

Expect Your Success

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2014 Proposal Appendix REDACTED

The following documents have been removed due to the personally identifiable informational contained within them:

1.2.a.	Correspondences
1.2.b.	Sign-in Sheets
1.2.c.	Table/Record of Community Feedback
1.3.a.	Letters of Support – Elected Officials
1.3.b-d.	Letters of Support – Organizations, Stakeholders, Partners, etc.
3.3.b.	Board Member Form
3.3.c.	Assurance Forms
3.3.c.	Economic Interest Forms

1. Completeness Checklist

Appendix I. Completeness Checklist

In addition to responding to all of the required questions, applicants should be sure to include the following attachments in their proposal appendix or the proposal narrative. Review the submission instructions for additional information about how to properly submit full proposals.

Application Component		Applicant Check	Reviewer Check
Proposal Summary Form		J	
Executive Summary		J	
Section I. Family and Commun	nity Engagement and Support		
1.2. Notification to Families and	1.2.b. Evidence of notifying residents	□ ✓	
Community of Proposed New School or Program	I.2.b. Copies of presentations from community forums	☑	
,	1.2.b. Sign-In sheets from community forums	□ /	
	1.2.c. Table or record of community feedback	☑′	
I.3. Future Plans for Family and Community Engagement and	1.3.a. Letters of Support from Elected Officials		
Partnerships	1.3.b. Letters of support from organizations and stakeholders	d	
	I.3.c. Letters of support from potential partners (Note: include draft contract outlining services if integral to implementing the school model)	Image: section of the	
€	1.3.d. Petitions dated June 2014 or later	NA	
9	1.3.d. Letters of support from key community supporters	ď	
Section 2. Academic Capacity			
2.1 Mission, Vision and Culture	2.1.f. Policies for promotion, graduation, and student discipline		
2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success	2.2.a. Résumés of all design team members (labeled with individual's affiliation with proposed school)	□ /	
	2.2.b. (For existing national operators only) Student demographic data for every existing school or campus	ď	
ž ¹	2.2.b. (For existing national operators only) Student academic performance data for every existing school or	☑	



Application Component	The state of the second	Applicant Check	Reviewer Check
	campus		
	2.2.b. (For existing national operators only) List of all closed or phasing out school(s) or campus(es)	NØ	
7	2.2.b. (For existing national operators only) List of all previous authorizers	N#A	
×	2.2.b. (For new operators or existing operators proposing a new grade level configuration or new educational model) State or District report cards, vendor reports, or other verifiable sources of data demonstrating academic track record of proposed members of the instructional leadership team	N#A	
180	2.2.c. Job descriptions for instructional leadership team	Image: section of the	
2.4 Curriculum and Instruction	2.4.a. Course scope and sequence by subject for each grade level being proposed in the five-year contract		
	2.4.a. Curriculum map and/ or pacing plan	NA	
	2.4.c. ISBE SpEd Form	d	
	2.4.d. School calendar and daily schedule	d	
4) (in	2.4.d. Sample teacher and student schedules	d	
2.5 Talent Management	2.5.a. 5-year school staffing model	<u> </u>	
	2.5.a. School-level organizational chart (include lines of authority and reporting)	M	
	2.5.a. Comprehensive job descriptions for all positions in staffing plan	Ø	
	2.5.a. Résumés for any identified candidates not serving on the Design Team	\(\sigma\)	
	2.5.b. Professional development	NA	



Application Component		Applicant Check	Reviewer Check
	calendar		
χ ^η	2.5.e. Documents on teacher evaluation	d	
Section 3: Operational Capaci	ty	,	
3.1 General Operations	3.1.d. Transportation plan	V	
3.2 Student Engagement	3.2.b. Application and registration forms		
3.3. Governance Model	3.3.a. Board bylaws		
.E-	3.3.b. Board Member Form for each Board Member	□ /	
	3.3.b. Resumes for proposed Board members	☑.	
	3.3.c. Board calendar	D	
	3.3.c. Charter proposal assurances statement signed by each existing or Founding Board member	☑	
	3.3.c. Proof of filing for 501(c) status	NTIP	
	3.3.c. Code of ethics policy	Image: Control of the	
	3.3.c. Conflict of Interest policy	प	
	3.3.c. Board Member For each Board Member for Economic Interest	d ,	
	3.3.e. Organizational Chart	Q	
Section 4. Economic Soundne	ss		
4.1 School Budget	4.1.a. Completed budget workbook in Excel	□ n	t include
	4.1.b. (For existing national operators) Last three annual audits	NA	
4.2 Financial Controls	4.2.a. Listing of financial reports generated	d	
	4.2.a. Fiscal policies	□ /	
4.3 Facilities	4.3.a. Timeline for securing any proposed facility and completing necessary renovations	ď,	

2014 Education Options Request for Proposals

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Application Component		Applicant Check	Reviewer Check
	4.3.c. ADA Compliance Report(s)	Image: section of the content of the	
Section 5: Existing Manageme	nt Organizations (MOs)		
5.1.b. Scope of Services	5.1.b. Draft MO contract	NZA	
•	5.1.b. MO's three most recent audited financial statements, with the most recent audit report.	NHA	
×	5.1.b. MO's most recently filed IRS Form 990, Form 1120S, or other federal tax return.	NÇA	
5.2 Vision and Theory of Change	5.2.a. Summary of schools/campuses within MO's portfolio	MA	

Acceleration Academies, LLC.

Acceleration Academies

Successful Pathways to Career and College Ready Diplomas

Contact Us: 1.312.600.6829

"This isn't a
partisan issue at
all. It sounds
drastic, but
literally the future
of our nation is at
stake if we do not
correct the
dropout rate."

Colin Powell Co-Founder, America's Promise Former Secretary of State



Acceleration Academies, LLC.

Expect Your Success!

www.accelerationacademy.org



Why Acceleration Academies?

The American High School Dropout Rate is Epidemic

1,037,818 dropout from the class of 2013 Sources: Diplomas Count, 2013, Education Week, 2013)

32,121 dropouts in Chicago

(Sources: Diplomas Count, 2013, Education Week, 2013)

\$335 billion in lost income for dropouts (The High Cost of Dropouts, American Enterprise Institute)

Behavioral, social emotional, career planning and health needs should be coordinated to provide a slate of services for at risk populations, particularly those who have dropped out and returned to an instructional program to minimize the non-instructional barriers to success.



Acceleration Academies, LLC.

Graduation Candidates at Work



Based on estimations, there will be 1,037,818 non-graduates in the class of 2013.

Education Week through its Diploma Counts project



ACCELERATION ACADEMY

What We Offer School Districts

Our Acceleration Academies offer the following:

- success centers, revenue generating for the school No local district funding required for the academic district
- Led by highly proficient educators with strong records in driving student achievement
- Common Core aligned curriculum and instructional support
- Providing mastery based completion of high school graduation requirement - not seat-time
- Utilizing the most engaging blended instruction and technically enhanced content available

Opportunity Knocks

The Elementary and Secondary Education Act (ESEA) has presented waiver opportunities to nine (9) states who are using fifth and sixth year cohort graduation rates to encourage schools to recover their dropouts.



Theory of Action

need and deserve a learning opportunity Our Graduation Candidates (students) that addresses their competency level and is also:

- engaging
- customized
- personalized

Fact:
students learn
best at their own
pace.

"I would have stayed in school if . . ."

- 1. Classes gave me a chance to learn about things that actually matter (65%)
- 2. Courses were set up to give me what I needed, instead of what teachers thought I needed (68%)

Dropping Out: Stereotypes, Reality and Recovery Acceleration Academies, LLC 2014



Inside The Acceleration Academy

Content Coaches Working with Graduation Candidates



Our highlyqualified Content
Coaches (staff)
work alongside
and one-on-one
with our
Graduation
Candidates to
give them the
knowledge they
need for a
diploma.

ACCELERATION ACADEMY

What We Look Like

Competency based/personalized instruction

Blended learning, engaging technologies

Job coaching

Small learning centers

One class at a time

Monitoring student engagement

Revenue generating for the district Meeting all district and state standards

Academies open 12 hours



This is NOT about politics

"This isn't a democrat or republican issue."

Jeb Bush Former Governor of Florida Acceleration Academies is committed to improving the lives of kids and their educational outcomes.

We are policy partners:

Our technology and content integrate with district systems



ACCELERATION ACADEMY Expect Your Success

16

Reaching Dropouts, Saving Money

- GED earnings are 50% less than high school graduates (Education Policy Center, 2013)
- Annual dropout earnings average \$10,386 less than graduates (U.S. Census Bureau, 2013)
- 75% greater unemployment rate for dropouts (Department of Labor, 2013)
- Incarceration is 63 times higher for dropouts (Northeastern University, Boston, MA, 2013)
- Dropouts cost society \$292K due to social costs (Northeastern University, Boston, MA)

No district investment

No risk

Return on investment

- Policy
- Financial
- Accountability

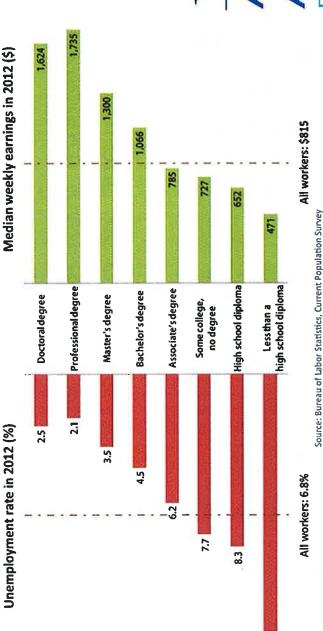


ACCELERATION ACADEMY

Good for Kids

have earned from their traditional high school, Students earn the same diploma they would increasing their options and earning power.

Earnings and unemployment rates by educational attainment



"People who drop out don't really think about what they're doing when they stop going to school and never go back."

Randy, a student at Green Dot Charter School in the Bronx



ACCELERATION ACADEMY

Revenue Model

- Approximately 90% of State and Federal aid pays for the Acceleration Academy initiative
- stays with the school district, depending Up to 10% of State & Federal funding on the size of the population
- All local funds stay with the school district

Acceleration Academies source for districts. no cost, positive revenue are a



ACCELERATION **Expect Your Success** ACADEMY

Good for Communities

Having a High School Diploma...

Combats:

Recidivism and Incarceration

Increases

Income and Housing

Enhances:

Earning Power

Dropouts cost society \$292K over their lifetime

(Northeastern University, 2013)

Dropouts are 72% more likely to be unemployed

80% of those in prison are dropouts (Office of Juvenile Justice, 2013)



ACCELERATION ACADEMY

Good for the District

Dropout recovery is a focus of school districts because of Elementary and Secondary Education Act (ESEA) opportunities and accountability

Revenue enhancing for the school district

"Only 7 of 10 ninth graders today will get high school diplomas."

New York Times, 2012



Research Inventory Sources

Everyone Graduates Center, Johns Hopkins University

America's Promise

Alliance for Excellent Education

National Dropout Prevention Center

Jobs for the Future

Search
"America's
Dropout
Dilemma" on
Google and
over over
33,500,000
articles
appear.



ACCELERATION ACADEMY

Expect Your Success

22

Inside The Acceleration Academy







"It's perfect.
There's no
other word for
it. It's perfect."

Hannah Merritt Bethel Acceleration Academy Graduation Candidate, on her Acceleration Academy



ACCELERATION ACADEMY

Acceleration Academies, LLC.

For More About

Acceleration Academies

Contact: Adrienne D. Leonard

aleonard@accelerationacademy.org

1.312.600.6829 9(o)

1.773.330.8795 (c)



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Acceleration Academy Partnerships





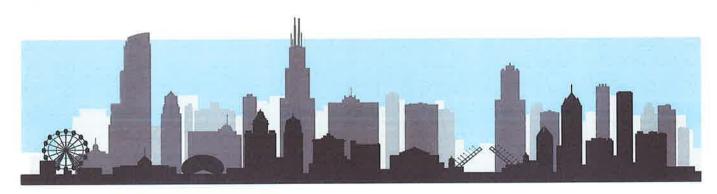




- Atlantic Research Partners
- Northwest
 Evaluation
 Association
 (NWEA)
- Google Apps
- Greenlight
 Professional
 Development
- Content Providers



ACCELERATION ACADEMY



EARN YOUR CPS HIGH SCHOOL DIPLOMA FROM WASHINGTON HEIGHTS' ACCELERATION ACADEMY

Community Info Session:

AGES 16-21

April 2nd, 2015 from 6PM-7PM

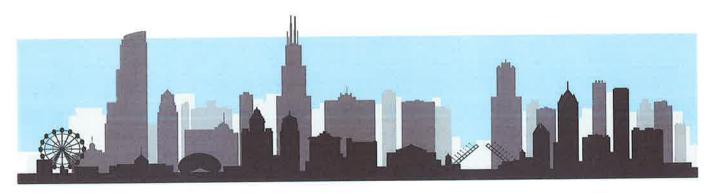
9525 S. Halsted (Carter G. Woodson Library)

(312) 600-6829

FREE TUITION! PERSONALIZED COURSEWORK!

TABLET PROVIDED!





EARN YOUR CPS HIGH SCHOOL DIPLOMA FROM WEST ENGLEWOOD'S ACCELERATION ACADEMY

AGES 16-21

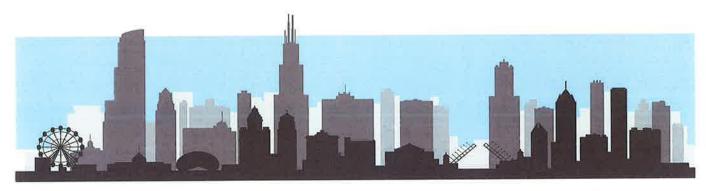
Community Info Session: April 4th, 2015 from 10AM-11AM

6847 S. Halsted (Samaritan Bible Baptist Church) (312) 600-6829

FREE TUITION! PERSONALIZED COURSEWORK!

TABLET PROVIDED!







Community Info Session:

AGES 16-21

March 31st, 2015 from 5PM-6PM

3847 S. Giles (Bronzeville Community Club House)

(312) 600-6829

FREE TUITION!

PERSONALIZED COURSEWORK!

TABLET PROVIDED!





FROM BELMONT CRAGAN'S ACCELERATION ACADEMY HIGH SCHOOL DIPLOMA EARN YOUR CPS

AGES 16-21

Community Info Session: April 1st, 2015 from 6PM-7PM

5438 W. Fullerton (312) 600-6829

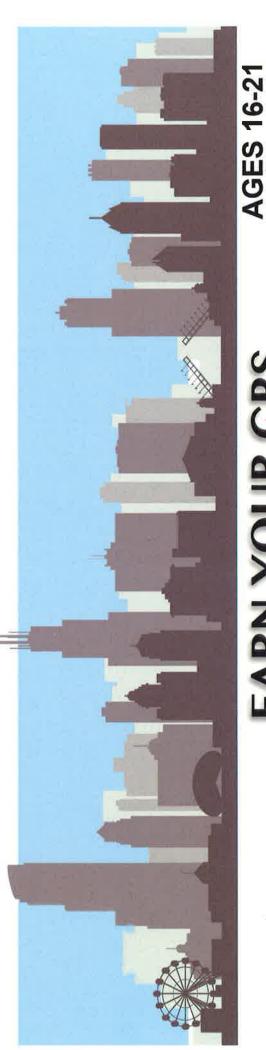
FREE

PERSONALIZED
COURSEWORK!

TABLET







EARN YOUR CPS

CHICAGO'S ACCELERATION ACADEMY HIGH SCHOOL DIPLOMA FROM

Coming Soon to a Neighborhood Near You!

Bronzeville

Belmont Cragin

Washington Heights West Englewood

(312) 600-6829

Contact Us!

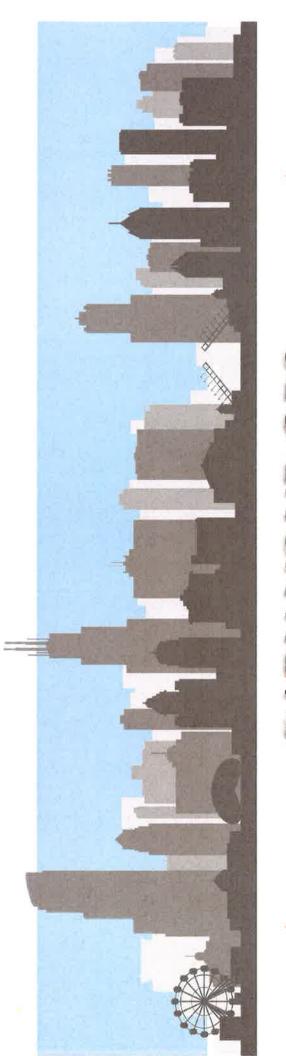
FREE

PERSONALIZED

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ACCELERATION ACADEMY HIGH SCHOOL DIPLOMA FROM CHICAGO'S EARN YOUR CPS

Contact Us! (312) 600-6829

www.accelerationacademy.org

FREE

COURSEWORK

TABLET PROVIDED!





THE AMERICAN HIGH SCHOOL DROPOUT RATE IS EPIDEMIC

1,037,818 dropouts from the class of 2013

(Diplomas Count, 2013, Education Week, 2013)

\$335 billion in lost income for dropouts (*The High Cost of Dropouts, American Enterprise Institute)*

Every year, over 1.2 million students drop out of high school.

That's 7,000 a day.

That's a student every 26 seconds.

Although [national] graduation rates are at an all-time high of 80%, there are still 20% who do not make it across the stage on time. (GradNation)

Chicago Public Schools: 32,121 dropouts

(Diplomas Count, 2013, Education Week, 2013)

Clark County, NV: 9,436 Clark County students in the class of 2012 failed to graduate in four years (Building A GradNation: Progress and Challenge in Ending the High School Dropout Epidemic, 2014)

Detroit Public Schools: 1 in every 3 students do not graduate high school

(Building A GradNation: Progress and Challenge in Ending the High School Dropout Epidemic, 2014)

Minneapolis, MN: Graduation rate for 2011 was 46.9% (City of Minneapolis)

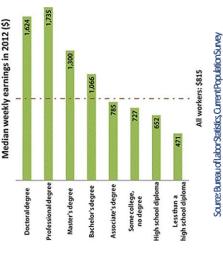
The Impact of the Crisis

"This isn't a partisan issue at all. It sounds drastic, but literally the future of our nation is at stake if we do not correct the dropout rate."

Colin Powell Co-Founder, America's Promise Former Secretary of State High school dropouts are 75% more likely to be unemployed (Department of Labor, 2013)

Incarceration rate for those who leave high school without a diploma is 63 times higher (Northeastern University, 2013)

Earnings by Educational Attainment



Individuals with a high school diploma make \$500,000 more over a lifetime than individuals with a GED or no high school diploma

Earning a High School Diploma...

Combats:

Recidivism and Incarceration

Increases:

Income and Home Ownership

Enhances:

Earning Power



Acceleration Academies are a no cost, positive revenue source for

school districts

Up to 7% of total per pupil funding for each of our Graduation Candidates is held by the school district

WHAT MAKES ACCELERATION ACADEMIES DIFFERENT?

As a no cost program, we provide Graduate Candidates with...

- Personalized learning pathways
- Competency-based personalized instruction
- In-person instruction supported by engaging technology
- College and career coaching
- Support from life and career coaches
- Small learning centers
- Extended hours open 12 hours per
- Self-paced learning, one course at-atime
- Licensed, highly qualified content coaches









TEACHERMATCH



Investing in our youth so that together we can expect their success







"I had been unsuccessful at my high school and at an on-line program, but when

I came to the Bethel Acceleration Academy I was welcomed and supported by everyone in my journey to complete the requirements for graduation - It worked; I did it. Thank you." Bradford Clark - Graduate, Bethel Acceleration Academy Class of 2014

CREATING OPPORTUNITIES DRIVING SUCCESS SAVING LIVES



Contact Us:

contact@accelerationacademy.org www.accelerationacademy.org 312-600-6829

()

ACCELERATION ACADEMIES

Expect Your Success

COMING TOGETHER WITH TO COMBAT AMERICA'S PROPOUT CRISIS



Acceleration Academies Student Code of Conduct

2016-2017

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STUDENT CODE OF CONDUCT ACCELERATION ACADEMIES, LLC PURPOSE

Acceleration Academies are a program of the Chicago Public Schools and therefore follow the (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social- emotional competencies, and fostering positive relationships among all members of the school community. Chicago Public Schools is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Chicago Board of Education (Board) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed
 of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration, Network and District offices
- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in IMPACT

Chief Executive Officer or Designee Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Chicago Police Department

GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network.¹

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the Office of Social & Emotional Learning. At a minimum, a principal or his/her designee must:

- 1) **Redirect to correct behavior**. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) *Intervene* to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/quardians.
- 3) Gather information by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (http://policy.cps.k12.il.us/documents/409.3.pdf). Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) **Discuss** with the student and **provide the opportunity to explain** his/her actions.
 - a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
 - b) Allow the student to respond and explain his/her actions.
 - c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
 - d) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/quardian and provided written notice of a suspension.
- 6) Make a determination and assign interventions or consequences according to the SCC.
 - a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
 - b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.
 - c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
 - d) Avoid consequences that will remove the student from class or school, if possible. **Use out-of-school suspensions** as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.

¹ The CPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (http://policy.cps.k12.il.us/documents/604.2.pdf).

- e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
- f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
- g) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.
- 7) **Complete report** in IMPACT for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- 8) *Inform parents/guardians of their right to appeal* if they believe that the consequence is unwarranted or excessive.
 - a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
 - b) If a student has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the Office of Family & Community Engagement (FACE) at 773/553-FACE (773/553-3223) or the Network Chief of Schools ("Network Chief") or his/her designee. The Network Chief or designee will review the appeal and determine:
 - whether any factual errors were made in the principal's investigation,
 - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - whether prior interventions were attempted when appropriate,
 - whether the length of the suspension was commensurate with the student's inappropriate behavior, and
 - in the case of a request for an expulsion hearing, whether the request was appropriate.

The Network Chief or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

- c) If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer's designee, the Department of Student Adjudication (773/553-2249). The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 9) **Restore** the student's participation in the school community.
 - a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.
 - b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades third through twelfth may be assigned a skill-building in-school suspension if:

- 1. Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3. A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

- 1. Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2. The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in IMPACT, or
- 3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in IMPACT, and
- 4. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5. A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The student's attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines. If approved by the CEO's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or "look-alikes" of such substances. If so, CPD must be notified.
- Whether the student was in possession of a firearm.² If so, CPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student's conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and
- The student's age. For a student in fifth (5th) grade or below, school staff must consult with the Law Department (773/553-1700) prior to reporting the act to CPD.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

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² See Reference Guide for definition.

Possible Violations of Criminal Law *Consider factors above prior to notifying CPD

- Gambling (3-2)
- Forgery (3-7)
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than \$500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than \$150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)
- Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)

Violations of Criminal Law *Consider factors above prior to notifying CPD

- Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than \$150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)
- Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)
- Sex acts which include the use of force (6-7)

- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
 Murder (6-9)
 Attempted murder (6-10)

- Kidnapping (6-11)
 Theft or possession of stolen property that costs more than \$1,000 (6-12)

STUDENT BEHAVIORS COVERED BY THE SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are *inappropriate*.
- Group 2 lists behaviors that disrupt.
- Group 3 lists behaviors that seriously disrupt.
- Group 4 lists behaviors that very seriously disrupt.
- Group 5 lists behaviors that most seriously disrupt.
- Group 6 lists behaviors that are illegal and most seriously disrupt.

Special Notes:

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices³

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Network Chief or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

School Dress Codes and Uniform Policies

Local School Councils may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference

³ These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

must be held with the parents/guardians, student, military academy principal, and a designee of the Chief Executive Officer. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another Chicago public school or expelled from the Chicago Public Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (http://policy.cps.k12.il.us/documents/704.4.pdf).

