

ESSENTIAL DUTIES: The Director reports directly to the Governing Board. He/She will have overall responsibility for the successful operation of Alaka`i O Kaua`i Charter School, planning, organizing and administration; overall supervision of instructional and extra-class programs; budget development; staff and student discipline; evaluation of staff; student and community relations, and working with governing and non-profit boards.

Responsibilities of the Director as outlined by the Governing Board:

Vision and Strategic Plan:

• The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it re-evaluates the School Mission

Academic Performance Monitoring:

• The School Director creates a report reflecting student performance based on state and federally mandated assessments, reviews the performance with the Board, and provides input to the Board when setting goals for student achievement on national assessments.

Staffing and Personnel:

• The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval

Parent, Student and Community Relations

• The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.

Finance and Budget

• The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements

MINIMUM QUALIFICATIONS:

- Qualities sought include excellent verbal and written communication skills;
- Expert knowledge and use of technology;
- Desire to maintain high visibility with active involvement in the school community.
- Ability to plan effectively and a clear commitment to meeting the needs of **all** students.
- The candidate should have a firm grasp of project-based learning and curriculum connected to Common Core Standards of all subject areas.
- Teaching and administration experience in public, private, or charter schools;
- A basic understanding of the principles, laws, and practices of private, charter or elementary schools.

PREFERRED QUALIFICATIONS:

- Five years or more teaching experience in Hawaii
- Hawaii Teaching and Administrative Credentials
- Cultural knowledge of Hawaii and specifically Kauai

<u>COMPENSATION</u>: Salary commensurate with educational experience

Applicants should apply online at alakaiokauai@gmail.com and include your cover letter of how you meet the qualifications and why you are interested in this position. Please include your resume, certification, and two professional letters of recommendation from a previous administrator, supervisor, or board member and one personal letter of your character. Review of applications for consideration will begin on March 15, 2016 and successful applicants will be notified immediately for interviews.

APPLICATION TIMELINE:

Submit application – February 15, 2016 – March 15, 2016 Interviews – in person or by Skype – March 20 – April 30, 2016 Finalist Interviews: Week of May 2, 2016

This is a rolling hire, and the position will be filled once a qualified applicant is selected.

Alaka`i O Kaua`i Charter School is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment KK – Our Business Manager has not been selected, thus no resume.

Date Posted:	2/15/2016
JOB TITLE:	Charter School Business and Office Manager
LOCATION:	Exact location TBA - on Kaua`i, Hawaii
START DATE:	May 2017
EMPLOYMENT:	Full time

Mission: Alaka'i O Kaua'i Charter School will provide a comprehensive K-6 education through project-based learning that meets the individual needs and potential of every student. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child academically, socially, and emotionally. Our mission will be to instill the joy of learning in a progressive, alternative way. Our learners will perpetuate the cultural traditions and values of Hawai'i. They will also acquire and demonstrate 21st Century Skills of collaboration, critical thinking, communications, creativity, and caring, that are needed to lead productive lives and contribute meaningfully to society.

We are looking for an experienced business manager to be a partner with our school that will be knowledgeable and have interpersonal skills in working with a team. The manager will answer directly to the Director of the school, who answers to the Governing Board of Directors.

ESSENTIAL DUTIES:

- Serve as the school accountant and supervise business office personnel;
- Use standard accounting and bookkeeping procedures, to keep an accurate continuous record of the cash and financial position of the school;
- Manage the financial operation of the school so that the institution remains financially stable.
- Prepare a monthly operating statement for the Director and the governing board. \boxtimes
- Provide a monthly report of expenditures for use of each individual budget center within the school.
- Provide for the securing of an annual audit of the school's financial records and financial positions.
- Oversee all school purchasing, financial investments, banking activities, payroll and benefits program.
- Oversee school transportation, including transportation routes, schedules and contracts and to assess the performance of the transportation companies.
- Ensure the effective management of the food-service operation and any other auxiliary enterprises of the school. ⊠
- Perform other duties as assigned by the Director of the school and
- Support the school and its leadership. \square

MINIMUM QUALIFICATIONS:

- Bachelor's degree in accounting or finance
- Proficient knowledge of Microsoft Office, Excel,

- Solid understanding of accounting and finance principles
- Ability to plan effectively and to meet deadlines quickly and accurately
- Demonstrates impeccable organizational skills and attention to details
- Ability to define problems collect data, analyze, establish facts and draw conclusions
- Be able to multi-task and be a team player.

PREFERRED QUALIFICATIONS:

- A basic understanding of the principles, laws, and practices of private, charter or elementary schools.
- Past experience working with school budgets and transportation
- Cultural knowledge of Hawaii and specifically Kauai

<u>COMPENSATION</u>: Salary commensurate with educational experience

Applicants should apply online at alakaiokauai@gmail.com and include your cover letter of how you meet the qualifications and why you are interested in this position. Please include your resume, certification, and list three references, two professional recommendations and one personal recommendation. Review of applications for consideration will begin on March 15, 2016 and successful applicants will be notified immediately for interviews.

<u>APPLICATION TIMELINE</u>: Submit application – February 15, 2016 – March 31, 2016 Interviews – in person or by Skype – Week of April 25, 2016 Finalist Interviews: Week of June 2, 2016

This is a rolling hire, and the position will be filled once a qualified applicant is selected.

Alaka`i O Kaua`i Charter School is committed to creating a diverse environment and is proud to be an Affirmative Action/Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or protected veteran status.