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

The SCC applies to CPS contract and performance schools.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion of students with disabilities/impairments outlined in this policy. Charter schools must also comply with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of students with disabilities. Students expelled from charter schools should contact the Department of Student Adjudication at 773/553-2249 for assistance.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: "No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago."

	INAPPROPRIATE BEHAVIOR		AVAILABLE INTERVENTIONS AND CONSEQUENCES
1-1	Running and/or making excessive noise in the hall or building	•	Documented Teacher, Student, Parent/Guardian, and/or Administrator
1-2	Leaving the classroom without permission		Conference focused on expectation violated,
1-3	Engaging in any behavior that is disruptive to the orderly process of classroom		cause of behavior, and strategy to prevent recurrence
	instruction	•	Recommended instructive, corrective, or
1-4	Loitering, or occupying an unauthorized place in the school or on school grounds		restorative response (see Guidelines for Effective Discipline)
1-5	Failing to attend class without a valid excuse	•	Detention – lunch, before school, after school, or Saturday
1-6	Persistent tardiness to school or class (3 or more incidents per semester)		,
1-7	Use of the CPS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials ⁴		
1-8	Unauthorized use or possession of cellular telephones or other information technology devices		

⁴ Students may be suspended from CPS network privileges for improper use of the CPS network for one to five days, in addition to any other interventions and consequences listed.

GROUP 2

	DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
2-1	Posting or distributing unauthorized written materials on school grounds	 Documented Teacher, Student, Parent/Guardian, and/or Administrator
2-2	Leaving the school without permission	Conference focused on expectation violated,
2-3	Interfering with school authorities and programs through walkouts or sit-ins	cause of behavior, and strategy to prevent recurrence
2-4	Initiating or participating in any unacceptable minor physical actions	 Recommended instructive, corrective, or restorative response (see Guidelines for
2-5	Failing to abide by school rules and regulations not otherwise listed in the SCC	Effective Discipline) ◆ Detention – lunch, before school, after school,
2-6	Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures	 or Saturday Skill-building in-school suspension up to three days
2-7	Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters	
2-8	Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities	
2-9	Failing to provide proper identification	
2-10	Unauthorized use of school parking lots or other areas	
2-11	Use of the CPS network for the purposes of distributing or downloading non-educational material ⁵	

⁵ Students may be suspended from CPS network privileges for improper use of the CPS network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
3-1 Disruptive behavior on the school bus ⁶ **3-2 Gambling – participating in games of chance	Documented Teacher, Student, Parent/Guardian, and Administrator conference
or skill for money or things of value 3-3 Fighting ⁷ – physical contact between two people with intent to harm, but no injuries result	focused on expectation violated, cause of behavior, and strategy to prevent recurrence ◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for</i>
3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression	Effective Discipline) Detention – lunch, before school, after school, or Saturday Skill-building in-school suspension up to three days
or disability 3-5 Second or more documented violation of a Group 1 or 2 behavior category ⁸	ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR
3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process	Skill-building in-school suspension, out-of- school suspension, or combination in-school and out-of-school suspension up to three days
**3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document	Request for disciplinary reassignment ¹²
3-8 Plagiarizing, cheating and/or copying the work of another student or other source	
3-9 Overt display of gang affiliation ⁹	
3-10 Bullying behaviors – conduct directed	
towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate	

^{**} Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

⁶ In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by the Chief Executive Officer or designee.

⁷ It is not an act of misconduct to defend oneself as provided by the law.

⁸ For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

⁹ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

- in school or school activities (see Anti-Bullying Policy for full definition *before* assigning an intervention or consequence)
- 3-11 Use of cellular telephones or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings¹⁰
- 3-12 Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds
- 3-13 Use of the CPS network for a seriously disruptive purpose not otherwise listed in this SCC¹¹

¹² Disciplinary reassignment is the transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Network Chief of Schools or his or her designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools, as may be amended (http://policy.cps.k12.il.us/download.aspx?ID=50).

¹⁰ Students may be suspended from CPS network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

¹¹ Students may be suspended from CPS network privileges for improper use of the CPS network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

VERY SERIOUSLY DISRUPTIVE BEHAVIOR **AVAILABLE INTERVENTIONS AND** CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.) **4-1 False activation of a fire alarm that does → Documented Teacher, Student, not cause a school facility to be evacuated Parent/Guardian, and Administrator conference or does not cause emergency services to focused on expectation violated, cause of be notified behavior, and strategy to prevent recurrence **4-2 Extortion – obtaining money or information Recommended instructive, corrective, or from another by coercion or intimidation restorative response (see Guidelines for **4-3 Assault¹³ – an attempt or reasonable threat to Effective Discipline) inflict injury on someone with a show of ◆ Detention – lunch, before school, after school, or force that would cause the victim to expect Saturday an immediate battery → Skill-building in-school suspension, out-of-Vandalism (willful or malicious destruction school suspension, or combination in-school and or defacing of the property of others) or out-of- school suspension up to three days criminal damage to property at a cost less Request for disciplinary reassignment than \$500 **4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury **4-6 Fighting¹⁴ – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury **4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150 **4-8 Possession, use, sale, or distribution of fireworks 4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process [this code intentionally left blank] 4-10 **4-11 Trespassing on CPS property - entering CPS property when previously prohibited or remaining on school grounds after receiving a request to depart *4-12 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network 15

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law. ¹³ An assault may be committed without actually touching, striking or injuring the victim.

¹⁴ It is not an act of misconduct to defend oneself as provided by the law.

defined by this SCC, first documented

4-13 Possession of any dangerous object as

^{*} Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

¹⁵ Students may be suspended from CPS network privileges for improper use of the CPS network for up to one year, in addition to any other interventions and consequences listed.

- behavior (see Reference Guide)¹⁶
- 4-14 Use or possession of alcohol in school or at, before, or after a school related function, first documented behavior¹⁷
- 4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel

¹⁶ Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

Second or repeated violations of Behavior 4-14 may result in a request for an expulsion hearing and must be submitted as

Behavior 5-18.

MOST SERIOUSLY DISRUPTIVE BEHAVIOR

- *5-1 Aggravated assault assault¹⁸ with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel
- *5-2 Burglary knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein
- *5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150
- **5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.
- 5-5 [this code intentionally left blank]
- *5-6 Gang activity or overt displays of gang affiliation 19
- **5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force
- *5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process
- *5-9 Persistent or severe acts of sexual harassment unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment
- *5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified
- 5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC
- *5-12 Battery, or aiding or abetting in the commission of a

AVAILABLE INTERVENTIONS AND CONSEQUENCES

Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for three to five days. ²⁶ When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.

ADDITIONAL CONSEQUENCES AVAILABLE

- ☐ Recommended instructive, corrective, or restorative response (see Guidelines for Effective Discipline)
- □ Request for assignment to an intervention program by the Chief Executive Officer or designee
- ☐ Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term
- ☐ Request for expulsion hearing
- ☐ For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges for up to two years

^{*} Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

^{**} Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

¹⁸ An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim.

¹⁹ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

- battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.²⁰
- 5-13 [this code intentionally left blank]
- *5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system²¹
- *5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel
- Inappropriate consensual sexual activity
- *5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"²² of such substances, or contraband²³, or use of any other substance for the purpose of intoxication in or before school or a schoolrelated function²⁴
- **5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function²⁵
- *5-19 Participating in a mob action a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police

²⁶ Principals have discretion to suspend a student for fewer than three days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.

It is not an act of misconduct to defend oneself as provided by the law.

A student may be disciplined for circumventing the information security system regardless of the student's intent.

[&]quot;Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

24 Consider referring students who commit 5-17 behaviors to a substance abuse prevention program or counseling.

²⁵ Consider referring students who commit 5-18 behaviors to a substance abuse prevention program or counseling.

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

- *6-1 Use, possession, and/or concealment of a firearm²⁷/destructive device or weapon²⁸ or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm
- *6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable²⁹
- *6-3 Arson knowingly damaging, by means of fire or explosive, a building and/or the personal property of others
- *6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
- *6-5 Robbery taking personal property in the possession of another by use of force or by threatening the imminent use of force
- *6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled "look-alikes"30 substances. substances, contraband,31 or any other substance used for the purpose of intoxication, or repeated violation Behavior 5-17³²
- *6-7 Sex acts which include the use of force
- *6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery
- *6-9 Murder killing an individual without legal iustification
- *6-10 Attempted murder – an act that constitutes substantial step toward intended commission of murder
- Kidnapping secret confinement of another *6-11

AVAILABLE INTERVENTIONS AND CONSEQUENCES

- Skill-building in-school suspension, school suspension, or combination in-school and out-of-school suspension for five days.33 A student may be suspended for up to ten days with written justification submitted for approval in IMPACT. When the suspension is assigned, create a plan for preventing future behavior restoring relationships, incidents, addressing student needs.
- ☐ For students in sixth through twelfth grades, or for any student violating section 6-1, request for expulsion hearing

ADDITIONAL CONSEQUENCES AVAILABLE

- ☐ Recommended instructive, corrective, or restorative response (see Guidelines Effective Discipline)
- ☐ Request for assignment to an intervention program by the Chief Executive Officer or designee
- ☐ Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term
- ☐ For students in fifth grade or below, the principal may request an expulsion hearing at his/her discretion (except for violations of section 6-1)
- For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges indefinitely

^{*} Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

²⁸ Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

³⁰ "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

32 It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or

in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or

counseling.

33 Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.

- against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine
- *6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000

ANTI-BULLYING POLICY

<u>Purpose</u>

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every Chicago Public School ("CPS") student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this policy is consistent with the Illinois School Code. This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

Bullving is prohibited:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
- (3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;
- (6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- (1) placing the student in reasonable fear of harm to the student's person or property;
- (2) causing a substantially detrimental effect on the student's physical or mental health;
- (3) substantially interfering with the student's academic performance; or

(4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Cyberbullying" means using information and communication technologies to bully. This definition does not include cyberbullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullving

Responsibilities of CPS Employees and Contractors

All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A); and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, by calling the CPS Violence Prevention Hotline ("Hotline") at 1-888-881-0606, or by emailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- (1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension

due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

- (3) The investigation shall include:
 - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
 - e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
 - f. Comprehensively documenting the details of the investigation.
- (4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Office of Social & Emotional Learning for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- -The perpetrator is no longer bullying and is interacting civilly with the target.
- -The target reports feeling safe and is interacting civilly with the perpetrator.
- -School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- -School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

- -Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.
- -Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school. For more information, see *Guidelines for Effective Discipline*.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the CPS Equal Opportunity Compliance Office, or EOCO (telephone: 773/553-1013), within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The EOCO shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in IMPACT.

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all CPS employees contractors and volunteers to implement this policy. The content of such professional development shall include, but not be limited to:

- (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them:
- (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
- (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
- (4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy (http://policy.cps.k12.il.us/download.aspx?ID=261), each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Chief Officer of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

ATTACHMENT A

Chicago Public Schools Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Violence Prevention Hotline (1-888-881-0606) or email BullyingReport@cps.edu to make a report.

Victim or Target Information School: Name(s) and grade(s) of Victim/Target: Reporting Information (*Optional for students/parents/guardians) Name & Title of Person Reporting: Relationship to Victim/Target: Phone: _____ Email Address: ____ **Incident Information** Name(s) of accused bully(ies) OR description (if name(s) unknown): Location of incident: Date and time of incident: Approximate dates, times, and frequency of prior incident(s):______ Describe what happened and who was present in as much detail as possible (*Required Information):

Date of submission:

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS⁴⁴

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10- day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

 School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

2. The IEP team must:

- A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
- B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

⁴⁴ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

REFERENCE GUIDE FOR GROUPS 4. 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS. WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.

Knives, including but not limited to:

Steak knife or other kitchen knives

Pen knives/Pocket knives

Hunting knives

Swiss Army knife

Box cutters

Razors

Tools, including but not limited to:

Hammers

Screwdrivers

Saws

Crowbars/Metal pipes

Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

Mace/Pepper spray

Live ammunition/Live bullets

Broken bottles or other pieces of glass

Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

Pistol

Revolver

Other firearms

Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)

Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

Tear gas guns

Projector bombs

Noxious liquid gas

Grenades

Other explosive substances

Other Objects - these include:

Blackiack

Slingshot

Sand club

Sandbag Metal/brass knuckles Throwing stars Tasers/stun guns

"Look-Alike" Firearms - these include:

B.B. guns

Air guns

Other objects, including "toys" or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated of the SCC. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:

Baseball bats

Golf clubs

Personal Grooming Products - these include but are not limited to:

Nail clippers/files

Combs with sharp handles

Tweezers

School Supplies - these include but are not limited to:

Scissors

Laser pointers

Pens/Pencils

Rulers

Padlocks/Combination locks

Other objects commonly used for educational purposes

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Reque		r Expulsion Hearing
		pulsion is the removal of a student from school for 11 or more consecutive days, up to a
		ximum of two calendar years. ⁴⁵ student's inappropriate behavior falls within Group 5 of the SCC, a school principal <i>may</i>
		uest an expulsion hearing for the student. A school principal may also request assignment to
	an i	intervention program.
		student's inappropriate behavior falls within Group 6 of the SCC, a school principal must
		uest an expulsion hearing for a student in 6 th through 12 th grade or for any student violating tion 6-1; a school principal <i>may</i> request an expulsion hearing for a student in 5 th grade or
		ow committing any other Group 6 behavior.
	The	e CEO's designee will review the expulsion hearing request and determine whether to refer the
		dent to the Law Department for an expulsion hearing, assign the student to an intervention
	pro	gram, or refer the student back to the school for intervention/support.
Emerg		Assignment to Interim Alternative Education Setting
		dents who commit Groups 5 or 6 misconducts may be assigned to an interim alternative
		ication setting on an emergency basis ("emergency assignment") while a request for an pulsion hearing is pending without being given the opportunity for a hearing before an
		ependent hearing officer.
		quests for emergency assignment must be approved, facilitated, and implemented by the
		O's designee. The CEO's designee may request additional information when considering uests for emergency assignment.
		neral education students may be placed in an interim alternative education setting if their
	pre	sence at the home school poses a continuing danger to people or property, or an ongoing
		eat of disruption to the academic process. The student will be assigned to the Safe Schools
		ernative Program until the expulsion final determination is issued. dents with disabilities may be placed in an interim alternative educational setting for a
_		ximum of 45 school days, even in instances where the student's misconduct is ultimately
		ermined to be a manifestation of his or her disability. Students with disabilities may be
		erred for emergency assignment when in possession of weapons or drugs, or for inflicting ious bodily injury on another person while on school grounds or at a school-sponsored event.
		e parent or legal guardian may request a due process hearing to challenge the emergency
		ignment.
Evnuls	ion	Hearing Procedures
LApuis		The Law Department will schedule expulsion hearings and send parents/guardians a notice
		letter. The notice will provide a description of the incident, the date of the incident, the SCC
		inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The
		notice will be sent by registered or certified mail, or by personal delivery. Before the hearing, school principals are responsible for assisting the Law Department with
		case preparation by identifying witnesses and relevant documents, and reviewing all
		documentation regarding the incident to ensure it is complete, accurate, and properly written.
		The hearing will be conducted before an independent hearing officer. The Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the
		incident. The student may also call witnesses to testify and introduce documents regarding the
		the incident.
Fynule	ion	Final Determination
LAPUIS		After the hearing, the hearing officer will make a recommendation for intervention or discipline,
	_	up to expulsion for a set term of two calendar years.

 $^{^{45}}$ This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.

Ц	Executive Officer or designee.				
	If a student is expelled, alternative program placement may be offered for the period of the expulsion.				
	The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.				
	During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.				
Transition when Expulsion Complete					
	When a term of expulsion is completed, the student will be transferred to his/her home school.				
	For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.				

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

ACCELERATION ACADEMY A Program of the Chicago Public Schools Student Code of Conduct

Student Agreement (print student's name) have received and read the Student Code of Conduct ("SCC") for Acceleration Academies, a program of the Chicago Public Schools. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the SCC. Student Signature Date Parent/Guardian Agreement Dear Parent or Guardian: Acceleration Academies believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC. I am the parent or guardian of the above named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters. Parent/Guardian Signature Date

2.2.a. Resumes of Design Team



EXPERIENCE

2015 Atlantic Research Partners Chicago, IL Educational Consultant Accomplishments Include:

- Provided direction and guidance in special education compliance and performance to the personalized learning programs of Acceleration Academies, LLC
- Ensured compliance for special education instructional programs and related services with the requirements of local, state and federal laws for Acceleration Academies, LLC
- Coaching instructors for instructional improvement leading to student growth
- Providing expertise in area of instructional improvement for students eligible for special education services under IDEA and Section 504
- Providing expertise in Chicago Public Schools' framework for teaching

2013-2015 Pritchett Associates Newark, DE Educational Consultant Accomplishments Include:

- Developed and implemented quality assurance processes and procedures supporting non-traditional and alternative school settings
- Implemented strategic protocols to ensure State and Federal law compliance; assisted site based staff in renewing focus on core goals of school and district
- Collaborated with administration and staff at assigned schools/departments to evaluate and revise elementary and secondary programs for at-risk youth [expelled, incarcerated, ELL, disabilities] modifying general education curriculum based upon a variety of instructional techniques and technologies

2011-2013 Christina School District Director- Special Education Services Accomplishments include:

Wilmington, DE

- Moved a system out of federal mandated provisions in special education by reducing the number of low income and minority students routinely placed in special education programs
- Increased compliance on Individualized Education Plans by 60% within six months of school term
- Planned, coordinated and organized administration of IDEA Federal grant funding for children ages 3-5 and pupils ages 6-21
- Created and designed an administrative process to ensure documented compliance with all state and federal laws and regulations regarding IEP accountability

2009-2011 Strictly School Speech and Language Services San Jose,CA Executive Analyst for Education and Allied Health Accomplishments Include:

- Designed and created materials to address standards based curriculum for school districts using a software management system
- Designed affordable telepractice/telerehabilitation solutions for school districts to connect speech-language pathologists with students in underserved areas

2006-2009 Campbell Union School District Director- Student Services/Special Education Accomplishments include:

Campbell, CA

- Led district through successful adoption of Positive Behavior Support (PBS) initiative that was piloted in one school and ultimately implemented at all school sites within 2-year period.
- Revised Student Attendance Review Board (SARB) process improving Average Daily Attendance by 2%
- Revamped a very complicated Registration/Open Enrollment system; focusing on customer satisfaction and working in collaboration with enrollment staff to provide a seamless introduction for families enrolling in district
- Investigated and resolved formal complaints for students

2003-2006 San Mateo County Office of Education Director- Special Education-Secondary Accomplishments include:

Redwood City, CA

- Provided oversight for special education in a clientele of twenty-three (23) school districts for students ages 11 through 22 in collaboration with all stakeholders including parents, staffs, administrators and specialists.
- Restructured discipline procedures, which resulted in a significant decrease in suspensions and a demonstrable increase in effective learning environments.
- Improved instructional practices for special needs pupils/students meeting achievement growth targets on student learning objectives
- Represented staffs up to and over 100 to senior level management in matters/issues relative to job responsibilities, initiatives and partnerships.

2002-2003 San Mateo County Office of Education Redwood City, CA Assistant Education Services Manager-Special Education-Secondary Accomplishments Include:

- Developed programs that promoted the inclusion of all students with disabilities at middle and high schools and young adults to age 22
- Initiated development of classroom teams at segregated and comprehensive school sites with special education teachers, general education teachers and paraeducators increasing collegiality from 30%-75%
- Promoted socio affective/social skills curriculum in the middle and high school programs for students with crucial social, character and emotional needs2000-2002
 Berryessa Union School District
 San Jose, CA

Vice Principal Accomplishments Include:

- Coordinated team of specialists to monitor and evaluate the provision of programs and services for pupils with sensory motor deficits
- Assisted in developing after-school tutoring programs for at-risk and Title 1 students
- Coordinated a continuum of services and educational placements for students with disabilities
- Provided direct assistance and guidance in adapting teaching methodologies to best influence diverse and complex learners maximizing their engagement in the classroom

EDUCATION

- Harvard University Principal's Center Cambridge, MA
- Santa Clara University
 Santa Clara, CA
 Education Administration w/credential
- Western Illinois University
 Macomb, IL
 Master of Arts-Speech Language Pathology
- Elmhurst College
 Elmhurst, IL
 Bachelor of Arts-Speech Language Pathology

CERTIFICATIONS

- Professional Clear Administrative Services Credential, California Department of Education
- Professional Clear Clinical or Rehabilitative Services Credential, Authorized Field: Language, Speech and Hearing, California Department of Education
- School Leader I, State of Delaware
- Director of Special Education, State of Delaware
- General Administrative Certificate-Type 76, State of Illinois



EDUCATION

2005 Saint Louis University School of Public Health, St. Louis, MO

Master of Public Health - Epidemiology

2003 University of Illinois, Urbana-Champaign, IL

Bachelor of Arts - Communication, Pre-Medicine

PROFESSIONAL EXPERIENCE

Presently Acceleration Academies, LLC

Chicago, IL

Chief Operating Officer

• Oversee all operational aspects including Human Resources, logistics and central and site budgets

2012-2013 American Hospital Association

Health Education & Research Trust

Chicago, IL

Project Manager – Communication

- Develop monthly, quarterly and annual status reports to Centers for Medicaid and Medicare Services
- Serve as national representative for the largest Hospital Engagement Network in the Partnership for Patients initiative
- Create weekly newsletter for State Hospitals Associations and their hospitals regarding the progress of the initiative

2009-2012 Center for Genetic Medicine

Northwestern University

Chicago, IL

Project Manager

- Managed the operations of a \$1M NIH funded grant
- Recruited subjects from 6 collaborating clinics
- Interviewed research subjects on the topics of genetic research and biobanking
- Supervised 1 research coordinator
- Collaborated with physicians to determine utility and value of complex integration tools in marrying patient genetic data and electronic medical records

2007-2009 Bluhm Cardiovascular Institute – Clinical Trials Unit

Northwestern University

Chicago, IL

Regulatory Affairs Manager

• Managed regulatory staff with process and policy issues and provide guidance on

form preparation and submission.

- Supported a staff of 15 study coordinators across 6 divisions of cardiology
- Wrote Standard Operating Procedure relating to obtaining informed consent from research subjects
- Developed and implemented Standard Operating Procedures database to track progress and completion of SOPs by study coordinators and staff
- Prepared regulatory documents, including consent forms and protocols for submission to the IRB
- Met regularly with physicians to present new trials, discuss goals, and potential risks of each proposal
- Developed study budgets for both industry sponsored and investigator-initiated trials
- Communicated with IRB and administrative units across the university, project sponsors and project staff to ensure accuracy of regulatory documents and submissions
- Tracked study approvals and expirations to ensure uninterrupted project approval
- Submitted study renewal applications and study progress reports to the IRB
- Coordinated with study sponsor, investigator and IRB to complete study closure activities
- Maintained current knowledge of federal and institutional guidelines and requirements governing research so as to ensure compliance with Northwestern University and external standards

2005-2006 Northwestern University's Office for the Protection of Research Subjects (Institutional Review Board)

Chicago, IL

IRB Panel Coordinator

- Coordinated monthly panel meetings of health care professionals, faculty, and community members for review of research protocols
- Reviewed new research protocols being proposed at NU
- Provided support to the Institutional Review Board biomedical panels and the entire research community

2005 Saint Louis University School of Nursing

Saint Louis, MO

Graduate Researcher

• Manuscript preparation - "Adolescent Childbearing and Risk of Posttraumatic Stress Disorder (PTSD)"

2004-2005 Cardinal Glennon Children's Hospital

Saint Louis, MO

"Psychoeducational Characteristics in Children with Hypohidrotic Ectodermal Dysplasia"

- Conducted interviews and educational testing of adolescents
- Statistical analysis using SPSS
- Manuscript preparation

2003-2005 Health Communication Research Laboratory

Saint Louis University School of Public Health, St. Louis, MO Graduate Research Assistant

Health communication research studies

Enhancing Cancer Coverage in Black Newspapers (2003 – 2005) Center of Excellence in Cancer Communication Research, Study 2 National Cancer Institute

- National intervention trial to disseminate cancer information through media outlets among smaller communities in Missouri
- Content analyzing 24 Black and mainstream newspapers' coverage of cancer-related information
- Developing tailored intervention materials for each intervention community in order to increase media coverage of cancer-related information

PRISM (Prevention Research In Small-market Media) (2003 - 2004) Centers for Disease Control and Prevention

- Community intervention trial to disseminate prevention research findings through media outlets among smaller communities in Missouri
- Content analyzing media (newspapers, TV, radio) coverage of prevention research, and scientific journals to determine coverage of prevention research findings
- Developing tailored intervention materials for each community in order to increase media coverage of prevention research

2001-2003 Carle Foundation Hospital

Urbana, IL

Electrocardiogram Monitor Technician

- Monitored patients' heart rhythm for arrhythmias and irregularities
- Kept nurses and doctors apprised of their patient's condition
- Physician shadowing (obstetrician, cardiologist, anesthesiologist)

2001-2003 Health Communication Research – "Coping with HIV/AIDS"

University of Illinois, Urbana-Champaign, IL

Research Assistant under Dr. Dale Brashers

 Conducted interviews with individuals living with HIV/AIDS, data analysis

AFFILIATIONS, HONORS AND AWARDS

2012-2015	Distinctively College Bound Auxiliary Board Member
2004-2005	President Community Health Association of Students (CHAS) Saint Louis University School of Public Health
2004-2005	Campus Liaison – Saint Louis University Public Health Student Caucus
2003-2005	Research Assistantship Saint Louis University School of Public Health
2001, 2003	Dean's List
1999-2003	McLean County Children of Veterans Scholarship University of Illinois, Urbana-Champaign, IL
1999-2000	Illinois Masonic Scottish Rite Healthcare Scholarship University of Illinois, Urbana-Champaign, IL
TEACHING I	EXPERIENCE
Fall 2001	Speech Communication 101 University of Illinois, Urbana-Champaign, IL Teaching Assistant

PUBLICATIONS

Manuscripts in Preparation

Smith ME, Gordon EJ, Cameron KA, Rosenfeld AL, Wolf WA: Preferences and attitudes about informed consent for GWAS: a single center study

Smith ME, Gordon EJ, Cameron KA Rosenfeld AL, Wolf WA: Impact of Data Access Policies on Biobank Participation

Cameron KA, Smith ME, Gordon EJ, Rosenfeld AL, Wolf WA: Development, Refinement, and Testing of a Fact Sheet on Data Sharing in Genetic Research

Maxim R, Matsuo H, Leet TL: Psychoeducational Characteristics of Children with Hypohidrotic Ectodermal Dysplasia

PRESENTATIONS

Rosenfeld AL, Cameron KA, Gordon EJ, Wolf WA, Smith ME: Communicating Genetic Research and Data Sharing Via An Educational Fact Sheet. International Conference on Communication in Healthcare, Chicago, IL, October 2011.

Rosenfeld AL, Smith ME, Gordon EJ, Cameron KA, Wolf WA: Advancing Genetic Research ... But at What Cost? Ethical, Legal, and Social Implications Congress 2011, Chapel Hill, North Carolina, April 2011.

Smith ME, Gordon EJ, Cameron KA, Rosenfeld AL, Wolf WA: Patient's Attitudes and Preferences About Data Sharing, Privacy, and Participating in Genetic Research. American Society of Human Genetics Annual Meeting, Washington, D.C., November 2010

Smith ME, Gordon EJ, Cameron KA, Rosenfeld AL, Wolf WA: Data Sharing: A Hospital Based Resource. American Society for Bioethics and Humanities Annual Meeting, San Diego, October 2010.

Maxim R, Matsuo H, Leet TL: Psychoeducational Characteristics of Children with Hypohidrotic Ectodermal Dysplasia. Pediatric Academic Societies' Annual Meeting, Washington, D.C., May 2005

Out? A Look at Four Missouri Communities. American Public Health Association Annual Meeting, Washington, D.C., Nov. 2004



Professional Experience

2013-present

Acceleration Academies, LLC.

Chicago, IL

Director of Logistics & Project Support

- Manage implementation of acceleration academy sites in school districts across United States
- Ensure timely completion of state and local mandated requirements by Atlantic 'ground team'
- Communicate clearly expectations to team members and stakeholders
- Design and implement a school performance management system to ensure optimal performance management at each school site
- Create and manage a streamlined process for scouting of new Atlantic business by responding to nationwide RFPs and determining processes that allow Atlantic team members to work in synchronization to complete documents

2012-2013

SMS-Assist

Chicago, IL

Operations Manager

- Research, hire, and manage affiliates to complete landscape and snow removal services for businesses throughout the United States
- Negotiate with potential affiliates on pricing for their services while working to give our company the largest margin possible
- Handle daily logistics of affiliates while creating the most-efficient route and schedule that will maximize the affiliate's time
- Communicate with store managers on service times and administer affiliates so they arrive to locations when scheduled

Feb, 2012-Oct, 2012

Groupon

Chicago, IL

Customer Support Representative

- Communicate with customers via phone and email, enhancing verbal and written communication skills
- Provide customers with immediate information and resolutions to issues relating to their purchases, often finding innovative solutions that benefit the customer and the company
- Serve as a team mentor for trouble-shooting difficult cases

Education

08/2009-12/2011

University of Iowa

Iowa City, IA

Bachelor of Arts, English Literature

• University of Iowa Honors Program, 2009 – 2011

01/2008-05/2009

Heartland Community College

Bloomington, IL

Associate Degree, Liberal Studies

Dean's List (Spring '08 - Spring '10)

Activities

- Member, Big Brothers, Big Sisters of Johnson County, 2010-2011
- Member, Phi Theta Kappa Honor Society, 2008



Profile

has a strong background in educational administration and professional services. He has served as Superintendent of the largest educational service center in the Midwest, having grown the organization to over 4000 employees and \$100MM of fee-for-service and grant programs for schools across Ohio. He is experienced visioning, designing, and executing projects from inception to launch and is able to provide a structured framework to analyze complex school solutions where needs exist within school districts and public policy.

Areas of Expertise

- Leadership and innovation
- Educational Technology
- Strategic thinking
- Educational management
- Pre-K to higher education systems integration
- Service analysis and process redesign
- Employee Performance Appraisal
- Leadership searches and board/governance goal setting
- Performance management and progress reporting
- Shared services
- Charter school authorization and oversight
- School turnarounds

Education



University of Pennsylvania, Doctor of Education, Educational and Organizational Leadership
Miami University, Master of Arts, Educational Leadership

Miami University, Bachelor of Science (Summa Cum Laude), Mathematics Education

Post-graduate: Stanford University, Certificate in Social Entrepreneurism

Employment

Acceleration Academies, LLC, Senior Strategy Advisor, 2014 – present

- Responsible for the development of the Acceleration Academy model, training, proof of concept and implementation of the initial Acceleration Academies.
- Provided ongoing support for strategy and program design.

Atlantic Research Partners, Senior Faculty Member, 2013 - present

- Responsible for the development of a suite of school management services including support, training and build---out of enhancements to blended/hybrid learning offerings for schools and districts.
- Providing selected, boutique school management services for schools and districts to aid in the replication of the Distinctive Schools and Atlantic Research Partners intellectual property and instructional capacity.

Superintendent, Educational Service Center of Central Ohio, 2004---2013

• Led organization through growth from \$20MM in annual shared services to over \$100MM in fee---for---service and grant related pre---K to postgraduate services with over 4000 employees.

- Created an employee leasing network that included 25 school districts serving over 200,000 students.
- Developed health insurance consortium that was able to keep costs frozen for five
 (5) consecutive years.
- Served on the boards of multiple entities including Northwest Evaluation Association, American Association of School Administrators, Midwest Suburban Superintendents, Urban Superintendents Association of America, founding member of the League of Innovative Schools and Digital Promise.
- Developed and managed a statewide technical assistance center for students with autism and other low incidence disabilities that serves over 100,000 users (www.ocali.org).
- Developed a statewide school turnaround organization and deployed support for the Ohio Department of Education to the states lowest performing schools, the Ohio Network for Educational Transformation.
- Achieved outstanding evaluations from elected board of education members.

Superintendent, Port Clinton City Schools, 1998---2004

- Began as Assistant Superintendent and was promoted to Superintendent
- Passed additional millage that led to a stable budget that has not needed additional tax millage since the campaign during my term.
- Achieved Ohio's rating for academic performance

Principal/Superintendent, Put---in---Bay Local Schools, 1996---1998 (served again as interim Supt, 1999)

- Served in dual role of Superintendent and Principal; one of the first shared service positions in the state.
- Oversaw a complete K---12 renovation and building program to better serve student programming.
- Achieved Ohio's performance rating for academic performance one year after the school was listed as "in need of improvement".

Principal/Superintendent, North Bass Local School District, Isle St. George, Ohio, 1995---present

Principal, Bethel Middle School, Tipp City, Ohio, 1995---1996

Teacher/Athletic Director, Tri---County North Local Schools, 1992-

--1995 Adjunct Teaching. The Ohio State University, Ohio Dominican

University

Additional Technology Experience

Vast experience with educational technology systems including instruction and management, distance learning, professional development and instructional design.

Presentations:

Numerous presentations regionally and nationally; Presented upon request

Certifications

Superintendent, Treasurer, Business Manager, Principal, Supervisor, Mathematics Teacher [Ohio]

- Developed health insurance consortium that was able to keep costs frozen for five (5) consecutive years.
- Served on the boards of multiple entities including Northwest Evaluation Association, American Association of School Administrators, Midwest Suburban Superintendents, Urban Superintendents Association of America, founding member of the League of Innovative Schools and Digital Promise.
- Developed and managed a statewide technical assistance center for students with autism and other low incidence disabilities that serves over 100,000 users (www.ocali.org).
- Developed a statewide school turnaround organization and deployed support for the Ohio
 Department of Education to the states lowest performing schools, the Ohio Network for
 Educational Transformation.
- Achieved outstanding evaluations from elected board of education members.

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- Served in dual role of Superintendent and Principal; one of the first shared service positions in the state.
- Oversaw a complete K---12 renovation and building program to better serve student programming.
- Achieved Ohio's performance rating for academic performance one year after the school was listed as "in need of improvement".

Principal/Superintendent, North Bass Local School District, Isle St. George, Ohio, 1995---present

Principal, Bethel Middle School, Tipp City, Ohio, 1995---1996

Teacher/Athletic Director, Tri---County North Local Schools, 1992---1995

Adjunct Teaching, The Ohio State University, Ohio Dominican University

Additional Technology Experience

Vast experience with educational technology systems including instruction and management, distance learning, professional development and instructional design.

Presentations:

Numerous presentations regionally and nationally; Presented upon request

Certifications

Superintendent, Treasurer, Business Manager, Principal, Supervisor, Mathematics Teacher
 [Ohio] Superintendent [Virginia]



Summary Of Qualifications

- Specialize in the development of community awareness events, forums and fundraisers
- Extensive knowledge of diverse communities

 Ultimate commitment to the support and strengthening of urban communities

Work Experience

Chicago International Charter Schools (CICS)

2005 - Present

Duties:

Community Relations

- Responsible for community outreach and engagement
- Accurately and completely portray CICS's mission, core values, academic outcomes, history, educational programs and expected outcomes, in public settings raising awareness about CICS

Student Advocate

Partnership building with policymakers, elected officials, educators, Faith-based organizations, the private sector stakeholders, community-based actors, and parents.

Acceleration Academies LLC

2014 - Present

Duties:

Community Relations

- Responsible for community outreach and engagement
- Accurately and completely portray AALLC's mission, core values, academic outcomes, history, educational programs, expected outcomes and GC services in public settings raising awareness about Acceleration Academies

Student Recruitment

- Meet or exceed student established enrollment goals, and conduct all activities in accordance with the highest ethical standards while adhering to all rules and regulations regarding student recruitment.
- Assist other personnel and departments with data collection and problem solving.
- Lead and plan appropriate recruitment and enrollment activities including: open houses, regional presentations, training sessions, orientation programs, anyplace where GC's can be reached to education on the network.

Renaissance School Funds (RSF)/ New Schools For Chicago

2005 - 2014

Duties:

- Coordinator of Parents for School Choice (PFSC).
- Facilitate parental engagement.
- Assisting new school operators in the development and implementation of student recruitment and community outreach strategies.

Special Interest

2010 – Present Safe Passage, Coordinator safe passage routes, training and monitoring for Perspectives
 Charter Schools, CHA in Altgeld Gardens and Civitas Schools

1994 – Present

has touched the lives of countless youth. has melded her skills, commitment to the community and her musical gift in a very special way to make a difference in Chicago. has also used her voice to build and maintain a HIV/AIDS clinic in Kenya, Africa

Education

CYCC 1979, Associates Degree (Business Administration)

Certificates: 1981, Illinois Department of Food & Sanitation

1982, Chicago Board of Education (Work -Study Program)

1991, Life, Health, Property & Casualty Insurance License.



2.2.b. Student Demographic Data

	Bethel Acc. Academy	Federal Way Acc. Academy	Polk County Acc. Academies (5)
% of Free/Reduced Lunch	45	65	100
Ethnicity (%)			
African-American	15	55	30
Hispanic	15	18	10
Caucasian	55	20	52
Asian-American	7	2	6
Other	8	5	2
English Learners	3	5	5
Students with IEPs	33	45	20
Students in Temp. Living	35	40	4

2.2.b. Student academic performance data for every existing school or campus

	Bethel Acc. Academy	Federal Way Acc. Academy	Polk Co. Acc. Academies (5)
Courses Completed	54	2	40
Graduates	2	0	0



ACCELERATION ACADEMIES Position Description

Position Title:	Manager of Program Integrity
Department:	Acceleration Academies
Length of	
Service:	60 – 80 Days during the 2014 – 2015 School Year

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. All duties listed are essential functions for the position. It is understood that other related duties may be assigned. To perform this position successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required and characteristics of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Requirements:

Education	Master's Degree of Higher in a Relevant	
	Course of Study	
Years of Experience	7 or More Years of Relevant Experience	
Years of Managerial / Supervisory Experience	5 or More Years of Managerial / Supervisor	
rears of managerial / Supervisory Experience	Experience	
	Demonstration of a clear criminal history	
Background Check	pursuant to the background check processes	
	set forth by the state of service.	

General Function (Description):

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

The Manager of Program integrity is responsible for monitoring and assessing site implementation of Acceleration Academies' personalized learning model. The Manager of Program Integrity provides feedback, training, and technical assistance to Acceleration Academies' sites in addition to building reports, tools, and rubrics to monitor, assess, and report program fidelity across multiple sites.

Examples of Duties and Responsibilities:

- Monitors implementation of Acceleration Academies' personalized learning model
- Assists and monitors employees and provides feedback and training to employees who



- provide instruction, coaching, tutoring and leadership in the Acceleration Academy Model.
- Reports regularly on implementation fidelity and builds reports, tools and rubrics to show implementation success and opportunities.
- Assesses site and individual employee implementation, skills and opportunities and provides appropriate coaching and feedback to correct deficiencies.
- Provides technical assistance to new sites on the Acceleration Academy Model
- Stays current on research regarding at-risk and personalized learning
- · Works closely with Acceleration Academy leadership and employees to build program integrity

Knowledge, Skills and Abilities:

Computer Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications, specifically: Word, Excel, Access, PowerPoint, and Publisher.

Language Skills:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

 Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Demonstrated Knowledge of Personalized Learning.
- Demonstrated knowledge of Problem Based Learning.
- Demonstrated Knowledge of Formative and Summative Assessment.
- Knowledge of business and management principles involved in strategic planning, resource allocation, and coordination of people and resources.
- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.



- Demonstrates professionalism and contributes to a positive work environment.
- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures.
- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.
- Demonstrates ability to work well independently and as part of a team.

Physical Demands:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this position.

While performing the duties of this position, the individual is regularly required to sit, talk and hear. The individual is frequently required to use hands to touch, handle, or feel. The individual is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The individual must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this position include close vision.

Work Environment and Work Demands:

The work environment characteristics described here are representative of those an individual encounters while performing the essential functions of this position.

While performing the duties of this position, the individual may occasionally be exposed to outside weather conditions. The noise level in the work environment is usually quiet.

This position requires interstate travel.

Acceleration Academies is an Equal Opportunity Employer



ACCELERATION ACADEMIES Job Description

Position Title:	Executive Director
Department:	Acceleration Academies
FTE:	1.0

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required and characteristics of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Hiring Standards:

inninan ming Gandards.		
Education	Master's Degree or higher, in Education or	
	other relevant field.	
Years of Experience	7 or more years of relevant experience.	
Veers of Managarial / Supervisory Experience	3 or more years of direct supervisory	
Years of Managerial / Supervisory Experience	experience.	
	Demonstration of a clear criminal history	
Background Check	pursuant to the background check processes	
	set forth by the state of service.	

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction.
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum.
- A strong commitment to supporting reading, writing and problem solving across the curriculum.
- A sense of humor.

General Function (Description):



Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

The Executive Director serves as a lead Administrator with oversight of day to day operations for assigned Acceleration Academy sites. Academy Directors report directly to this role. The Executive Director assists in the growth of targeted geographies that represent significant potential contributions to the overall strategy of the organization. The Executive Director should possess an entrepreneurial spirit, a passion for growing operations, and a commitment to building awareness and resources around the organizational mission, within their region. The Executive Director will serve as a thought partner with regard to various Acceleration Academies functions: programs, development, communications, thought leadership, operations, human resources, and strategy. The Executive Director should possess a deep connection to the organization's mission, an ability draw influential people and resources together to help accomplish goals.

Examples of Duties and Responsibilities:

- Providing next level leadership and management for Acceleration Academies for issues beyond the scope and / or capacity of the Site Director.
- Collaborating with Central Office Executives, Superintendent in Residence, Site Directors, and Manager of Recruitment & Advocacy to analyze Acceleration Academies' needs, enrollment levels, resources, and community demographics to identify and recommend changes to optimize Acceleration Academies' functionality.
- Evaluating opportunities to improve Acceleration Academies' operations; designing and communicating strategies to implement improvements.
- Communicating, implementing, and enforcing Acceleration Academies' operational policies and procedures; monitoring same for compliance.
- Collaborating with Central Office Executives, Superintendent in Residence, and Site Directors on organizational issues such as determining policies, improving program delivery, recruitment, etc.
- Serving as Liaison between the Acceleration Academies' Central Office and Acceleration Academies' Staff as needed.
- Supervising Site Directors and other appropriate staff in assigned states.
- Engaging in outreach with school district officials, and community based leadership in conjunction with the Superintendent in Residence and Manager of Recruitment & Advocacy as is appropriate, to market Acceleration Academies' programs.
- Supervising the management of day to day operations of Acceleration Academies in assigned states to include, recruitment, retention, student services, budget administration, student records, billing integrity, etc., directly or through designated staff.
- Assisting in generating new prospects for new Acceleration Academies sales and expansions as needed.
- Performing other duties as assigned.



Knowledge, Skills and Abilities:

• Computer Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications, specifically: Word, Excel, Access, PowerPoint, and Publisher.

Language Skills:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

 Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Knowledge of business and management principles involved in strategic planning, resource allocation, and coordination of people and resources.
- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills.
- Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
- Demonstrates professionalism and contributes to a positive work environment.
- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.



• Demonstrates ability to work independently and as part of a team.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 15 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is typical of a collaborative educational environment.

Acceleration Academies is an Equal Opportunity Employer



ACCELERATION ACADEMIES Position Description

Position Title:	Academy Director
Department:	Acceleration Academies
FTE:	1.0

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. All duties listed are essential functions for the position. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required and characteristics of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Hiring Qualifications:

Education	Bachelor's Degree	
Certification	Administrator certification / licensure for the	
	state of service.	
Years of Experience	5 + years of relevant experience	
Years of Managerial / Supervisory Experience	3 + years of relevant experience	
	Demonstration of a clear criminal history	
Background Check	pursuant to the background check processes	
	set forth by the state of service.	

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction.
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum.
- A strong commitment to supporting reading, writing and problem solving across the curriculum.
- A sense of humor.



General Function (Description):

The director shall act as the Academy Leader as well as the liaison between the community, Academy, Central Office, School District, and the community organizations that can best assist in student success.

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

Academy Directors are committed to working with our Graduation Candidates, understand the lives of youth and have a track record of working successfully with students who face academic and personal challenges. Directors are expected to support Graduation Candidates both academically and personally through academic classes, enrichment activities, and through an advisory model in collaboration with Content Coaches (certified teachers) as well Career Coaches and Life Coaches (guidance/career counselors or and social workers). Directors oversee the delivery of a competency based blended curriculum where Graduation Candidates demonstrate proficiency in multiple ways including projects, exhibitions, and other alternative assessments.

Examples of Duties and Responsibilities:

- Lead and manage all faculty and staff, keeping them strongly connected to the mission of Acceleration Academies.
- Create and maintain a positive school culture and lead the instructional vision of the Acceleration Academy program.
- Work in conjunction with the district, community housing, social service, faith based and juvenile justice communities to recruit and retain graduation candidates.
- Provide ongoing feedback and support in the growth and development of all staff members and students connected to goals and milestones.
- Build systems of accountability and support using data to drive decisions and determine whether outcomes are successful or in need of adjustment.
- Work collaboratively with the President, CAO, COO, and Executive Director to deliver district-contracted agreements.
- Act as the primary point of contact between the Academy and the District as well as the Academy and community organizations.
- Work in collaboration with the Career Coach to develop and maintain relationships with employers and / or internship providers.
- Evaluate teaching effectiveness and provide ongoing feedback and support for continuous instructional improvement.
- Oversee positive relationship building and collaboration among staff, students, and their families.
- Assist with the development of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.



- Participate in IEP committee meetings and annual reviews.
- Use technology and Learning Management Systems to track student progress, assign interventions, and support course completion as determined in individual graduation candidate learning pathways.
- Support and coach Graduation Candidates to obtain passing or better scores on the required assessments and the National Career Readiness Certification.
- Participate in the development of and monitor progress and success of Graduation Candidate Data Days, Symposiums, Portfolio Reviews, and other school/ community events.
- Conduct regular collaboration sessions with Academy staff.
- Perform other related duties to assure smooth, effective and efficient functioning.

Knowledge, Skills and Abilities:

Computer Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications.
 - Google Suite of applications, e.g., google mail; google drive, etc.
 - Mobile technologies, e.g., smartphones, tablets, etc.
 - Learning Management Systems (LMS)

Language Skills:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

• Reasoning Ability:

 Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Demonstrates ability to interact with young people in a respectful and caring manner.
- Demonstrates ability to be student/learning-centered and committed to coaching Graduation Candidates towards success, devoting additional time to them if necessary.
- Demonstrates ability to create a learning environment where relationships, responsibility and accountability drive student success toward graduation goals.
- Demonstrates a commitment to working with the families of our Graduation Candidates and with students who themselves are parents.



- Adheres to all Acceleration Academies' policies and procedures.
- Demonstrates knowledge of business and management principles involved in strategic planning, resource allocation, and coordination of people and resources.
- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
- Demonstrates professionalism and contributes to a positive work environment.
- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.
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Physical Demands:

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Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

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2.4.a. Course Scope and Sequence

Full Curriculum for Year 1 & Scope and Sequence

Acceleration Academy's full curriculum for year one as well as its five year scope and sequence for subsequent years is customized according to each student's individual learning needs. Through the PLATO® Learning Platform, online courses are designed so that performance criteria for students is progressively developed and formatively checked throughout the unit. In other words, progressive performance is tracked individually, and necessary modifications are made so that new learning is dynamic, uniquely assembled, based on student need rather than static content based on a pre-set monthly curriculum map or pacing guide.

Each student's learning plan is indicative of both the student's current competencies and the student's identified needs. The learning plan offers opportunity for students to have voice in the sequencing of content as certain core competencies are met allowing choice of topics that are particularly compelling. All courses include topical outlines, recommended sequences, primary sources meeting expected Lexile levels, and student performance criteria as defined by the Common Core State Standards. Course summaries are included below in the link for the Acceleration Academy Course Catalog 2014-2015:

ACCELERATION ACADEMY COURSE CATALOG 2014-2015



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ASVAB

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MATHEMATICS

LANGUAGE ARTS

READING COMPREHENSION

Core Courses

A comprehensive 4x4 offering of engaging and award-winning courses, aligned to state and national standards and based on leading research and proven best practices.

Math Courses

Integrated Math

This course provides an introduction to Algebra I and Geometry. It covers linear equations, graphing lines, quadratic equations, function notation, rational expressions and equations Additional topics include lines and planes, rays and angles, two-column proofs, congruent triangles, trigonometric relations, polygons and circles, geometric solids, coordinate geometry, graphing equations, and data analysis.

Algebra 1

A comprehensive study of all of the concepts of Algebra I required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

*Available via Plato Courseware and EdOptions Academy

Algebra 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience new situations, which they practice in a real-world environment and match to previous learning.

* Available via Plato Courseware and EdOptions Academy

Consumer Mathematics*

This course explains how four basic mathematical operations - addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

* Available via Plato Courseware and EdOptions Academy

Geometry

A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences. *Available via Plato Courseware and EdOptions Academy

Precalculus

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations and limits.

* Available via Plato Courseware and EdOptions Academy

Probability and Statistics*

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions and how to use probability to make decisions.

English Language Arts Courses

English 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

* Available via Plato Courseware and EdOptions Academy

English 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

* Available via Plato Courseware and EdOptions Academy

English 11

Each unit in English 11 uses a central theme to teach reading, writing, grammar, and mechanics, providing learners with a cohesive and connected learning experience. Units provide a comprehensive overview of American literature from pre-1800 forward, including early American literature, depression-era literature, and contemporary literature. Assigned readings include American masters, and course discussions provide an opportunity for discourse on specific course concepts and their applications. In this way, the course encourages the development of critical twenty-first-century skills.

* Available via Plato Courseware and EdOptions Academy

English 12

English 12 builds on the reading, writing, grammar, and mechanics concepts developed in English 11. Each unit allows students to learn both reading concepts and writing skills. By reading and analyzing a variety of literature, students learn about elements of fiction, such as theme, plot, and setting. They examine figurative language in poetry and drama and continue to focus on important writing skills, such as sentence and paragraph structure, sequencing, and proofreading. English 12 spans literary history from the Anglo-Saxons and the medieval period through the Victorian age and contemporary literature.

* Available via Plato Courseware and EdOptions Academy

Structure of Writing*

This semester-long course focuses on building good sentences. Students will learn how to put words, phrases, and clauses together and how to punctuate correctly. They will start using sentences in short compositions. As an extra bonus, students will add some new words to their vocabulary, and they will practice spelling difficult words. Near the end of the

course, students are to submit a book report. Early in the course, encourage students to start looking for the books they want to read for the book report. They might also preview the introduction to that lesson so they know what will be expected.

* Available via Plato Courseware and EdOptions Academy

Science Courses

Biology

Students develop a clear understanding of the complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

* Available via Plato Courseware and EdOptions Academy

Chemistry

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.

* Available via Plato Courseware and EdOptions Academy

Earth and Space Science

This course surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth. Students are guided to a better understanding of how the earth and the universe are structured.

* Available via Plato Courseware and EdOptions Academy

Integrated Physics & Chemistry

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense making, and problem solving.

Life Science

Each unit in Life Science uses a central theme to teach Life Science concept, thus providing learners with a cohesive and connected learning experience. The course begins with an overview of scientific inquiry, and subsequent units explore the cellular and chemical bases of life, classification and diversity of life, and genetics.

* Available via Plato Courseware and EdOptions Academy

Physical Science

Beginning with the first unit, Properties and Structures of Matter, Physical Science is a comprehensive exploration of the physical world. of the course studies inanimate matter as well as topics in astronomy and geology, and broadens the student's understanding of the states of matter by applying them to weather and atmosphere. Other units include; Forces and Motion; Energy and its Application; and Chemistry Fundamentals.

* Available via Plato Courseware and EdOptions Academy

Physics

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

* Available via Plato Courseware and EdOptions Academy

Social Studies Courses

African American Studies*

This semester-long course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture. Although the course proceeds in chronological order, lessons are also grouped by themes and trends in African American history. Therefore, some time periods and important people are featured in more than one lesson.

American Government

American Government is a comprehensive survey of the operation and development of federal, state, county, and city governments. The course examines all aspects of government: its statute making, diplomacy, labor policies, public finance, and the contrasts between national, state and local levels of government. Areas of discussion include the Constitution; civil rights and equality; the legislative, judicial and executive branches; the Federal Reserve System, and foreign policy.

* Available via Plato Courseware and EdOptions Academy

American History 1

Examines the founding and development of the United States from the start of European exploration and settling of the original colonies to how it grew and became a powerful united nation. Topics covered include the pre-colonial cultures of Indigenous peoples, the arrival and impact of Europeans in North America, the Revolutionary War, Manifest Destiny, the Civil War, the Industrial Revolution, the United States in the 20th Century, and the influence of immigration on American society and culture.

* Available via Plato Courseware and EdOptions Academy

American History 2

Building on American History 1, this course develops an understanding of American culture, historical events, and life, learners develop skills to identify, analyze, and evaluate information presented in a variety of formats, including Internet-based research. In addition, learners develop the ability to evaluate and discuss (both orally and in writing) the impact of various events, issues, persons, and trends on American culture, historical events, and life.

* Available via Plato Courseware and EdOptions Academy

Geography

Each unit in Geometry builds on the previous unit in a spiraling curriculum manner. Students first explore the basics of geometry and then start to develop proofs related to each of the geometric concepts they have covered. Beginning with examining the role of the geographer and an overview of world geography, the course focuses on U.S. and North American geography before moving on to an examination of Europe, Oceania, and other areas of the world. Engaging content connects students to the physical world around them.

Native American Studies: Contemporary Perspectives*

This course complements Native American Studies: Historical Perspectives. It explores Native American worldviews, art, media perspectives on Native Americans, and contemporary perspectives and organizations. It concludes by providing a global perspective by examining issues face by indigenous peoples throughout the world.

* Available via Plato Courseware and EdOptions Academy

Native American Studies: Historical Perspectives*

By providing historical perspectives, this course provides a comprehens ive understanding of the roots of Native American culture. The topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life as it became increasingly affected by

* Available via Plato Courseware and EdOptions Academy

World History Since 1500

This course follows human history from the Renaissance and the end of the Middle Ages until the present day. Topics covered include the Renaissance, the Enlightenment, the French Revolution, Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students learn about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.

* Available via Plato Courseware and EdOptions Academy

U.S. History A

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. In addition, this course covers the founding events and principles of the United States, the events and implications of the Civil War, and the early industrialization of America.

U.S. History B

Beginning with World War II and its aftermath, this course provides learners with a proven, cohesive, and connected learning experience that builds on U.S History A. At the same time, it provides teachers with a highly flexible course to accommodate a variety of schedule options.

While covering historical events from the civil rights movement through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

World History Before 1815*

In this course, students study human events from the first use of agriculture 15,000 years ago through the end of the French Revolution in 1815. Included are lessons on the ancient civilizations of Europe, Asia, Africa, and the Americas. Later lessons examine the great periods of global exploration and expansion, as well as scientific discovery. Also studied are the revolutions in England, America, and France.

* Available via Plato Courseware and EdOptions Academy

World History Since 1815*

This course follows human history from the end of the French Revolution until the present day. Topics covered include the Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students read about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.

* Available via Plato Courseware and EdOptions Academy

Advanced Placement Courses

Challenge your accelerated students and help them achieve even more with 10 semesters of courses that address 100% of the standards defined by the College Board.

AP®* Biology

To generate skills for lifelong learning, 25 percent of the lessons in AP Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction AP approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

AP®* Calculus

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

* Available via Plato Courseware and EdOptions Academy

AP®* Calculus

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

* Available via Plato Courseware and EdOptions Academy

AP®* Chemistry

AP Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete AP experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, data-based analysis, online data-based tools, and -kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

* Available via Plato Courseware and EdOptions Academy

AP®* English Lit & Comp

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

* Available via Plato Courseware and EdOptions Academy

AP®* US History

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion

groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

Available via Plato Courseware and EdOptions Academy

World Languages

Prepare your students for success in the 21st century world with highly interactive, graphically rich, and visually stimulating language curriculum.

French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Reinforce language learning with game-based practice, available on our French I Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

French II

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our French II Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our German IMobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Students continue their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our German II Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate

vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our Spanish I Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Spanish II

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our Spanish IIMobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Spanish III

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Reinforce language learning with game-based practice, available on our Spanish III Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Elective Courses

Our offering of over 30 diverse and interactive elective courses to keep students motivated and engaged in the learning process. Empowering students to pursue their passions helps each one of them to achieve their potential.

Academic Success

As in other areas of life, success in academics results from learning and practicing positive habits. This one- semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

Art History and Appreciation*

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

* Available via Plato Courseware and EdOptions Academy

Computer Applications and Technology*

Throughout this course students are presented with a variety of computer applications and technology concepts and demonstrate their understanding of those concepts through practical problem-solving exercises. A course project includes activities related to the course objectives and can be assigned for work throughout the course.

* Available via Plato Courseware and EdOptions Academy

American Literature*

This course surveys American authors and the historical development of literature in America. The course illustrates how the events in history and the cultural heritage of the times influenced the work of authors. The ability to analyze literary works is stressed. Topics include Puritanism, Deism, Neoclassicism, Romanticism, Transcendental ism. Realism, and Naturalism.

* Available via Plato Courseware and EdOptions Academy

Anthropology I: Uncovering Human Mysteries*

Anthropology uses a broad approach to give students an understanding of our past, present, and future, and also addresses the problems humans face in biological, social, and cultural life. This course explores the evolution, similarity, and diversity of humankind through time. It looks at how we have evolved from a biologically and

culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys are just one of the powerful learning tools utilized in this course.

* Available via Plato Courseware and EdOptions Academy

Anthropology II: More Human Mysteries Uncovered*

This course continues the study of global cultures and the ways that humans have made sense of their world. It examines ways that cultures have understood and given meaning to different stages of life and death. The course also examines the creation of art within cultures and how cultures evolve and change over time. Finally, students apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

* Available via Plato Courseware and EdOptions Academy

Archeology: Detectives of the Past*

The field of archeology helps us better understand the events and societies of the past that have helped to shape the modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

* Available via Plato Courseware and EdOptions Academy British Literature*

This course provides a comprehensive look at the evolution of British literature from the Anglo-Saxon period through the Modern Age. The course emphasizes the cultural and historical elements that shape literary movements. Twenty-six of the thirty-four lessons focus on literary analysis, while writing lessons focus on real-world applications, analytical essays, and research papers. Language lessons focus on usage, mechanics, and critical thinking. Of course all course readings and literary texts are provided online.

* Available via Plato Courseware and EdOptions Academy

Career Explorations*

Throughout this course, students will practice valuable life and career skills, including resume writing, interview techniques, budgeting, time management, and long-term planning. This course also encourages learners to use a number of employment resources both in print and on the Internet. Practical topics are engagingly presented and include search skills, industry clusters, entrepreneurship, and effective resume preparation and interviewing skills.

* Available via Plato Courseware and EdOptions Academy

Criminology: Inside the Criminal Mind*

Crime and deviant behavior rank at or near the top of many people's concerns. This course looks at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system

handles not only criminals, but also their crimes. Why do some individuals commit crimes and others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors shape the criminal case process?

* Available via Plato Courseware and EdOptions Academy

Digital Photography I: Creating Images with Impact*

Digital Photography focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

* Available via Plato Courseware and EdOptions Academy

Digital Photography II: Discovering Your Creative Potential*

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

* Available via Plato Courseware and EdOptions Academy

Forensic Science I: Secrets of the Dead*

In this unit, students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence.

* Available via Plato Courseware and EdOptions Academy

Forensic Science II: More Secrets of the Dead*

Although the crime scene is the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within the lab. It examines some of the basic scientific principles and knowledge that guide forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology,, mineralogy, and spectroscopy will be examined.

* Available via Plato Courseware and EdOptions Academy

Gothic Literature: Monster Stories*

From vampires to ghosts, frightening stories have influenced fiction writers since the 18th century. This course focuses on the major themes found in Gothic literature

and demonstrates how core writing drivers produce thrilling psychological environments for the reader. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

* Available via Plato Courseware and EdOptions Academy

Great Minds in Science: Ideas for a New Generation*

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

* Available via Plato Courseware and EdOptions Academy

Health*

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

* Available via Plato Courseware and EdOptions Academy

International Business: Global Commerce in the 21st Century*

From geography to culture, Global Business is an exciting topic. This course helps students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations are all explored in this course. Students cultivate an awareness of how history, geography, language, cultural studies, research skills, and continuing education are important in business activities and the 21st century.

* Available via Plato Courseware and EdOptions Academy

Introduction to Philosophy: The Big Picture*

This course is an exciting adventure that covers more than 2,500 years of history. Despite their sometimes odd behavior, philosophers of the Western world are among the most brilliant and influential thinkers of all time. As students learn about these great thinkers, they'll come to see how and where many of the most fundamental ideas of Western Civilization originated. They'll also get a chance to consider some of the same questions these great thinkers pondered.

* Available via Plato Courseware and EdOptions Academy

World Religions: Exploring Diversity*

Throughout the ages, religions have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students trace major developments in these religions and explore their relationships with social institutions and culture. The course also discusses some of the similarities and differences among the major religions and examines their related connections and differences.

* Available via Plato Courseware and EdOptions Academy

Law & Order: Introduction to Legal Studies*

From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society.

* Available via Plato Courseware and EdOptions Academy

Music Appreciation: The Enjoyment of Listening*

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course provides students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. Students acquire basic knowledge and listening skills, making their future music experiences more informed and enriching.

* Available via Plato Courseware and EdOptions Academy

Personal & Family Finance*

How do personal financial habits affect students' financial futures? How can they make smart decisions with money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students learn about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

* Available via Plato Courseware and EdOptions Academy

Personal Finance*

This course focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

* Available via Plato Courseware and EdOptions Academy

Personal Psychology I: The Road to Self-Discovery*

Self-knowledge is the key to self-improvement. More than 800,000 high school students take psychology classes each year. Among the different reasons, there is usually the common theme of self-discovery.

Sample topics include the study of infancy, childhood, adolescence, perception and states of consciousness. The course features amazing online psychology experiments dealing with our own personal behavior.

* Available via Plato Courseware and EdOptions Academy

Personal Psychology 11: Living in a Complex World*

This course enriches the quality of students' lives by teaching them to understand the actions of others. Topics include the study of memory, intelligence, emotion, health, stress and personality. This courses features exciting online psychology experiments involving the world around us.

* Available via Plato Courseware and EdOptions Academy

Physical Education*

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

* Available via Plato Courseware and EdOptions Academy

Real World Parenting*

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Students learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are other topics covered in this course.

* Available via Plato Courseware and EdOptions Academy

Social Issues*

Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.

* Available via Plato Courseware and EdOptions Academy

Sociology I: The Study of Human Relationships*

The world is becoming more complex. How do beliefs, values and behaviors affect

people and the world in which we live? Students examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys are an important component of this relevant and engaging course.

* Available via Plato Courseware and EdOptions Academy

Sociology II: Your Social Life*

Sociology is the study of people, social life, and society. By developing a "sociological imagination" students are able to examine how society itself shapes human action and beliefs, and how in turn these factors re-shape society itself. Fascinating online video journeys will not only inform students, but motivate them to seek more knowledge on their own.

* Available via Plato Courseware and EdOptions Academy

Veterinary Science: The Care of Animals*

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

* Available via Plato Courseware and EdOptions Academy

World Literature*

World Literature provides students with a survey of some of the world's best and most well-known literature. Lesson notes supplement reading assignments and emphasize common themes found across cultures and historical timelines. Submissions use a combination of objective multiple choice and short answer questions, as well as subjective questions that require students to support their opinions. Finally, two full-length writing assignments ask students to apply their knowledge in essay form.

* Available via Plato Courseware and EdOptions Academy

Career Technical Education (CTE) Courses

Computer Science 1A

An engaging interdisciplinary course, Computer Science 1A provides a fundamental understanding of computer science principles while emphasizing the practical application of computer science to other areas

of learning. It encourages critical thinking while developing specific skills in scripting, program structure, logic and languages, functions, and data sets. The course's 14 lessons and five activities are specifically designed to address the relevant standards prescribed by the Computer Science Teachers Association.

Game Development

Are any of your students gamers? That's what we thought. In this course, they'll learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

Introduction to Accounting

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), The Accounting Cycle, and Balance Sheet Elements. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

Introduction to Business Administration

As with all Edmentum Career Technical Education courses, Introduction to Business Administration is specifically designed to provide high school students with the knowledge and skills they need to succeed in high-demand careers. This full semester course includes 15 lessons and five course activities that keep students engaged while online discussions leverage their collective knowledge for the benefit of all learners. The course is both flexible and simple to manage. The wide variety of lessons includes: Entrepreneurship and Management; Organizational Behavior; Fundamentals of Finance; and Quality Management. The course concludes with an end-of-semester assessment.

Introduction to Fashion Design

From Components of Fashion to Haute Couture to Production, this course is focused on the practical aspects of career preparation in the fashion design industry. The 17 lessons in the course provide students with both breadth and depth, as they explore the full gamut of relevant topics in fashion design. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged. Fascinating and practical, Introduction to Fashion design will appeal to, and enrich, many of your students.

Introduction to Marketing

This one-semester course provides a comprehensive overview of marketing principles and practices in today's dynamic digital context. The five course activities are career oriented and encourage the development of critical thinking skills in practical applications. Marketing is a rapidly changing discipline, and this course helps prepare your students for the challenges and excitement of a career in marketing. Lessons include Branding, Segmentation, Advertising Fundamentals, and Online Marketing.

Introduction to Social Media

This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today's economy. Of course they already engage in social media, but this course enhances their skills and knowledge in order to apply them in a practical way in their careers. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

Web Design

Whether they know it or not, almost all of your students have an interest in web design – but this semester- long course takes them inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as Elements of Design, Effects of Color, and Typography help them understand the elements of effective and dynamic web design. The course covers the basics of HTML, CSS, and how to organize content, and helps to prepare them for a career in web design.

Test Prep Courses

Test preparation courses prepare students for the leading college entrance and placement tests, and for career certifications and work skills examinations. More than a collection of content, these rigorous and engaging courses are subject-specific and aligned to each test's objectives.

Tests Covered Include

ACT

Courses:

ACT English

ACT Mathematics

ACT Reading

ACT Science Reasoning

*Available via Plato Courseware and EdOptions Academy

SAT

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Courses:

SAT I Language Arts

SAT I Mathematics

*Available via Plato Courseware and EdOptions Academy

ACCUPLACER

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on post-secondary course selection.

Courses:

ACCUPLACER Math

ACCUPLACER Reading

ACCUPLACER Sentence Skills

*Available via Plato Courseware and EdOptions Academy

COMPASS

The COMPASS placement test helps college educators quickly evaluate incoming students' skill levels and place them into appropriate courses.

Courses:

Compass Test Preparation – Mathematics

Compass Test Preparation - Reading

Compass Test Preparation - Writing

*Available via Plato Courseware and EdOptions Academy

WorkKeys

WorkKeys is a job skills assessment system that helps employers select, hire, train, and retain a high- performance workforce. Work Keys scores help compare a learner's skills to the skills real jobs require.

Course:

ACT WORKKEYS

*Available via Plato Courseware and EdOptions Academy

National Career Readiness Certificate

Based on WorkKeys, the National Career Readiness Certificate is the recognized national standard for measuring fundamental employability skills and is a reliable predictor of workplace success.

Courses:

Career Readiness Certificate – Bronze Level

Career Readiness Certificate - Gold Level

Career Readiness Certificate - Silver Level

* Available via Plato Courseware

ASVAB

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

Courses:

ASVAB Mathematics

ASVAB Technology and General Science, Part 1

ASVAB Technology and General Science, Part 2

ASVAB Word Knowledge and Paragraph Comprehension

General Educational Development® (GED®)

The General Educational Development® tests measure the skills and knowledge similar to a high school course of study. GED® graduates earn a GED® credential.

Remediation Courses

Remediation courses improve skills in specific subject areas to advance learners to the appropriate curriculum level for credit bearing course readiness. Each course consists of a series of assessments and prescribes curriculum based on each assessment to determine the level a student needs to reach and help guide and support them to success.

Courses:

Mathematics

Language Arts

Reading Comprehension

*Available via Plato Courseware and EdOptions Academy



Common Core-Aligned Learning Standards Broken Down By Course and Unit

PLATO® Learning courses are developed using rigorous state and national standards. *The Correlation of PLATO® Curricula to Common Core State Standards* reports (Illinois) outline state specific standards that are broken down per course and unit. Courses have been designed to be rigorous, robust and coherent in order to help students develop a depth of understanding and an ability to apply concepts to novel situations, as college students and employees regularly do (*The Research Base of PLATO® Online Courses*). Detailed copies of the listed courses and their corresponding units can be found on the website below:

file:///Users/annereiman/Desktop/Appendix%20B.%20Common%20Core-Aligned%20Learning%20Standards%20by%20Course%20and%20Unit.html

- CCSS 9-10 ELA PLATO Course English 9-10 v3.0.pdf
- CCSS 11-12 ELA PLATO Course Advanced English Lit and Comp.pdf
- CCSS 11-12 ELA PLATO Course English 11-12 v3.0.pdf
- CCSS Algebra PLATO Course Algebra 1 and 2 v3.0.pdf
- CCSS Geometry PLATO Course Geometry v3.0.pdf
- CCSS PLATO Course Advanced Calculus.pdf
- CCSS PLATO Course Algebra 1 v5.0.pdf
- CCSS PLATO Course Algebra 2 v5.0.pdf
- CCSS PLATO Course American Literature.pdf
- CCSS PLATO Course British Literature.pdf
- CCSS PLATO Course English 9 v3.0.pdf
- CCSS PLATO Course English 9 v4.0.pdf
- CCSS PLATO Course English 10 v3.0.pdf
- CCSS PLATO Course English 10 v4.0.pdf
- CCSS PLATO Course English 11 v4.0.pdf
- CCSS PLATO Course English 12 v4.0.pdf
- CCSS PLATO Course Integrated Math I.pdf
- CCSS PLATO Course Integrated Math II.pdf
- CCSS PLATO Course Integrated Math III.pdf
- CCSS PLATO Course Pre-calculus v3.0.pdf
- CCSS PLATO Course Probability and Statistics.pdf
- CCSS PLATO Course Structure of Writing.pdf
- CCSS PLATO Course World Literature.pdf



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Unit Sequence

Student competency and current identified needs are factored into unit sequencing. Additionally, students have choice in topics they find most compelling. Students complete one course at a time based on demonstrated performance as it relates to the Common Core State Standards. The website link below reviews the unit sequencing for available courses.

file:///Users/annereiman/Desktop/CPS%20RFP/Ap.%20C/unit%20sequence/Appendix%20C%20-%20Unit%20Sequence.html

- IL CCSS PLATO Course Algebra 1 v5.0.pdf
- IL CCSS PLATO Course Algebra 2 v5.0.pdf
- IL CCSS PLATO Course English 11 v4.0.pdf
- IL CCSS PLATO Course English 12 v4.0.pdf
- IL CCSS PLATO Course Algebra 1 and 2 v3.0.pdf
- IL CCSS PLATO Course Algebra 1.pdf
- IL CCSS PLATO Course Algebra 2.pdf
- IL CCSS PLATO Course American History 1.pdf
- IL CCSS PLATO Course American History 2.pdf
- IL CCSS PLATO Course Basic American History 1.pdf
- IL CCSS PLATO Course Basic American History 2.pdf
- IL CCSS PLATO Course Biology v3.0.pdf
- IL CCSS PLATO Course Biology.pdf
- IL CCSS PLATO Course Chemistry v3.0.pdf
- IL CCSS PLATO Course chemistry.pdf
- IL CCSS PLATO Course Civics.pdf
- IL CCSS PLATO Course Earth and Space Science.pdf
- IL CCSS PLATO Course Economics.pdf
- IL CCSS PLATO Course English 9 v3.0.pdf
- IL CCSS PLATO Course English 9.pdf
- IL CCSS PLATO Course English 10 v3.0.pdf
- IL CCSS PLATO Course English 10.pdf
- IL CCSS PLATO Course English 11-12 v3.0.pdf
- IL CCSS PLATO Course English 11.pdf
- IL CCSS PLATO Course English 12.pdf
- IL CCSS PLATO Course Geography.pdf
- IL CCSS PLATO Course Geometry.pdf
- IL CCSS PLATO Course Integrated Physics_Chemistry 1.pdf
- IL CCSS PLATO Course Physics Chemistry 2.pdf
- IL CCSS PLATO Course Life Science.pdf

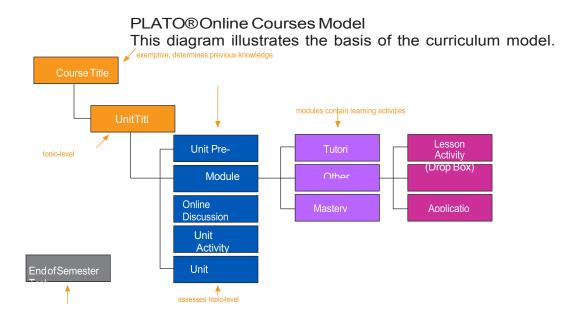


Course and Unit Content, Objectives and Skills

Our learning courses are developed using rigorous state and national standards, including those from the national Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the Thomas B. Fordham Foundation index of A-rated states. Throughout its history, PLATO Learning has used a mastery-based model to build the content at the heart of its courses and curriculum. PLATO Learning provides semester-long courses on a range of core and elective subjects. Developers start with a curriculum structure built around discreet learning objectives. Then each learning module, or lesson, is focused on one individual objective.

Each module includes an introduction to the new material, a chance to practice or apply new knowledge, and an opportunity to demonstrate mastery of the objective before progressing to the next module. This structure is built into units of related material and includes the pretests to assess prior knowledge, as well as posttests and end-of-semester tests to confirm mastery for broader levels of content beyond the lesson (*The Research Base of PLATO® Online Courses*).

PLATO® Online Courses Model





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- IL CCSS PLATO Course Physical Science.pdf
- IL CCSS PLATO Course Physics.pdf
- IL CCSS PLATO Course PreAlgebra.pdf
- IL CCSS PLATO Course Precalculus.pdf
- IL CCSS PLATO Course Probability and Statistics.pdf
- IL CCSS PLATO Course U.S. Government.pdf
- IL CCSS PLATO Course U.S. Government.pdf
- IL CCSS PLATO Course World History.pdf



Descriptions of Summative and Benchmark Assessments That Measure Student Attainment Against the Learning Standards

<u>Edmentum Assessments</u> take less than one hour each. The assessments test student candidates until a stop gap in skills and knowledge can be identified.

The generated results contribute to our unique learner population by

- Accurately assessing students' grades 5 through adult. The end of the assessments for each category provides a level (comparable to grade levels) so that coaches know where candidates' baseline is in numeracy and literacy on day 1.
- After completing the assessment, the software automatically prescribes content modules specific to the areas identified weakness during the assessment (personalizing our candidates' learning).
- The prescription allows candidates to bypass objectives they have already mastered, gain confidence, and focus on topics that challenge them for a more relevant, satisfying learning experiences.

<u>Study Island Program</u> is a dynamic self-paced program that allows teachers to customize instruction to students' needs while allowing students to study in standard test format, interactive game mode, or using interactive response systems.

It includes a career readiness section; daily feed section for poems, quotes, brainteasers; and passport stamps denoting topic/content mastery.

<u>Naviance</u> connects students and families with resources to ensure students are college and career ready. Applications enable students to identify personal proclivities and special strengths for long term education planning. *Naviance* interfaces with *PrepMe* and adaptive to reach college and career readiness goals.

<u>STAR</u> assessments provide valuable information for a student's current skill levels and comparative academic ability relative to national norms. Results are used to inform decision making for each students learning plan as well as predicting student performance on other state standardized tests.

<u>Illinois State Assessments</u> that include EXPLORE, PLAN, ACT and the Partnership for Assessment of Readiness for College and Careers (PARCC) will be administered in accordance with outlined compliance expectations from the Illinois State Board of Education.

<u>NWEA</u> assessments provide real-time data to teachers to assess student progress using the Measures of Academic Progress (MAP) that customizes assessment based on a student's learning level. Content coaches use this real-time data to make instructional modifications to increase student academic achievement.



Description of Instructional Materials, Textbooks, and Online Resources That Will Be Used By Teachers to Implement the Curriculum

At Acceleration Academy, we are committed to helping students earn their high school diploma by providing them with the right instructional materials and online resources, making the graduation process not just possible but manageable. Competency-based instruction and consistent support from accessible teachers triggers student engagement and overall course progression. Our teachers utilize the tools and online resources (listed below) while implementing curriculum and creating personalized learning pathways for each student.

<u>Plato® Courseware</u> is Acceleration Academy's standards-based online learning platform that provides relevant curriculum and challenges students with a 21st century approach to learning with interactive, media-rich content. Courses are aligned to Common Core and state standards while substantial flexibility allows teachers to customize courseware to meet students' unique needs. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery. Communication between teacher and student is also easy through Plato's messaging system.

Tablet for Home Use

After a student has proven consistency and progression, which is based on the completion of 20% of the student's first course, he or she receives a tablet for home use. While this does act as a motivational tool, it more importantly gives students 24/7 access to Acceleration Academy and encourages self-paced learning.

Google Chromebooks on Site

Google Chromebooks and laptops are available to students on site. Coursework is completed through virtual channels so students are able to come into the academy and get help in-person from teachers and staff. Also, if a student doesn't have readily available Internet access, he or she can use the Google Chromebooks and academy laptops to complete schoolwork.

Wi-Fi at Home

Students who are eligible for free or reduced lunch may also qualify for free Wi-Fi at their residence.

Dropbox

Teachers and students can share assignments or work on group projects through shared *Dropbox* accounts.

Edmentum Assessments

Edmentum Assessments offer comprehensive solutions that provide teachers with valuable assessment tools that integrate curriculum, monitor student progress, and engage students



Expect Your Success

through a personalized and effective learning environment. These assessments accurately evaluate students and prepare them through a customized learning path.

ILLINOIS STATE BOARD OF EDUCATION Special Education & Support Services Springfield, Illinois 62777-0001 100 North First Street, E-228

CHARTER SCHOOL INITIAL APPLICATION FOR SPECIAL EDUCATION SERVICES

Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL Section 226.10 Purpose

imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education and related services. (Source: Amended at 31 III. Reg. 9915, effective June 28, 2007). Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services. CHARTER SCHOOL NAME ACCEleration Academies ADDRESS (Street, City, State, Zip Code) 910 W. Van Buren, Suite 315 Chicago, IL 60607		GRADES TO BE SERVED TOTAL NUMBER OF STUDENTS TO BE SERVED 1000 in 2016 growing to 2000 over five (5) years	CONTACT TELEPHONE (Include Area Code) CONTACT E-MAIL	312.600.6829
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Instructions for required corrections AND clarification: Date_ ISBE USE ONLY: Review # 163 Page 1 of 20

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a))	Open enrollment activities are accessible to parents that want to make application to certain types of schools (e,g. magnet schools and programs). Appropriate services within these programs will be provided to meet the student's individual needs as delineated on the Individualized Education Program (IEP). For example, if a student with a mobility impairment is selected by lottery for a magnet school or program that is not accessible, transportation will be provided to a comparable magnet program at an accessible school.	Principal-Charter School Director, Special Education/Student Support Services-Charter School and District Response to Intervention(Rtl) Coordinator-Charter and District Enrollment Specialist-Charter School and District Parent(s) and/or Guardian(s) Social Worker-Charter School Program Specialist-District	Approved See below
	Computerized lotteries are conducted to ensure that all children have an equal chance to be accepted at schools that do not require testing. A computer program randomly selects students to fill the spaces in each grade.		
	Video-taped lottery process to ensure fairness for all applicants.		
	In order to receive a Free Appropriate Public Education (FAPE), then the IEP must reflect as such and the school district must consider a continuum of placement options for students identified under the Individuals with Disabilities Education Act (IDEA). The continuum ranges from the least restrictive to the most restrictive, including instruction in general education classes, special classes, special schools, home instruction and instruction in hospitals.		
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ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))	Child Find is an ongoing process from birth to age 21. A comprehensive Child Find system will be established that includes: Annual screenings, handouts of information packets, coordination and consultation with the LEA. SCREENING AND/OR EVALUATION Annual screening of children under age of five (5) to identify babies and toddlers who need early intervention services because of developmental delays or disability and those who may need special education services.	Principal-Charter School Director of Special Education/Student Supports-Charter and District Social Worker-Charter IEP Case Manager/Coordinator-Charter Teachers Related service providers (OT, PT, Speech)	Approved See below
	EARLY INTERVENTION System of services that helps babies and toddlers with developmental developmental delays or disabilities learn the basic skills and new skills that typically develop between the first 3 yrs. of life. If an infant or toddler has a disability or developmental delay in one or more of these areas, the child will more likely be eligible for early intervention services. Eligibility is determined by evaluating the child (with parents' consent) to determine if the child has a delay in development or a disability. Eligible children can receive early intervention services from birth to age 3.		
	Parents may be given a referral to their local early intervention office if it is a child that has been diagnosed from birth with a specific condition or who experiences a significant prematurity, very low birth weight, illness or surgery soon after being born. Parents that are concerned about their child's development can contact local program directly and request an evaluation (no cost to the family).		
129	INITIAL ASSESSMENT-CHILD Parental consent will be obtained in order to conduct an in depth assessment to determine the child's unique needs and the early intervention services appropriate to address those needs. An		
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III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.303) (34 CFR 300.303) (34 CFR 300.304)	Referral-System Process by which the school district receives a request to evaluate a student to determine if the student qualifies to receive special education services.	Principal/Assistant Principal Individualized Education Plan (IEP) team Multidisciplinary team members Response to Intervention Team	Approved See below
(33 IAC 226.110)	A referral can be made by the school district- a teacher or other school personnel (involved in the student's education), community services agencies, the State Board of Education or by a parent or guardian. It is the first step before an evaluation can take place.	Administrator (Principal) Director, Special Education/Student Supports Parents Related Services providers (OT, PT, Speech) Teachers	
	INITIAL EVALUATION Within 14 school days after receiving written request, from the parent and/or guardian, the district will decide whether to evaluate the child or not		
	If the district determines an evaluation is warranted, district must provide parent(s) and/or guardian(s) with paperwork to provide formal written consent.		
	During the initial evaluation, the IEP team must use a variety of assessment tools and strategies;review existing evaluation data on the child; review evaluations and information provided by the parents; review current classroom-based, local, or state assessments and classroom based observations; review observations by teachers and related service providers; review any independent educational evaluations, if applicable.		
	If it is determined that an evaluation is not necessary, the district must inform the parent(s) and/or guardian(s) in writing of decision not to evaluate and reason(s) for the decision.		
130	REEVALUATION Reevaluation must occur at least once every three (3) years, unless the parent and the school district agree that a reevaluation is unnecessary based on the existing information on the student.		
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III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))	The school district must assess the child in all areas of suspected disability including: -Academic performance -Health -Vision -Hearing -Communication -Motor abilities -General intelligence -Functional performance -Other areas as needed	School psychologist Principal Director, Special Education/Student Supports Related services personnel (OT, PT, Speech) Outside agencies providers General educators Special educators Parents School social worker School Nurse Assistive Technology (AT) Specialist	Approved See below
	The evaluation should yield information on what the child knows and can do academically, developmentally, and functionally. This applies when evaluating all children including those: -for whom English is not the native language; -who communicate by signing; -who use alternative augmentative communication;		
	Assessments should be valid and reliable for their designed purposes and must be administered by personnel who are trained to conduct the assessment. A variety of assessments, tools, and strategies will be utilized to conduct the evaluation		
	Assessments and other evaluation materials used should be administered so as not to be discriminatory on a racial or cultural basis, and in the child's native language or mode of communication to get accurate information on what the child knows and can do.		
131	School teams can implement the use of a process that determines how the child responds to scientific-research based Interventions as part of the evaluation procedure.		
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III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
 c) Timelines – describe how timelines are or will be met for: c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; 	EP Timelines Initial Evaluation Meeting occurs with in sixty (60) school days from date of the referral	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of	Approved See below
c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals.	Development of IEPs An IEP meeting must occur within thirty (30) days after the IEP team determines that the student is eligible to receive special education and/or related services	Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator	
(34 CFK 300.301(c)(1)(H)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1))	Annual Review (Yearly Review) IEP must be reviewed at least once a year; however, an IEP meeting can be convened at any time to discuss changes or revisions	:4	
(34 CFR 300.324(a)) (34 CFR 300.324(b)(1)(i)) (23 IAC 226.110(d)) (23 IAC 226.110(j)) (23 IAC 226.120)	Triennial Evaluations -(Three-Year Reevaluations) Reevaluation must occur at least once every three (3) years, unless the parent and the school district agree that a reevaluation is unnecessary based on the existing information on the student.		
(23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)	If the district believes that a reevaluation is unnecessary, a parent has the right to request that the reevaluation is conducted.		
	Required Notices Parents must be informed of their child's progress on IEP goals at least as often as parents of non-disabled children (e.g report card reporting, progress reports) A student's IEP will reflect how frequently progress is updated to the parents. The IDEA requires periodic reports on the progress the child is making. IEP teams may agree to quarterly, trimester, monthly, weekly, etc. updates.		
132	Notice of Meeting- Provided to parent ten (10) days prior to IEP meeting date		
	Consent Forms to Parents Informed parental consent is required:		
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IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation.	Parent Participation Parents have the right to participate in meetings related to the evaluation, identification, and educational placement of their child.	Parents Student School psychologist Related services providers	Approved See below
(34 CFR 300.322(b-f)) (23 IAC 226.530)	Parents have the right to participate in meetings related to the provision of a free appropriate public education (FAPE) to their child.	Formillations-Scrioor and Districtions Special Education, Principal, Vice Principal) Teachers-General Education, Special Education	
	Parents are entitled to be members of any group that decides whether their child is a "child with a disability" and meets eligibility criteria for special education and related services.		
	Parents are entitled to be members of the IEP team that develops, reviews, and revises the IEP for their child. If neither parent can attend the IEP meeting, the school must use other methods to ensure their participation, including individual or conference calls. Also, video conferencing		
	If neither parent can attend the meeting where placement is decided, the school must use other methods to ensure their participation, including individual or conference calls, or video conferencing.		
	Notify parents of upcoming meetings in advance (at least 10 school days) to ensure parents have opportunity to attend and schedule meetings at a mutually agreed on time and place.		
133	Notice of meetings indicate purpose, time and location of the meeting, and invited participants. The school shall inform parent(s) and/or guardian(s) that they may invite individuals that have knowledge or special expertise about their child to the meeting (s).		
10	The school will utilize three (3) different modes to inform parents of meetings: Telephone call, written notice sent via USPS, backpack of student, email		
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V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(d)) (34 CFR 300.503(b)(6)) (34 CFR 300.503(b)(6))	Educational placement of students will be determined by IEP team, which includes: parents, persons who are knowledgeable about the student, the meaning of the evaluation data and placement options. Students with disabilities must be educated with children who do not have disabilities as much as possible. Education placement decisions are made at least once per year at an IEP meeting and based on the student's individual needs and may include the following locations (this is not an exhaustive list): General education Resource room (Special class) Separate day school (Special Schools) Hospital/homebound program. Students with disabilities should be removed from general education classes to separate classes or special schools only if the disability is so severe that education in general education classes with supplementary aids and services is not satisfactory.	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations.) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator	See below
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CHARTER SCHOOL NAME

Acceleration Academies

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) Services – describe how all services and resources required by a student's lEP will be provided, including but not limited to accommodations, LRE setting, and related services; Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be education achild's need for special education and related services will only be made after the IEP team's consideration and related services will only be made after the IEP team's consideration all available educational resources such as accommodations AND related services) and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs. (34 CFR 300.116(a)(1)) (34 CFR 300.320(a)(1)) (34 CFR 300.320(a)(1)) (34 CFR 300.324(a)(1)) (34 CFR 300.324(a)(1)) (34 CFR 300.324(a)(1)) (35 IAC 226.210)	The IEP must include special education and related services and other supports and services for the student to: -Advance toward annual goals - Progress in the general curriculum -Participate in extracurricular and nonacademic activities - Obtain education and participate with all children The IEP team will decide which special education services and which related services, the student needs to be part of the general curriculum and other activities. As much as possible, the services should be research-based. The IEP team will decide what supports the parents, educators and paraprofessionals need to address the student's educational needs. Each of the services the student needs should be written in the IEP. This is the "what, when, where, and for how long" part of the IEP. The IEP should indicate: -How long or how often each session will last (the number of minutes) -Where the services will be provided -When the services will begin and end	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator	See below
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CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) Functional Assessments of Behavior - describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)	If a child's behavior precludes his/her learning or the learning of other students, then the IEP team should consider the use of positive behavioral interventions and supports Integrated as appropriate throughout the process of developing, reviewing and, if necessary revising a student's IEP. Process to improve understanding of problem behavior, in order to identify what skills need to be taught. The process includes: observation, interview, data collection to identify when, where and why behavior is occurring.	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist School social worker	Approved See below
136	personnel, the IEP team should within ten (10) days, meet to formulate a functional behavioral assessment plan to collect data for developing a Behavior Intervention Plan (BIP). If a behavior intervention plan already exists, the team must review and revise it (as necessary) to ensure that it addresses behavior upon which disciplinary action is predicated.		
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CHARTER SCHOOL NAME

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE	FOR ISBE USE ONLY
c) Behavior Intervention Plans describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))	The Behavic functional be be considered student's be learning of personal p	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations.) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist	Approved See below
	A review is conducted when the student has: -Reached his or her behavioral goals and objectives -Situation has changed and behavioral interventions no longer addresses the current need of the student -IEP team makes a change in placement and it's apparent that the original BIP is not bringing about positive changes in student's behavior	School social worker	
	The IEP of a student who requires a BIP shall: -Summarize the findings of the functional behavioral assessment -Summarize prior interventions implemented -Describe any behavioral interventions to be used including those aimed at developing or strengthening alternative or more appropriate behaviors -Identify the measurable behavioral changes expected and methods of evaluation -Identify a schedule for a review of the interventions effectiveness and -Identify provisions for communicating with the parents about their child's behavior and coordinating school based and home based interventions		
137	The BIP will be developed for implementation in classroom academic skills, curriculum integration, daily instruction, and peer and family support		
	The BIP should include: -Positive strategies		
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CHARTER SCHOOL NAME

Acceleration Academies

€	25. 1 - 17.7	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
ਰੇ	Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.532(b-e)) (34 CFR 300.532(b-e))	SUSPENSIONS When a student with an IEP receives an in-school suspension, he or she is removed from class for a specific number of days as a result of breaking school rules. The student is in the school building, but not attending classes. The school must notify the parents immediately, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision. Often, an in-school suspension will include doing school work, without being in the classroom.	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist	Approved See below
		During the time the student with an IEP is in in-school suspension, the school is only required to provide educational services if the school district also provides educational services to non-disabled students in the same circumstances.		
		When a student with an IEP receives out-of-school suspension, he or she is removed from school for not more than 10 consecutive school days as a result of breaking school rules. The school must notify the parents immediately, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision.		
		Schools may remove a student to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days. Schools may impose additional removals of not more than 10 consecutive school days in the same year for separate incidents of misconduct, if the additional removals do not constitute a change of placement.		
138		After 10 school days of removal, the school must provide educational services to the student. Services must enable the student to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.		
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CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))	Transition planning and implementation of a transition plan will begin by the time a student reaches 14½ years of age or younger if, appropriate (continues until the student graduates or reaches age 22). Transition plan becomes an official part of the student's IEP. The student must be invited—if the student does not attend, the student's preferences and interests must be considered. A representative of any participating agency that will be providing or funding transition services must be invited—provided the parent gives consent.	Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator School social worker	Approved See below
	A statement of needs based upon a transition assessment and future goals are written into IEP; Annual IEP meeting specific planning and goal setting- factors include: academic preparation, community experience, development of vocational and independent living objectives, if applicable, a functional vocational evaluation		
139	Notify parents that a students entrance into adulthood and exit from high school means that the right or entitlement of special education services and a free and appropriate public education ends. One year before 18th birthday, the parents and the student will receive notices in writing from the school about the change in rights and responsibilities for special education services that are given to parents will belong to the student at age 18. The school district must inform the parents and student of the student's right to delegate decision-making to another adult individual. The district must document that the parents and the student received the notice and were told about the transfer of rights. Schools must provide the student with a copy of the Delegation of Rights form.		
	Obtain consent of the parent or the student if he/she has reached the age of majority (18) to extend the		
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CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (23 IAC 226.750(b))	The IEP team is responsible for determining if transportation is required to assist a child with a disability to benefit from from special education and related services and how the transportation services should be implemented. Includes transportation to enable a child with disabilities to participate in non academic and extracurricular activities in the manner necessary to afford the child an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of the child	Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Director, Transportation Parents Classroom teachers-General Ed and Special Ed	Approved See below
	Provide transportation to and from school and between schools; travel in and around school buildings and specialized equipment such as special or adapted buses, lifts and ramps.		
	Travel Training Instruction that enables children with significant cognitive disabilities and any other children with disabilities who require this instruction to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment. IEP teams should consider the need for both transportation and travel training when planning for a child's post secondary transition needs.		
140	Considerations Expanding the Ridership of small bus routes and integrating children with disabilities into general education bus routes Using aides on buses Bus stop monitors Positive Behavioral Support Transport child with disabilities to and from the locations where the students receive special education and related services		
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CHARTER SCHOOL NAME

Acceleration Academies

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ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE	FOR ISBE USE ONLY
Extended School Year – describe how extended school year services will be provided. (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))	The student's eligibility for Extended School Year (ESY) is discussed at the annual review. These are special education and related services that are provided to a student with an IEP beyond the normal school day/year, are stated in the student's IEP, and are provided at no cost to the parents of the student.	Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Director, Transportation Parents Classroom teachers-General Ed and Special Ed	Approved See below
	Academic instruction will be offered that is tailored to maintain skills identified in each student's IEP using district approved curriculum. Related services personnel will provide services as determined by the ESY section of each student's IEP.		
	Extended school year services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE.		
	The decision about what services will be provided should be individually based on the needs of the student. Loss of knowledge/skills or an extraordinarily long time in relearning skills (regression recoupment) can be part of, but not the only reason for determining ESY. No single factor can determine ESY, and ESY services may not be limited to particular categories of disability. ESY services may not be the same as services provided during the regular school year. The IEP team determines what services are provided during the ESY term. ESY services can be provided in school, at home, or in the community.		
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VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

FOR ISBE USE ONLY	Approved See below		Page 16 of 20
AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Parents Classroom teachers-General Ed and Special Ed Director, Assessment and Accountability IEP Case Manager/Coordinator		
PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	All children with disabilities must be part of state and district wide assessments with appropriate accommodations, including English language proficiency, where appropriate. As determined by the IEP team, students with significant cognitive disabilities take the IAA, if participation in the state's regular assessments-the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE) is not appropriate even with accommodations. The IEP team decides whether the student should be given state and/or district assessments, with or without accommodations; or if the student should take the alternate assessment.	If the IEP team decides that the child should take the Illinois Alternate Assessment (IAA), the IEP must include: • An explanation of why the child cannot take the regular test • The participation criteria has been met by a "Yes" response to the two (2) statements in the IAA Participation Guidelines • A statement explaining how the student will be assessed is written in the IEP	
ISBE REQUIREMENTS	a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))		ISBE 34-50A (10/12)

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))	Accommodations are practices and procedures that fall into four major areas: 1. Timing/Scheduling 2. Setting 3. Presentation 4. Response	Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Parents Classroom teachers-General Ed and Special Ed Director, Assessment and Accountability IFP Case Manager/Coordinator	Approved See below
	Accommodations for students with disabilities involve changes to testing materials, testing procedures, and/or the testing situation to allow the student to participate meaningfully in an assessment.	Parent(s)	
	The student's IEP must include a statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state and district-wide assessments. Accommodations are to be provided during instruction and during the administration of assessments as documented on the student's IEP. The purpose of accommodations during assessment is to provide equitable access to the general education curriculum.		
	Accommodations for ISAT/PSAE should be selected on an individual student basis, considering student's mode of communication, level of instruction, learning style, etc. (Providing students with accommodations that are not truly needed may have a negative impact on performance).		
	 Some accommodations may be acceptable for one content area, but threaten the validity of one or more other content area assessments, particularly for reading. 		
143	• Effective decisions about accommodations begin with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to state academic standards.		
ISBE 34-50A (10/12)			Page 17 of 20

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)	School records are confidential. Personal information (anything that identifies who the person is) may not be released without written consent unless it is: -Given to school officials or teachers with a legitimate educational interest, State and local education authorities, or certain individuals designated under Federal LawUsed to meet a requirement under Federal Law.	Custodian of Records Director, Special Education School Administrator-Principal, Vice Principal Director, Operations IEP Case Manager/Coordinator Parents	Approved See below
	Personal information includes the following: - Name of the student, parent, or other family members -Home address -Personal information, such as the student's social security number		
	Schools must maintain the student's permanent record for at least sixty (60) years after the student has transferred, graduated, or permanently withdrawn from school.		
	All information not required in the student permanent record including special education information and reports, discipline issues including suspension or expulsion must be maintained for at least five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school.		
	Schools must provide custodial and non-custodial parents access to their children's records unless there is a court order, law, or legal document (such as a divorce decree or custody order) that terminates a parent's rights.		
144	The school district must keep a record of anyone who looks at the records. The record must state the name of the person reviewing the file, the date, and the reason for the review.		
	Student records are protected under the Individuals		
ISBE 34-50A (10/12)			Page 18 of 20

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Acceleration Academies

FOR ISBE USE ONLY	Approved See below	Page 19 of 20
TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	HR Director, Academy Director	
PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	Acceleration Academies will follow the rule of the district for obtaining background checks on any prospective special education personnel. This is a condition of pre-employment with AA, LLC	
ISBE REQUIREMENTS	Describe how the charter school will perform background checks as well as credential of verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)	ISBE 34-50A (10/12)

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Acceleration Academies

needs (13.1)

2.4.d. Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	Small group	Small group	Small group		
8:30AM	instruction	instruction	instruction	Collaborative work	Small Group Instruction
		Assessment and		Small Group	
9:30AM	collaborative work	Intervention	Collaborative work	Instruction	Collaborative work
	Counseling with	Counseling with Life	Individual tutoring	Group Tutoring with	Presentation of student
10:30AM	10:30AM Career Coach	Coach	with GCA	GCA	work PBL
	Individual Student	Assessment and	Individual Student	Individual Student	
11:00AM	Work	Intervention	Work	Work	Individual Student Work
	Assessment and	Individual Student	Assessment and	Assessment and	Assessment and
Noon	Intervention	Work	Intervention	Intervention	Intervention

All graduate candidates will have a minimum of 300 minutes of weekly instruction.

Annually a student will take, on average, six (6) credits but may complete as many courses as they can fulfill in their time schedule.

The average student will complete six (6) courses (credits) of approximately six (6) weeks each. Graduation candidates have the following professional accessible for their assistance: Content Coach (Teacher), Graduation Candidate Advocate (Para), Career Coach, Life Coach, Special Education professionals, Director (Principal).

2.4.d. Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Small group	Small group		Small group instruction	Small group instruction
AM	instruction Alg I	instruction Alg I		Alg I	Alg I
9:00	Collaborative work w/	Collaborative work w/		Collaborative work w/	Collaborative work w/
AM	students	students		students	students
10:30 AM	Small group	Small group		Small group Instruction	Small group Instruction
11:00				11 607	= 00
AM	Check in with students	Check in with students		Check in with students	Check in with students
			Small group instruction		
Noon	Lunch	Lunch	Alg I	Lunch	Lunch
12:30	Tutoring and custom	Tutoring and custom	Collaborative work w/	Tutoring and custom	Tutoring and custom
Σd	lesssons	lesssons	students	lessons	lessons
1:30	Check in with work	Check in with work	Small group Instruction	Check in with work	Check in with work
PM	groups	groups	Alg II	groups	groups
2:30					
PM	Planning	Planning	Check in with students	Planning	Planning
3:30	Small group	Small group		Small group Instruction	Small group Instruction
PM	Instruction Geometry	Instruction Geometry	Lunch	Geometry	Geometry
4:30			Tutoring and custom		
PM	Work day concludes	Work day concludes	lessons	Work day concludes	Work day concludes
2:00			Check in with work		
PM			groups		
00:9					
PM			Planning		
7:00			Small group Instruction		
PM			Geometry		
7:30					
Ē			work day concludes		

Teacher work days are eight hours and as mentioned in section 2.4.d, are staggered to assure coverage for the 12 hours the Academy is open daily



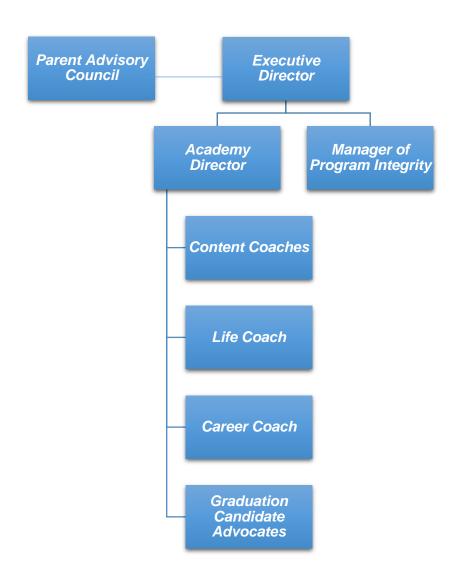
2.5.a. 5-year Recruitment and Staffing

Acceleration Academy Staffing Mode Per Center	15-16	16- 17	17-18 FTE	18-19 FTE	19-20 ETE	20-21 FTE
Teachers	FIE	4.	4.00	6.00	6.00	8.00
SPED Teachers (positions that are		1.	1.25	2.00	2.00	2.50
SPED Aides (positions that are reimbursed by	/	2.	2.00	3.00	3.00	4.00
SPED Clinicians-Psychologist (reimbursed by	0.13	0.	0.25	0.50	0.50	0.50
SPED Clinicians-Social Worker (reimbursed by	,	0.	0.50	1.00	1.00	1.00
SPED Clinicians-Speech Therapist (reimbursed		0.	0.50	1.00	1.00	1.00
SPED Clinicians-Physical Therapist						
SPED Clinicians-Occupational Therapist						
SPED Clinicians-Nurse (reimbursed by CPS)		0.	0.13	0.25	0.25	0.25
Teacher Assistants/Aides		3.	3.00	4.50	4.50	6.00
Counselors (Career Coaches)	0.13	0.	0.50	1.00	1.00	1.50
Deans		0.	0.25	0.50	0.50	0.75
Principal	0.13	0.	0.25 0.25	0.38	0.38 0.38	0.50
Assistant Principal		0.	0.25	0.38	0.38	0.50
Librarians						
Custodians						
Security						
Full-Time Executive Team (i.e., CEO's, COO,	0.13	1.	1.00	1.50	1.50	2.00
Full-Time Administrative Staff (Human	0.38	1.	1.50	2.25		3.00
Community Outreach Coordinator	0.25	1.	1.00	1.50	1.50	2.00
Registrar		1.	1.00	1.50	1.50	2.00
Accounts Payable/Receivable		0.	0.50	0.75	0.75	1.00
Enrollment		250.	250.00	375.0	375.0	500.00
Staff FTE	1.13	17.	17.88	28.0	28.00	36.50
Certified Staff / student		24.	24.10	22.3	22.39	23.26
Total Staff / student		13.	13.99	13.3	13.3	13.7



2.5.a. School Level Organizational Chart

Acceleration Academies, LLC School Level Organizational Chart





ACCELERATION ACADEMIES Position Posting

Position Title:	Content Coach (Teacher)
Department:	Acceleration Academies
FTE:	1.0
Subject	Math Science Social Studies English / Language Arts Special
Areas:	Education

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Hiring Standards:

Education	Postsecondary degree.		
Years of Experience	1-3 years of relevant experience.		
Certification	Secondary content area certification /		
Certification	licensure for the state of service.		
	Highly Qualified Teacher Designation in the		
HQT	relevant subject area(s) for the state of		
	service.		
	Demonstration of a clear criminal history		
Background Check	pursuant to the background check processes		
	set forth by the state of service.		

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum
- A strong commitment to supporting reading, writing and problem solving across the curriculum
- A sense of humor.



General Function (Description):

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

Content Coaches are committed to working with our candidates in a unique and highly engaged blended learning model, and understand the lives of urban youth and have a track record or willingness to work successfully with students who face academic and personal challenges. Content Coaches serve as subject matter experts in their relevant content area(s). Content Coaches are expected to support Graduation Candidates both academically and personally through academic classes, enrichment activities, and through an advisory model. Content Coaches also work collaboratively to develop and teach a competency based blended curriculum where Graduation Candidates demonstrate proficiency in multiple ways including projects, exhibitions, and other alternative assessments. Content Coaches will work with Graduation Candidates individually and in groups.

Examples of Duties and Responsibilities:

- Teach academic content in individual and group settings and monitor student progress toward completion.
- Serve as an advisor and advocate for assigned Graduation Candidate. The role of advisor requires preparing and leading communications with the Graduation Candidate while facilitating communication between the learner, his or her family, other teachers, and the Graduation Candidate support team, as well as monitoring attendance, academic progress, and overall wellness.
- Provide remediation and enrichment opportunities and lead groups of students in content area literacy enhancement activities.
- Support content area literacy development through participation in professional development and in class support across disciplines.
- Assist with the development of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.
- Participate in IEP committee meetings and annual reviews.
- Work closely with the Graduation Candidate support team to develop learning pathway, behavior, and transition plans (including incentives) to improve Graduation Candidate achievement.
- Use technology and Learning Management System to track Graduation Candidate progress, assign interventions, and support course completion as determined in individual Graduation Candidate learning pathways.
- Administer and interpret a variety of assessment tools, supported through ongoing and embedded professional development.



Expect Your Success

- Collaborate with other instructional staff to develop interdisciplinary and project based curricula and alternative assessments such as portfolios.
- Support and coach Graduation Candidates to obtain passing or better score on required assessments.
- Participate in the development and success of Graduation Candidate Data Days,
 Symposiums, Portfolio Reviews, and other school/ community events.
- Participate in regular collaboration sessions with other content coaches, career, and life coaches.
- Perform other related duties to assure smooth, effective and efficient functioning.

Knowledge, Skills and Abilities:

Technology Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications.
 - Google Suite of applications, e.g., google mail; google drive, etc.
 - Mobile technologies, e.g., smartphones, tablets, etc.
 - Learning Management Systems (LMS)

Language Skills:

 Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedures. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

 Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
- Demonstrates professionalism and contributes to a positive work environment.



Expect Your Success

- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures.
- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.
- Demonstrates ability to work well independently and as part of a team.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

Acceleration Academies is an Equal Opportunity Employer



ACCELERATION ACADEMIES Position Description

Position Title:	Social Worker (Life Coach)
Department:	Acceleration Academies
FTE:	1.0

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Hiring Standards:

Education	Bachelor's Degree
Years of Experience	3 – 5 years
Licensure	Must possess appropriate State licensure to support this work. (LSW preferred).
Background Check:	Demonstration of a clear criminal history pursuant to the background check processes set forth by the state of service.

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum
- A strong commitment to supporting reading, writing and problem solving across the curriculum
- A sense of humor.

General Function (Description):

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade



levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

Life Coaches are committed to working with our Graduation Candidates, understand the lives of urban youth and have a track record of working successfully with students who face academic and personal challenges. Life coaches work to assist Graduation Candidates in addressing and overcoming non-academic barriers to success. Life Coaches are expected to support Graduation Candidates both academically and personally through academic classes, enrichment activities, and through an advisory model in collaboration with Content Coaches (certified teachers) as well as Career Coaches (guidance/career counselors). Life coaches also work collaboratively with Content Coaches to deliver a competency based blended curriculum where graduation candidates demonstrate proficiency in multiple ways including projects, exhibitions, and other alternative assessments.

Examples of Duties and Responsibilities:

- Assist in designing and supporting the transcript review process that results in the development of personalized learning pathways for each Graduation Candidate.
- Interact and facilitate inter-agency communications with community organizations that can be of assistance to Graduation Candidates in removing non-academic barriers to success.
- Drive the life pathway planning and maintain required documentation to facilitate graduation by removing the non-academic barriers to success for each Graduation Candidate.
- Serve as an advisor and advocate for Graduation Candidates. The role of advisor requires preparing and leading regular advisory groups, facilitating communication between the Graduation Candidate, his or her family, content coaches, other staff, and the Graduation Candidate support team, as well as monitoring attendance, academic progress, and overall wellness.
- Develop personalized life pathways to support student success. Monitor plans via conferences and regular communication with Graduation Candidates, faculty, staff, advocates, and family.
- Assist with the development and monitoring of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.
- Participate in IEP committee meetings and annual reviews.
- Work closely with the Graduation Candidate support team to develop learning pathway, behavior, and transition plans (including incentives) to improve student achievement.
- Use technology and Learning Management Systems to track student progress, assign interventions, and support course completion as determined in individual Graduation Candidate learning pathways.
- Collaborate with other instructional staff to develop interdisciplinary and project based curricula and alternative assessments such as portfolios.



 Support and coach Graduation Candidates to obtain passing or better scores on required assessments including state and national assessments and the National Career Readiness Credential.

- Participate in the development and success of Graduation Candidate Data Days, Symposium, Portfolio Reviews, and other school/ community events.
- Participate in regular collaboration sessions.
- Perform other related duties to assure smooth, effective, and efficient functioning.

Knowledge, Skills and Abilities:

• Computer Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications.
 - Google Suite of applications, e.g., google mail; google drive, etc.
 - Mobile technologies, e.g., smartphones, tablets, etc.
 - Learning Management Systems (LMS)

• Language Skills:

 Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

 Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
- Demonstrates professionalism and contributes to a positive work environment.
- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures.



- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.
- Demonstrates ability to work well independently and as part of a team.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

Acceleration Academies is an Equal Opportunity Employer



ACCELERATION ACADEMIES Position Posting

Position Title:	Graduation Candidate Advocate
Department:	Acceleration Academies
FTE:	.5

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Hiring Standards:

minimum rining Canadi do:		
Education	Postsecondary credential (associate or	
	bachelor's degree) or equivalent progress	
	toward a postsecondary credential.	
Years of Experience	1 – 3 years of relevant experience.	
	Demonstration of a clear criminal history	
Background Check	pursuant to the background check processes	
	set forth by the state of service.	

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum
- A strong commitment to supporting reading, writing and problem solving across the curriculum
- A sense of humor.

General Function (Description):

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their



education. As a competency based alternative, Acceleration Academies do not have grade levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

We are looking for part-time support staff who are committed to working with our candidates in a unique and highly engaged blended learning model, who understand the lives of urban youth and who have a track record or willingness to work successfully with students who face academic and personal challenges. Our Graduation Candidate Advocates are expected to support Graduation Candidates both academically and personally through academic classes, enrichment activities, and through an advisory model while assisting the coaching (content, life, and career) as being the primary support staff at each academic center. In addition to supporting the academies, Graduation Candidate Advocates are expected to aid in recruitment of new students through phone banking and canvassing efforts.

Examples of Duties and Responsibilities:

- Provide day to day operations support of the Acceleration Academy, including but not limited to, answering telephones, greeting guests and maintaining student records.
- Serve as a teaching assistant or coaching assistant where needed to support student learning and facilitate the work of our center professionals.
- Support academic development through participation in professional development and in class support across disciplines.
- Assist with the monitoring of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.
- Be an Advocate for Graduation Candidates in assisting with finding solutions and services through center staff for the academic and non-academic barriers to success.
- Work closely with the Graduation Candidate support team to monitor learning pathway, behavior, and transition plans (including incentives) to improve student achievement.
- Use technology and Learning Management System to assist in monitoring and facilitating student progress and maintaining student records including attendance.
- Collaborate with other instructional staff to assist and advocate for Graduation Candidates within interdisciplinary and project based curricula and alternative assessments such as portfolios.
- Support and coach Graduation Candidates to obtain passing or better scores on required assessments.
- Participate in Graduation Candidate Data Days, Symposium, Portfolio Reviews, and other school/ community events.
- Participate in regular collaboration sessions with career and life coaches.
- Participate in recruitment efforts through phone-banking and canvassing to potential students.
- Perform other related duties to assure smooth, effective and efficient functioning.
- Other duties as assigned



Knowledge, Skills and Abilities:

• Computer Skills:

- To perform this job successfully, an individual should have knowledge of the following:
 - Microsoft Office Suite of applications
 - Microsoft Office Suite of applications.
 - Google Suite of applications, e.g., google mail; google drive, etc.
 - Mobile technologies, e.g., smartphones, tablets, etc.
 - Learning Management Systems (LMS)

Language Skills:

 Ability to read, and interpret general business periodicals, and general office correspondence. Ability to write reports, business correspondence. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as addition, subtraction, multiplication and division. Ability to apply concepts such as fractions, percentages to practical situations.

Reasoning Ability:

 Ability to follow instructions and solve practical problems where only partial standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
- Demonstrates professionalism and contributes to a positive work environment.
- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures.
- Maintains an acceptable attendance record and is punctual.
- Accepts personal responsibility for decisions and conduct.
- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.



- Displays ability to diplomatically diffuse tension and deal with intense situations.
- Demonstrates ability to work well independently and as part of a team.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is frequently required to stand; walk; reach with hands and arms. The employee is occasionally required to stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is typical of a collaborative classroom environment.

Acceleration Academies is an Equal Opportunity Employer



ACCELERATION ACADEMIES Job Posting

Position Title:	Guidance Counselor (College / Career Coach)
Department:	Acceleration Academies
FTE:	1.0

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Hiring Standards:

Education	Bachelor's Degree	
Years of Experience 3 – 5 years of Relevant Experience		
Background Check	Demonstration of a clear criminal history, pursuant to the background check processes set forth by the state of service.	

Preferred Qualifications

- Bilingual (Spanish preferred).
- Prior work or volunteer experience with non-traditional students in an alternative setting.
- A strong proven commitment to supporting disengaged students and to helping create academic and personal breakthroughs that will significantly improve their odds for succeeding beyond high school.
- Strong understanding of and comfort with the use of technology in and educational setting.
- Comfortable with a workshop / coaching approach to instruction
- Experience with any of the following: project based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum
- A strong commitment to supporting reading, writing and problem solving across the curriculum
- · A sense of humor.

General Function (Description):

Acceleration Academies, are innovative public high school programs whose mission is to serve Graduation Candidates who have disengaged from school. Many, if not all, of our Graduation Candidates have dropped out of school and experience life challenges that have impeded their education. As a competency based alternative, Acceleration Academies do not have grade



levels. Our extended day program serves Graduation Candidates with different academic needs up to age 21, including those with Individualized Education Plans (IEPs).

Career Coaches are committed to working with our Graduation Candidates (students), understand the lives of urban youth and have a track record of working successfully with students who face academic and personal challenges. Career Coaches help Graduation Candidates in developing individualized career plans, researching career paths, and finding job openings. They identify specific skills required for employment and may help Graduation Candidates obtain these skills, as well as assist them in job application and interview preparation processes.

Examples of Duties and Responsibilities:

- Assist Graduation Candidates in identifying personal goals, developing leadership skills and planning career moves.
- Assist Graduation Candidates in searching for new employment opportunities.
- Provide feedback on resumes, cover letters, and / or other documents related to employment.
- Assist Graduation Candidates in developing strategies for successful job interviews.
- Keep up-to-date with current trends in employment and employment resources.
- Hold workshops, network and maintain relationships to actively promote career opportunities.
- Drive the college/career pathway planning and maintain required documentation to facilitate graduation.
- Serve as an advisor and advocate for Graduation Candidates. The role of advisor requires preparing and leading regular advisory groups, facilitating communication between the graduation candidate, his or her family, other teachers, and the Graduation Candidate support team, as well as monitoring attendance, academic progress, and overall wellness.
- Assist in developing personalized life and career pathways to support student success. Monitor plans via conferences and regular communication with Graduation Candidates, faculty, staff, advocates, and family.
- Assist with the development of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.
- Participate in IEP committee meetings and annual reviews.
- Use technology and Learning Management System to track student progress, assign interventions, and support course completion as determined in individual Graduation Candidate learning pathways.
- Collaborate with other instructional staff to develop interdisciplinary and project based curricula and alternative assessments such as portfolios.
- Support and coach Graduation Candidates to obtain passing or better score on required assessments and the National Career Readiness Certificate.
- Participate in the development and success of Graduation Candidate Data Days, Symposiums, Portfolio Reviews, and other school / community events.



• Participate in weekly collaboration sessions.

- Develop career pathway partnerships and internships for Graduation Candidates.
- Conduct engagement and career follow-up surveys to assist in measuring outcomes of Graduation Candidate engagement and success as well as graduate progress toward their career and life plans.
- Other duties as assigned.

Knowledge, Skills and Abilities:

• Computer Skills:

- To perform this job successfully, an individual should have thorough knowledge of the following:
 - Microsoft Office Suite of applications, specifically: Word, Excel, Access, PowerPoint, and Publisher.

Language Skills:

 Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

 Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Other:

- Effectively uses excellent listening, observation, reading, verbal, nonverbal, and writing skills.
- Effectively communicates with internal and external constituencies and builds relationships.
- Demonstrates ability to independently plan and successfully implement events.
- Demonstrates superior time-management and organizational skills. Completes work in a timely manner.
- Completes paperwork accurately. Verifies and correctly enters data.
- Reacts appropriately to interruptions, changing conditions, and a fast-paced environment.
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- Uses independent judgment and takes the initiative to perform tasks independently.
- Identifies and implements procedures that improve productivity.
- Upholds Acceleration Academies' policies and follows guidelines and procedures.
- Maintains an acceptable attendance record and is punctual.



Accepts personal responsibility for decisions and conduct.

- Wears appropriate work attire and maintains a professional demeanor.
- Strives to develop rapport and serves as a positive role model for others.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Displays ability to diplomatically diffuse tension and deal with intense situations.
- Demonstrates ability to work well independently and as part of a team.

Physical Demands:

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Work Environment and Work Demands

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

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2.5.a. Resumes for those not on Design Team



Education

<u>Doctorate of Organizational Management</u> (currently studying pending graduation Spring 2017)

Current GPA (3.80)

University of Phoenix (Phoenix Arizona, USA)

Focus on Rehabilitation in the Department of Justice Dissertation: Producing Rehabilitation for the Whole

Department of Justice: The Emotional Intelligence of Criminal Justice Workers and Offenders

Set Essay: Creating a new paradigm centered on rehabilitation

Degree will be awarded: April 2017

Master of Science in Administration of Justice and Security (January 2012- April 2013)

University of Phoenix (Phoenix Arizona, USA)

Focus on Mentoring Juveniles, Rehabilitation, and Reentry Programs

Thesis: Rehabilitation in Juvenile Justice in USA Degree Awarded: June 30, 2013 (3.86 GPA)

Bachelor of Science

University of Phoenix; Criminal Justice Administration (November 2009-November 2011)

Concentration: Socialist Laws carried out in other countries
Degree Awarded (Honors): December 11, 2011 (3.86 GPA)

Associates of Arts

University of Phoenix; Criminal Justice (November 2007—October 2009)

Concentration: General Studies and Foundations of the Criminal Justice System

Degree Awarded: October 31, 2009 (3.83 GPA)

Culinary Arts

Richland Community College; Culinary Arts Food Service (January 2001 - November 2001)

Concentration: Sanitation and Food Handlers License

Certification Awarded: November 2001

Additional Trainings While Working in Reentry

Certification in Drug Prevention, UPS Nationwide 2005-2008

Free N One Drug Facilitator (February 17, 2012)

Work Experience

Bridge to Freedom Reentry Program (August 2009- present)

Executive Director

- Face of organization to members, partners, & community
- Direct all day-to-day activities
- Relations with partnering organizations
- Set culture within organization
- Personnel Management Coordinated with OD Director
- Lecturer for Statewide Reentry Summits
- Grant writing
- Collecting data
- Accounting
- Fundraising
- Event planning
- Consulting
- Program Implementation
- Grass Root Organizations created, developed and consulted with
 - 1) Abused but not Defeated Domestic Violence Program
- Classes taught and/or created
 - 1) Life Style Redirection
 - 2) Anger Management
 - 3) Celibate for a Season

Food pantry (2009-present)

Coordinator

- Train employees
- Oversee volunteers
- Order food
- Oversee pantry budget
- Walkathon coordinator
- Fundraising
- Schedule rentals

All Star Quick Mart (November 2012- June 2013)

Manager

- Managing employees and store
- Purchasing stock
- Oversaw Payroll
- Setting up payments
- Training employees
- Bookkeeping
- Customer service

Wilcox County Youth Drug Prevention Coalition, Camden, AL. 2005-2008

Assistant Director

- Oversaw and facilitated drug prevention and educational projects successfully under an \$800,000 budget, during a four-year period for Alabama's Wilcox County Youth Drug Prevention Coalition. Fluent in thorough knowledge of current drug prevention ideologies theories and components
- Distributed the budget between the county, assured compliance with over the 22 organizations and other employees
- Implemented major purchases for the program that were approved, which consisted of items with a price range of \$1.00-\$45,000
- Supervised and maintained the equipment owned by the coalition. Scheduled the rental of supplies from the coalition drug prevention library. Managed the sales of equipment and was the contact person for major sales
- Provided daily operational review/quality control of drug prevention and education accountability, as it related to imposed government regulatory requirements via the grant environment
- Reduced employee turnovers, mediated differences, as well as enhanced employee appearance

Just Released Restaurant Camden, AL: 2003-2006

Owner

- Managed up to 8 employees at one time
- Cooked
- Baked
- Created menus
- Catering
- Hiring and firing
- Accounting and Bookkeeping

Memberships

National Association of Professional Women

Navigators

Free N One Drugs and Alcohol Program

Bridge to Freedom

Philanthropy Club

Apostolic Faith Church

University of Phoenix Alumni

Matters of the Heart

Abused but not Defeated

Self-Development of People

Recent Publications

Writer for "Just Released Magazine" (2010-2012)

Presentations

New Jim Crow at Oak Park Pilgrim Church (February 2014)

Story Telling Philanthropy Club (October 2014)

Self-Development of People Grant Recipient at Christ Church of Oak Brook (September 2014)

Chicago Navigators Brunch at Daystar Center Auditorium (February 28, 2015)

Recent Conferences

"Statewide Reentry Summit" in Decatur Prison Illinois" (2014)

"Statewide Reentry Summit in Taylorville Prison Illinois" (2013)

"Statewide Reentry" in Vandalia Prison Illinois" (2013)

"Rock of Ages Family Life Conference" on Reentry and the families of those in prisons (March 2013)

Television Appearances

Jim Chapman Television Show (Recorded 2012)

Live Radio and Recordings



Employment History

CICS Longwood Academy, Chicago, IL

08/2011 to present

Security Officer - to assist with admission and dismissal of students on a daily basis, prepare and maintain a safe environment for staff and students, as well as day to day interactions with students to promote a safe environment and productive path of life

Acceleration Academies, Chicago, IL

7/2014 to 10/2014

Field Recruiter/Street Team Coordinator – trains street teams on introducing programs to communities; provides effective strategies for growth of enrollment for upstart schools

Learn Academy, Chicago, IL

10/2012 - present

Street Team Supervisor – distribute materials for charter schools for advertisement of events and development of new schools

Pain to Power, Chicago, IL

04/2011 to present

Field Supervisor/Team Leader — coordinate community watch personnel, positioning them strategically to watch admission and dismissal of high school students, distribute equipment, coordinate shifts, keeping daily logs of day-to-day activities; maintaining sign-in sheets, coordinate safe passage for specified campuses, oversee street team and assist with distribution of flyers

AT&T, Chicago, IL

12/2010 to 03/2011

Premise Technician (Trainee) – install U-verse digital TV, high speed internet and voice services; install and rearrange inside wires and verify all services are working; train customers on features and functions of services installed

Cease Fire, Chicago, IL

03/2010 to 10/2010

Violence Interrupter - mediates conflicts, mentor youths, develop peaceful solutions to prevent shootings

Rainbow Beach Nursing Home, Chicago, IL

11/2009 to 02/2010

Housekeeper - clean patient rooms and hallways

Education

ITT - Memphis, TN

3/2001 to 9/2002

Program: Electronics Engineering
Degree: Associates in Applied Sciences

References provided upon request



2.5.b. Professional Development Calendar

Teacher professional development within the Acceleration Academy is designed as a jobembedded part of teacher practice. Areas of study for teacher professional development are in response to an identified student academic need. Acceleration Academy teachers are reflective practitioners and are expected to include assessment driven instruction and mentor coaching that is in concert with the Edmentum academic platform.

Each school year, Acceleration Academy's leadership team designs a school plan that includes an annual school goal based on both student achievement data in literacy and mathematics and teacher evaluation data gathered from past instruction study. From that, each academic cluster (ELA, Mathematics, Science, and Social Science) designs quarterly goals that include teacher individual growth plans.

The teacher individual growth plan is in service to student academic need and the area of teacher refinement as determined from past evaluations. Professional development calendars are then teacher/cluster customized based on informed decision-making that includes meeting expected student academic cluster goals and the annual school goals. Learning forums include online learning, conference calls, assembled workshops, university study, and webinar's, all of which can be synchronous or asynchronous.

The curriculum director monitors quarterly progress of both teacher and student performance goals. An academic cluster professional development calendar at an Acceleration Academy site could include the following:

Date	Academic Cluster/Individual Growth Plan Outcome	Follow-up
8/28/15	Team study of school plan to define first quarter academic cluster goal and individual teacher goal.	Team leads cross check and establishes process for gathering teacher and student performance data.
9/11/15	Cluster reviews the process of individual growth plan (IGP) and work as a team to develop aligned individual goals.	Team members bring drafts of their IGP's to the next meeting for members to review for alignment of proposed study to cluster goals.
9/25/15	Team reviews and models first close reading strategy for student academic mentoring.	Teacher reviews student formative data to determine appropriate entry point for academic mentoring.
10/9/15	Team studies 9 th grade science close reading teaching episode that includes a virtual gradual	Teachers conduct field trial for one close reading strategy triangulating from



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	release of responsibility (GRR)	three student academic mentoring sessions.
10/23/15	Team looks at drafts of cluster teacher's IGPs to review for accuracy.	Team confirms alignment of IGP submissions or suggests modifications.
11/6/15	Team presents student work as evidence of the close reading strategy's impact on student achievement. Team makes modifications based on student data.	Teachers continue academic mentoring using the "teacher read aloud to increase fluency" step for close reading.
11/20/15	Team studies teacher observation data from the first quarter and comes to a consensus on team's two greatest areas of need: questioning and presenting instructional content (GRR)	Team revisits observation schedule to confirm that everyone is in sync for round two observations. As they observe academic mentoring sessions, evaluation is conducted for presenting instructional content relative to the teacher performance rubric.
12/4/15	Team receives feedback from round two observations and begins the next chunk of the close reading strategy.	Teacher participants in a webinar for close reading on answering text-dependent questions using the gradual release of responsibility'
12/18/15	Winter Holiday—No Meetings	
1/8/16	Team analyzes student formative performance data and team leads explain and model the "balanced literacy model" for teacher new learning in response to formative data.	Team begins first step of balanced literacy strategy and reviews online teaching episode that includes an exemplary model.
Semester Two	Director and team leads design necessary updates and continue teacher development based on student academic need and teacher performance needs.	



2.5.e. Teacher Evaluation Documents

Using the Framework for Acceleration Academies Coaches for Self-Assessment Self-Assessment Tool: This tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. Content coaches should use the competencies and performance indicators in the Framework for Acceleration Academies Coaches when completing this self-assessment.

Standard 1: Knowledge of Online Systems	1	2	3	4
Knowledge/understanding of current best practices and strategies for online teaching and learning Knowledge/understanding of instructional continuum for on-line learning Knowledge/understanding of requirements for serving as an advisor and advocate for graduate candidates Knowledge/understanding of basis troubleshooting skills needed to address technical issues online students may have	Rarely	Sometimes	Frequently	Always
Standard 2: Assessing and Monitoring of Learner Needs	1	2	3	4
Knowledge/understanding process of continuous evaluation (formative and summative) of graduate candidates Knowledge/understanding of candidates (background experiences, learner needs, learning styles) Knowledge/understanding of ADA, IDEA, or other similar guidelines for accessibility Knowledge/understanding of how assessment data informs instruction & use of IMS to track student progress	Rarely	Sometimes	Frequently	Always
Standard 3: Instructional Planning and Delivery	1	2	3	4
Knowledge/understanding of relationship between assignments, assessments and personalized learning goals Knowledge/understanding of multiple instructional strategies for differentiated learning and research-based strategies for remediation and enrichment Knowledge/understanding of varied methods and tools for to engage candidates who are struggling Knowledge/understanding of need for timely feedback to students	Rarely	Sometimes	Frequently	Always
Standard 4: Creating a Supportive Learning Environment	1	2	3	4
Knowledge/understanding of processes for facilitating/establishing appropriate interactions among graduate candidates Knowledge/understanding of techniques for establishing learning community Knowledge/understanding of importance of interaction in an online learning environment	Rarely	Sometimes	Frequently	Always
Standard 5: Engagement in Collaboration and Communication	1	2	3	4
Knowledge/understanding of the need to coordinate learning experiences with other adults Knowledge/understanding of need for professional collaboration Knowledge/understanding of FERPA (privacy standards) Knowledge/understanding of clear/effective communication strategies & uses varied strategies	Rarely	Sometimes	Frequently	Always



Framework for Acceleration Academies Content Coaches Rubric

Standard 1: Knowledge of Online Systems – The content coach knows the primary concepts and structures of effective online instruction and is able to create learning experiences to support student success

		Performance Ratings				
	Competencies	Deficient	Developing	Proficient	Exemplar	
	Knowledge of current best practices and strategies for online teaching and learning	The content coach is unable to articulate and/or identify best practices and strategies for effective online instruction.	The content coach is able to identify a limited number of best practices for online teaching and may use very limited strategies with all graduate candidates, versus differentiated strategies to reflect learner needs.	The content coach knows and is able to apply a range of best practices and strategies for online teaching to create rich and meaningful experiences that are individualized for graduate candidates based on needs.	The content coach is able to construct flexible, digital and interactive learning experiences that are effective in a variety of delivery modes	
Standard 1: Knowledge of Online Systems	Knowledge and understanding of the instructional delivery continuum (fully online, blended learning, face-to-face).	The content coach is unable to construct and deliver instruction using a continuum of delivery options ranging from fully online, to blended, to faceto-face instruction	The content coach understands the continuum of instructional delivery options but may be only able to construct and deliver instruction in one or two options.	The content coach fully understands and uses a variety of instructional delivery methods to support the learning needs of graduate candidates but may be unable to match delivery methods to reflect the individual learning needs or preferences of candidates.	The content coach is not only able to construct flexible, digital and interactive learning experiences that are effective in a variety of delivery modes but able to match the delivery mode to the individual learning needs/ preferences of graduate candidates.	
Standard 1	Knowledge and understanding troubleshooting skills and addresses technical issues online students may have	The content coach is unsure how the IMS works and is unable to provide technical assistance to students (e.g., change passwords, downloads, plugins, etc.).	The content coach understands the IMS and basic troubleshooting skills, but may need assistance helping graduate candidates with some technical issues (e.g., change passwords, downloads, plug-ins, etc.).	The content coach regularly checks the IMS to ensure that candidates know how to progress through learning content, troubleshoots problems (e.g., change passwords, downloads, plugins, etc.) by providing assistance as needed	The content coach evaluates graduate candidates technological proficiency and identifies necessary technical assistance to ensure candidate's ability to advance through on-line learning modules. The content coach regularly checks with graduate candidates to assess any software/hardware issues (e.g., change passwords, downloads, plug-ins, etc.).	



Examples of Evidence Artifacts:

Standard 2: Assessing and Monitoring of Learner Needs -The content coach accurately analyzes data to identify trends and learning gaps and develop a personalized learning pathway for graduate candidates.

		Performance Ratings				
	Competencies	Deficient	Developing	Proficient	Exemplar	
and Monitoring Learner Needs	Knows and understands the process of continuous evaluation of graduate candidates using formative and summative assessments and feedback that reflects student learning throughout the course	The content coach fails to monitor/ assess graduate candidate learning through the IMS or monitors learning infrequently and is unable to assess areas of learning that candidates are struggling with as well as identify appropriate interventions.	The content coach uses the IMS to monitor graduate candidate learning and assess areas that the candidate is struggling with, but may be unable to further assess specific learning needs and identify appropriate interventions.	The content coach is able to monitor learning through the IMS and identifies graduate candidates needing intervention. The content coach can articulate areas of difficulty for individual graduate candidates and plan appropriate interventions as needed. The content coach may not use additional formative assessment to ensure mastery of content provided through intervention strategies.	The content coach monitors the progress of learning for individual graduate candidates using a variety of formative and summative assessments. The content coach provides frequent, targeted feedback to individual candidates to improve learning experiences (e.g., student mastery of learning content versus content that remain as a challenge). Targeted interventions are identified and provided as needed; additional formative assessment is used to ensure mastery of content.	
Standard 2: Assessing and M	Knows and understands the diversity of graduate candidates learning needs, languages and backgrounds; understands techniques to plan and design personalized learning plan (Graduate Candidate Individualized Learning Pathway) that incorporates relevant data Knows and understands ADA, IDEA, the Assistive Technology Act and	The content coach lacks an understanding of why it is important to become familiar with students' backgrounds, does not know how to find this information, and is unable to identify any relevant information to inform the development of the Graduate Candidate Individualized Pathway. Note: Anything less than proficient will result in a deficient rating	The content coach understanding why it is important to become familiar with candidates background experiences but describes one or limited procedures to obtain this information, and may not be able to use information to inform the development of the Graduate Candidate Individualized Learning Pathway.	The content coach demonstrates an understanding and use of important background knowledge of candidates (prior experiences) and uses information to inform the development of the Graduate Candidate Individualized Learning Pathway. The content coach not only knows and understands federal and state regulations	The content coach shows evidence of analysis of candidate's readiness for learning (prior learning styles, etc.), and consistently applies knowledge and understandings to inform the design of the Graduate Candidate Individualized Learning Pathway.	
	Section 504 or other similar guidelines for accessibility and is familiar with learning			related to accessibility but consistently applies this understanding to all applicable students.		



accommodations delineated in IEP's or 504 plans	The content coach is able to design and implement strategies aligned to identified accommodations for students and gather evidence of student
	learning.

Examples of Evidence Artifacts:

Standard 3: Instructional Planning and Delivery – The Content Coach demonstrates competency in using data from assessments and other data sources to modify content and instruction, and develop interventions to support graduate candidate learning.

		Performance Ratings				
	Competencies	Deficient	Developing	Proficient	Exemplar	
3: Instructional Planning and Delivery	Knows and understands the relationship between content, assignments, assessments and personalized learning goals (Graduate Candidate Learning Pathway)	The content coach fails to understand learning content. The coach further is unable to understand the relationship between assignments and assessment data and use this information to identify learning goals for individual graduate candidates.	The content coach collects data from the IMS to track graduate candidate learning but may have difficulty in specifying learning content that is posing a problem for graduate candidates.	The content coach clearly understands learning content and is able to collect data from online (LMS) and in-person lessons to track and accurately evaluate graduate candidate learning so as to identify candidates experiencing problems as well as identify specific aspects of learning content that is presenting challenges to graduate candidates.	The content coach has a deep knowledge of content and can not only accurately track student data to identify graduate candidates experiencing problems, but based on analysis of specific content candidates are struggling with, design and implement targeted instructional interventions to ensure understanding of learning content and successful completion of courses.	
Standard 3: Ins	Knows and understands multiple instructional strategies for differentiated learning and understands how data informs the use of specific strategies Understands research-based strategies to support both remediation and enrichment	The content coach may be able to articulate strategies for differentiation of learning but is unable to use data and identify specific, relevant strategies for differentiating learning for graduate candidates who are struggling with learning content.	The content coach demonstrates an awareness of methods /strategies and materials that can be used to differentiate instruction, but may have difficulty in selecting appropriate strategies to reflect the needs of graduate candidates. Instead they utilize a set of strategies with all candidates.	The content coach understands that students struggling with learning content require the use of differentiated strategies and resources to facilitate high levels of understanding. The content coach is able use data about candidate learning to support learning through the selection and use of alternative activities and materials that are challenging and relevant, provide candidates with choices for learning modalities and opportunities to progress at different	The content coach understands that each graduate candidate presents with unique learning needs and ways in which they learn best and is able to use data to effectively select specific strategies and alternative learning methods to support candidates as they master learning content. Strategies such as using	



opportunities			learning rates.	visuals, lesson summaries, examples and illustrations, modeling by the coach, or concise communication that is logically sequenced are utilized to customize both remediation and enrichment
Knows and understands a variety of methods and tools to reach and engage graduate candidates who are struggling	The content coach is disconnected from graduate candidates and is unable to connect on a personal or professional level to engage candidates in interventions that support areas they may be struggling with.	The content coach understands a limited range of methods and/or tools to engage graduate candidates who are struggling with learning content. For example coaches may not understand or be able to organize learning content so that it is personally meaningful or relevant to students.	The content coach sometimes organizes learning content so that it is personally meaningful and relevant to students. When students demonstrate confusion, the teacher provides alternative explanations or uses different instructional strategies.	experiences. The content coach consistently organizes learning content so that it is personally meaningful and relevant to graduate candidates. The content coach develops learning experiences where inquiry, higherorder questioning and exploration are valued.
Knows and understands the need for timely, constructive feedback to students about assignments and questions	The content coach fails to respond to questions from graduate candidates about assignments or responds inconsistently. The content coach does not regularly monitor candidate learning in order to identify targeted feedback about learning.	The content coach provides feedback to students, but it may not be timely and may be general in nature. The content coach may struggle articulating feedback to candidates that is focused and specific. Feedback may be insufficient in terms of helping students clarify misunderstandings.	The content coach examines evidence of graduate candidate learning and provides feedback about their performance so candidates can understand how they are doing. Feedback is specific so as to help candidates adjust their performance or clarify misunderstandings.	The content coach regularly monitors the learning of all graduate candidates whether it is through on-line, blended-learning or face: face and consistently provides individualized academic feedback that is frequent and focused. The content coach engages the graduate candidate in self-assessment and reflection and feedback from candidates is used to adjust instruction.

Examples of Evidence Artifacts:



Standard 4: Learning Environment – The Content Coach plans, designs and incorporates strategies to encourage active learning application, interaction, participation, and collaboration in the Acceleration Academy environment.

		Performance Ratings					
	Competencies	Deficient	Developing	Proficient	Exemplar		
Environment	Knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among graduate candidates	The content coach's fails to establish expectations for appropriate interaction among graduate candidates. The content coach may have negative interactions with students and/or interactions that are not appropriate. The content coach may tolerate inappropriate or disrespectful interactions among graduate candidates.	The content coach communicates to graduate candidates expectations for appropriate interaction among candidates. The interactions between the content coach and graduate candidates are appropriate. The content coach may occasionally allow inappropriate or disrespectful interactions among candidates.	The content coach models respectful expectations for interactions among graduate candidates; builds a system of trust and facilitates opportunities for candidates to come together and support one another in the learning process	The content coach models respect for individual graduate candidates by forming a relationship of trust with each candidate; and establishes consistent expectations for interactions (content coach: graduate candidate, candidate: candidate). The content coach supports and encourages varied opportunities for candidates to interact with one another online as well as at the academy site to support one another in the learning process.		
Standard 4: Learning Enviro	Knows and understands the responsibilities of digital citizenship and how the use of technology may lead to instances of academic dishonesty.	The content coach understands digital citizenship but may not be able to recognize instances that lead to academic dishonesty or fails to intervene.	The content coach knows and understands the responsibility of digital citizenship but may not consistently intervene when unethical practices are identified.	The content coach is able to establish standards for behavior that are designed to ensure academic integrity and appropriate use of online systems. The content coach intervenes as unethical practices arise but may not proactively monitor candidate use of online learning systems.	The content coach establishes and communicates high standards for behavior that ensure academic integrity and appropriate use of online systems. The coach regularly monitors student use of online learning systems is able to identify risks and intervene in incidents of academic dishonesty of graduate candidates.		
	Knows and understands the techniques for developing a productive learning community and creating a learning environment that supports varied opportunities to learn (e.g., independent learning; peer: peer, coach: graduate candidate).	The content coach is unable to facilitate positive interactions and exchange among graduate candidates, necessary to creating a productive learning community. The content coach is unable to create a learning environment that supports multiple	The content coach understands the importance of ensuring that a productive learning community is essential to learning, but might have difficulty in bringing graduate candidates together to build a community of learners who can share with and help one another. The learning environment	The content coach works with graduate candidates to organize the learning environment to support varied opportunities for graduate candidates to engage in learning. The learning environment is organized to support varied us of space, materials and resources.	The organization of the learning environment reflects input from graduate candidates and is adjusted in response to individual needs as well as candidates working in small groups (e.g., peer learning; collaborative work groups, small groups working with the teacher). Materials and resources are effectively organized		



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	opportunities for learning.	provides limited opportunities for candidate (e.g., small group, independent)		for easy access and use.
Knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interactions	The content fails to understand the value and need of interaction with graduate candidates and rarely interacts with students or only interacts when data indicates candidates are experiencing difficulty.	The content coach relies on one or two methods to support interaction with graduate candidates as they engage in online learning courses.	The content coach communicates with graduate candidates and employs a range of communication to tools to facilitate two-way communication with candidates.	The content utilizes a wide variety of tools and resources to regularly engage in two-way communication with graduate candidates, interacting when they are doing well as well as when they are experiencing difficulty.

Examples of Evidence Artifacts:

Standard 5: Engagement in Collaboration and Communication – The Content Coach models, guides and engages in collaborative activities with other coaches and academy staff, graduate candidates, parents/guardians, and community organizations to support high levels of learning for all candidates. The Content Coach communicates clearly and effectively; they value what families have to offer and provide opportunities for regular interaction and exchange of information and ideas respecting the need for confidentiality with graduate candidates and their families.

		Performance Ratings			
	Competencies	Deficient	Developing	Proficient	Exemplar
lard 5: Engagement in Collaboration and	Knows and understands clear and effective communication strategies and uses a variety of strategies to communicate with graduate candidates, parents, and community agencies to support learning goals	The content coach provides incorrect or no information to adults that play a significant role in the life of the graduate candidate. The content coach fails to responds to parent inquiries or does so infrequently, inconsistently. Often, it is only when problems reach a critical stage that the content coach reaches out to other adults.	The content coach communicates with adults on an infrequent basis or only in response to inquiries. Communication is usually general in nature and does not invite two-way exchange. Methods of communication may be limited, example – general email to all parent, as well as the specificity of content communicated.	The content coach demonstrates regular communication with adults that play an important role in supporting the graduate candidate. The coach welcomes regular communication and responds in a timely fashion to inquiries and questions. The content coach recognizes the need to use various methods to communicate with adults.	The content coach demonstrates a pattern of ongoing, interactive communication with adults that are important to the graduate candidate, recognizing the role they play in the candidates learning. Communication is provided through a variety of mediums (written, email, text) is timely and is focused on evidence of success as well as issues the candidate may be encountering.
Standard	Knows and understands the need for professional activity and collaboration	The content coach does not engage in opportunities to expand and enhance their professional learning. They also do not realize	The content coach identifies areas of strength as well as opportunities for growth and is able to identify goals for professional growth. The content coach	The content coach sets short-and long-term goals for professional growth and takes action to meet these goals. The content coach works effectively	The content coach values and engages in professional learning through a variety of approaches and regular sets short-and long-term goals for continual



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	the need to collaborate with other coaches to plan and deliver effective instruction to graduate candidates.	collaborates with other staff but relies on the knowledge and contributions of others.	with colleagues to examine problems of practice, analyze student work, and identify improvement strategies.	growth. The content coach initiates collaboration with other coaches to improve personal and team practice by facilitating professional dialogue examining problems of practice, analyzing student work to identify and implement improvement strategies. The content coach mentors other coaches, especially new coaches.
Knows and understands privacy standards concerning personal information about graduate candidates that are outlined in FERPA or other similar guidelines	Note: Anything less than proficient in this competency is considered deficient.		The online teacher is able to incorporate and comply with FERPA or other similar guidelines and communicate privacy guidelines to student and parents.	

Examples of Evidence Artifacts:

Observation/Notes Form		
Content Coach Name:		Date:
Observation (Circle One): 1	2	

Standard Area and Competencies	Observation Notes and Evidence
Standard 1: Knowledge of Online Systems	
The content coach knows the primary concepts and structures of effective online instruction and is able to create learning experiences to support student success	
Standard 2: Assessing and Monitoring of Learner Needs	
The content coach accurately analyzes data to identify trends and learning gaps and develop a personalized learning pathway for graduate candidates.	



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Standard Area and Competencies	Observation Notes and Evidence
Standard 3: : Instructional Planning and	
Delivery	
The Control Control to the control t	
The Content Coach demonstrates competency	
in using data from assessments and other data	
sources to modify content and instruction, and develop interventions to support graduate	
candidate learning.	
Standard 4: Learning Environment	
Standard II. Loanning Environment	
The Content Coach plans, designs and	
incorporates strategies to encourage active	
learning application, interaction, participation,	
and collaboration in the Acceleration Academy	
environment.	
Standard 5: Engagement in Collaboration and	
Communication	
The Content Coach models, guides and	
engages in collaborative activities. The Content	
Coach communicates clearly and effectively;	
they value what families have to offer and	
provide opportunities for regular interaction and	
exchange of information and ideas respecting	
the need for confidentiality with graduate	
candidates and their families. (See Data	
Collection Tool, page 17)	

Data Collection Tool (Ongoing): Standard 5 – Engagement in Collaboration and Communication

Directions: Keep an ongoing log of evidence of collaboration and communication. Select and attach artifacts that represent a variety of types of communication/ collaboration, which may include but not be limited to the following:

- Notes of collaboration occurring with colleagues
- Materials from trainings or workshops
- Samples of work produced from collaboration with colleagues
- Samples of conferences/meetings with graduate candidates
- Materials shared with graduate candidates and/or parents to communicate the goals of the Acceleration Academies Program
- Log of email contact with parent



- Examples of sharing with other staff at the Acceleration Academy
- Log of parent conferences

Submit to	and discuss	with evaluato	r as part o	f monitoring	conferences	(pre or i	oost).

Date	Person(s)	Artifact/Type of Communication	Purpose

Post-Observation Summary Form	
Observation (Circle One):	1

The *Framework for Acceleration Academies Content Coaches Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the content coach. An evaluator will use the performance indicators within the framework to determine an overall rating for each standard, and an overall rating of the content coach's performance. This monitoring process is intended to inform the opportunities for continuous improvement. By looking at each standard area, constructive feedback based on evidence can be shared with the coach – identifying areas of strength as well as opportunities for growth.

Content Coach Name:	Evaluator
Name:	
Date of Post-Observation Conference:	

Analytic Ratings: Check performance level that applies

A. Knowledge of Systems	Deficient	Developing	Proficient	Exemplar
B. Assessing/Monitoring	Deficient	Developing	Proficient	Exemplar
Learner Needs				
C. Instructional Planning	Deficient	Developing	Proficient	Exemplar
and Delivery				
D. Learning Environment	Deficient	Developing	Proficient	Exemplar
E. Engagement in	Deficient	Developing	Proficient	Exemplar
Collaboration and				
Communication				



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Overall Holistic Rating: Circle performance level that applies	Deficient	Developing	Proficient	Exemplar
Next Steps:				
Content Coach Signature:	e:	ACCELERA ACADEMI Expect Your Su	ES -	Date: Date:

Definition of Terms

Artifacts

Items from a coach's practice that become

evidence to support performance.

Artifacts may be in the form of artifacts of teaching (instruction) or artifacts of learning (student work

samples).

Analysis of Graduate Candidate Data The examination of information, facts and statistics that provide insight into graduate candidate learning and achievement. Candidate data is used to assess current level of performance against a set

of desired learning goals.

Coaching

The support for learning provided by a colleague who uses observation, data collection, and descriptive, non-judgmental reporting on specific requested behaviors and technical skills. The goal is to help an individual see his/her own patterns of behavior through someone else's eyes and to prompt reflection, goal-setting, and action to

increase the desired results.

Collaboration

Ongoing communication among professionals using a variety of formats (e.g., conferences, electronic mail, conference calls) to discuss, plan and implement content—course work, experiences, competencies, knowledge and skills—of the

teacher and/or students.

Communication

Any communication that shows the coach invites and encourages parent/guardian/community involvement in graduate candidate's learning. The communication can be initiated by the coach or by

the parent/guardian/community.

Content-Specific Instructional Strategies The interaction of the subject matter and effective strategies to help graduate candidates learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of candidates.

Differentiated Instruction

The intentional application of multiple modes of instruction in order to meet the needs of all graduate candidates. To make a lesson specialized by modifying it or, to change it from a generalized form. Adapting content lessons for linguistically diverse students, for gifted students, or for special needs students are examples.

Dispositions

The values, commitments, and professional ethics that influence behaviors toward graduate candidates, families, colleagues, and communities. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Diversity

A range of differences, including, but not limited to, life experiences, prior knowledge, economic status, gender, race, ethnicity, religion, abilities and disabilities.

Engagement

The extent to which learners actively and persistently participate in instruction/activities. Generally, active involvement in the specified task or activity as indicated by concentration on tasks, individual study, and/or enthusiastic contributions to group discussion.

Evidence Indicators

Actual events, actions, statements, artifacts, materials.

Focused Observation

Observations of practice that are brief, usually 10-15 minutes in length, and may focus on a particular component of the lesson/unit or on a specific Standard. A focused observation form may be used by the evaluator to document information which provides immediate feedback to the teacher in order to improve instruction and/or monitor the progress of professional practice and district initiatives. Focused observations may target instructional practices leading to the development

of goals, and may be used to validate what is working well or areas for professional growth.

Formal Observation Process

The formal observation consists of a visitation of a learning block (minimum of 30 minutes). Observation is a formative process, but the overall rating becomes part of the Summative Evaluation.

Formative Assessment

A process of measurement that is designed to give coach's feedback on their progress toward a set of skills, understanding or knowledge. The goal of formative assessment is to enhance performance by providing clear indicators of progress and identifying what has been done successfully as well as areas for improvement.

Performance Rating Rubric

Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on an assessment. Levels delineated in the *Framework for Acceleration Academy Coaches Rubric* are: deficient, developing, proficient (effective), and exemplar (highly effective).

Levels of Performance

The skill, competence, or character expected of a highly trained professional educator.

Professionalism

An on-going process that provides opportunities for the educator to increase skill and knowledge, meet the needs of students, and stay current on best practices in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Development must align with personal, building, district, state and national goals.

Professional Development

A method for content coaches to enhance or improve specific aspects of their teaching. Clear professional goals provide focus and direction to improving practice and have a direct impact on student learning. Meaningful goals help stretch teachers to higher levels of performance and effectiveness. Goals should meet SMART criteria: specific, measurable, attainable, relevant and timebound. Goals may serve as a plan for support,

Professional Goal-Setting

coaching and formative assessment throughout the year. The rating for professional goal-setting becomes part of the Summative Evaluation.

Professional Learning Community

A collegial group of academy site staff who are united in their commitment to increase professional development and graduate candidate achievement come together to seek improvement, supporting one another in the process of ongoing learning and development.

Reflection

Retrospective consideration of one's practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do next or differently as a result of this information. An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions to improve teaching effectiveness and student learning.

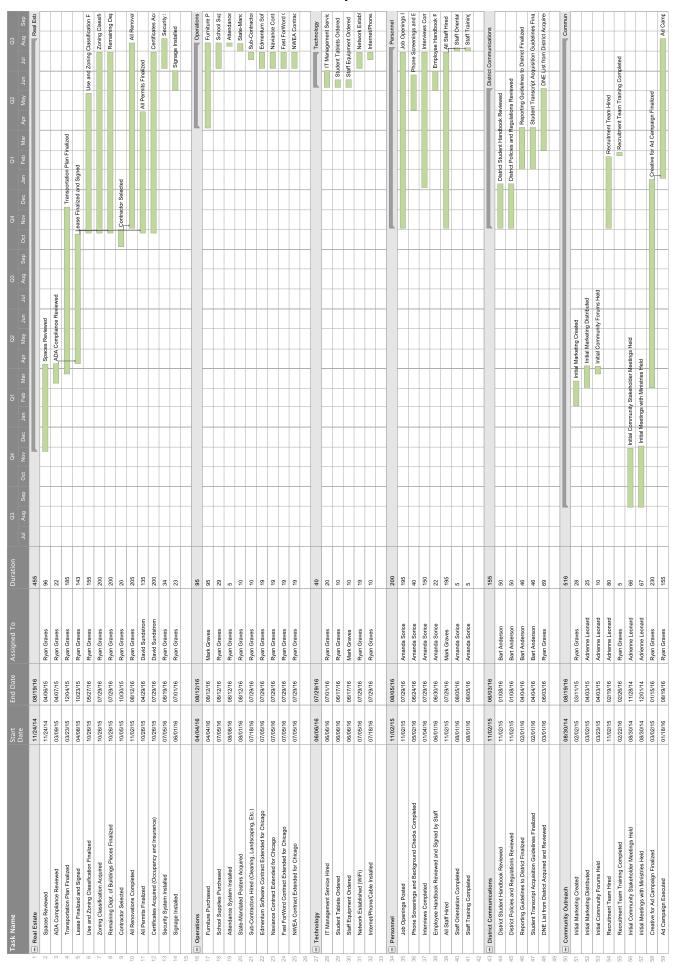
Summative Evaluation

A process designed to collect and evaluate evidence of teacher performance and effectiveness using standard, pre-determined criteria. Summative Evaluation is used by an evaluator for the purpose of making personnel decisions, recommending an improvement plan, establishing goals, and recommending professional development for a coach.

3.1.b. Start-Up Plan



CPS Acceleration Academy Build-Out



	Task Name		End Date	End Date Assigned To																		
		Date																				Sep
09	Recruitment Hot Spots Targeted	11/02/15	03/04/16	Adrienne Leonard	06											Recruitr	Recruitment Hot Spots Targeted	Spots Ta	argeted			
61	Grassroots Campaign Finalized	11/02/15	01/15/16	Adrienne Leonard	55									Grae	ssroots C	Sampaign	Grassroots Campaign Finalized	ъ				
62	2 Call Center Campaign Finalized	11/30/15	02/26/16	Ryan Graves	99											all Cente	Call Center Campaign Finalized	ign Fina	pezi			
63	Grassroots Campaign Executed	01/18/16	08/19/16	Adrienne Leonard	155															-	Grassroo	00
64	4 Call Center Campaign Executed	03/01/16	08/19/16	Ryan Graves	124																Call Cent	Ju.
92	Community Events Developed	03/23/15	05/22/15	Adrienne Leonard	45				Com	munity E	Community Events Developed	pedoje										
99	Academy Opening Event Finalized	05/30/16	08/12/16	Ryan Graves	55					_											Academy	γC
19	7 Academy Opening Event Held	08/19/16	08/19/16	Adrienne Leonard	-																Academy	É.



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3.1.d. Transportation Plan

Bethesda Church

-4538 W Fullerton Ave. Chicago, Il 60639 Bus transportation: 74 (east/west) on Fullerton

54 (north/south) on Cicero 53 (north/south) on Pulaski

Metra: Healy stop

L stop: California-O'Hare blue line (California and Milwaukee)

Samaritan Bible Baptist Church

-6847 S Halsted St, Chicago, II 60621

Bus transportation: 67 (east/west) on 69th St.

8 (north/south) on Halsted 44 (north/south) on Racine

L stop: 69th red line (69th and Lafayette) Halsted green line (Halsted and 63rd)

Trinity United Church of Christ Space

901 E 95th St. Chicago, II 60619

Bus transportation: 115 (north/south) on Cottage Grove St.

4 (east/west) on 95th St and (north/south) on Cottage Grove St. 5 (east/west) on 95th St and (north/south) on Cottage Grove St.

95E (east/west) on 95th St and (north/south) on Cottage Grove St.

100 (east/west) on 95th St. 115 (east/west) on 95th St.

Metra: 95th St. stop L stop: 95th St. stop

Bronzeville Community Club House

3847 S. Giles St., Chicago, II, 60653

Bus transportation: 3 (north/south) on Martin Luther King Dr.

29 (north/south) on State St. 39 (east/west) on Pershing Rd

L stop: Indiana green line (40th and Indiana)

Sox-35th red line (35th St.)

3.2.b. Application and Registration Forms



Bethel Acc Application	eleration Academy Enrollment
	interest in Bethel Acceleration Academy and congratulations on
Please fill out the in	nformation below and one of our team members will be in touch with
Date *	
11/21/14	7
First Name *	and the state of t
T I St Name	
Last Name *	
DOB *	-
Student ID (IF App	([cable)
	about us? (web, friend, flyer, poster, postcard) us through someone please share their name with us so we can
According to the second	
Street Address *	
24.	
City	
ZIp Code	
Phone # *	
Email Address	
	<u>'</u>
What was the last	year you were enrolled in school? *
What previous hig	jh school(s) did you attend? *
Cabadulad Mali D	
Scheduled Visit D	and I
	= /
Scheduled Visit T	ime
Call Center Notes	
Send me a copy	y of my responses
Tallypun	_
	-
	Powered by Smartsheet Web Forms Report Abuse

Start Date:	End Date:		
Accelerat	tion Academy		
Registration Check-off List			
Graduation Candidate:	Site:		
Photo ID GC Intake form Secondary Enrollment Home Language Survey Verification of Residency Statement Or Affidavit of Residence Or Student Residency Affidavit Record Request Academy Email Created	 Health History Immunization Record (or CIS) School District Elec. Resources Kindle Acceptable Use Policy High School Transcript Careers Intake Scheduled Careers Orientation Workshop Scheduled Plato Account Created Photo Release On File 		
Start Date:	End Date:		
Accelerat	tion Academy		
Registration Check-off List			
Graduation Candidate:	Site:		
Photo ID GC Intake form Secondary Enrollment Home Language Survey Verification of Residency Statement Or Affidavit of Residence Or Student Residency Affidavit	 Health History Immunization Record (or CIS) School District Elec. Resources Kindle Acceptable Use Policy High School Transcript Careers Intake Scheduled Careers Orientation Workshop Scheduled 		

Plato Account Created

__Photo Release On File

__ Record Request

___ Academy Email Created



3.3.a. Board Bylaws

BYLAWS of ACCELERATION ACADEMIES, LLC.

ARTICLE I

NAME AND PURPOSES

Section 1.01. Name. The name of the organization is Acceleration Academies, LLC, as established in the organization's State of Delaware formation documents.

Section 1.02. Purpose. The Organization is organized for the educational purposes of providing dropout recovery services for qualified students who have abandoned their education before receiving a high school diploma. Included in its purpose is the provision of management, curriculum and instruction, and supports for effective teaching and advanced student academic achievement.

ARTICLE II

AUTHORITY AND DUTIES OF MANAGERS

Section 2.01. Authority of Managers. The Board of Managers is the policy-making body and may exercise all the powers and authority granted to the Organization by law.

Section 2.02. Number, Selection, and Tenure. The Board shall consist of not less than four (4) Managers. Each Manager shall hold office for a term of three (3) years. Vacancies existing by reason of resignation, death, incapacity or removal before the expiration of his/her term shall be filled by a majority vote of the remaining Managers. In the event of a tie vote, the Chairperson shall choose the succeeding Manager. Managers will nominate their successors. Each Manager and Manager-Candidate shall hold a minimum of a Bachelors Degree from a four year institution or higher education, shall preferably have life experience in education, counseling, business or finance, and shall affirm that he or she will contribute the necessary time, effort and skills to perform the duties of Manager effectively. A Manager elected to fill a vacancy shall be elected for the unexpired term of that Manager's predecessor in office. No manager shall serve more than three (3) consecutive terms.

Section 2.03. Resignation. Resignations are effective upon receipt by the Secretary of the Organization of written notification.

Section 2.04. Compensation. Each Manager shall serve without compensation for his or her services as a member of the Board of Managers. However, each Manager may be reimbursed for reasonable expenses incurred in the performance of his or her duties as a Manager in accordance with Section 2.11 of these bylaws.



Section 2.04. Regular Meetings. The Board of Managers shall hold at least four (4) regular meetings per calendar year. Meetings shall be at such dates, times and places as the Board shall determine. All Board of Managers meetings shall be conducted in accordance with the most recent version of Robert's Rules of Order.

Section 2.05. Special Meetings. Meetings shall be at such dates, times and places as the Board shall determine.

Section 2.06. Notice. Meetings may be called by the Chairperson or at the request of any two (2) Managers by notice e-mailed, mailed or facsimile-transmitted to each member of the Board not less than forty-eight (48) hours before such meeting.

Section 2.07. Quorum. A quorum shall consist of a majority of the Board attending in person or through tele-conferencing. All decisions will be by majority vote of those present at a meeting at which a quorum is present. If less than a majority of the Managers is present at said meeting, a majority of the Managers present may adjourn the meeting on occasion without further notice.

Section 2.08. Compliance with the Illinois Open Meetings Act and Illinois Freedom of Information Act. Any Board action directly impacting a student or student family within the State of Illinois shall occur at a public meeting conducted in accordance with the Illinois Open Meetings Act, 5 ILCS 120 *et seq.* All Acceleration Academy site records in the State of Illinois, other than those exempt from disclosure or prohibited by law from being disclosed, shall be subject to the Illinois Freedom of Information Act, 5 ILCS 140 *et seq.* This Section 2.08 doe not prohibit the Board of Managers from taking action unrelated to a student or student family (including amendment of these Bylaws) or of any committee, without a meeting if all the members of the Board or committee consent in writing to taking the action without a meeting and to approving the specific action. Such consents shall have the same force and effect as a unanimous vote of the Board or of the committee as the case may be.

Section 2.09. Participation in Meeting by Conference Telephone. Members of the Board may participate in a regular or special meeting through use of conference telephone or similar communications equipment, so long as members participating in that meeting can hear one another.

Section 2.10. Committees. The Board of Managers may, by resolution adopted by a majority of the Managers in office, establish committees of the Board composed of at least two (2) persons which, except for an Executive Committee, may include non-Board members. The Board may make such provisions for appointment of the chair of such committees, establish such procedures to govern their activities, and delegate thereto such authority as may be necessary or desirable for the efficient management of the business, activities, property, and faculty of the Organization. Any committee created hereunder shall have a specified purpose and itemization of duties.

Section 2.11. Reimbursement. Managers shall serve without compensation with the exception that expenses incurred in the furtherance of the Organization's business are allowed



to be reimbursed with documentation and prior approval. In addition, Managers serving the organization in any other capacity, such as staff, are allowed to receive compensation for those services unrelated to Manager duties.

Section 2.12. Governance Duties. The Board of Managers is responsible and accountable for the governance, fiscal oversight and strategic planning for the Organization. Additionally, the Board of Managers shall be responsible for development and implementation of all Board policies, and for ensuring that those policies, and the services being provided by the Organization, are the most effective means of serving the population of students that the Organization serves. The Board shall speak through its Chairperson, and no individual Manager may represent a position on behalf of the Organization that has not been formally adopted by a majority Board vote of the Organization.

ARTICLE III

AUTHORITY AND DUTIES OF OFFICERS

Section 3.01. Officers. The officers of the Organization shall be a Chairperson, a Vice-Chairperson, a Secretary/Treasurer, and such other officers as the Board of Managers may designate. Any two (2) or more offices may be held by the same person, except the offices of Chairperson and Secretary/Treasurer.

Section 3.02. Appointment of Officers; Terms of Office. The officers of the Organization shall be elected by the Board of Managers at regular meetings of the Board, or, in the case of vacancies, as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Managers. Each Officer and Officer-Candidate shall hold a minimum of a Bachelors Degree from a four year institution or higher education, shall preferably have life experience in education, counseling, business or finance, and shall affirm that he or she will contribute the necessary time, effort and skills to perform the duties of the applicable Office effectively.

Terms of office may be established by the Board of Managers, but shall not exceed three (3) years. Officers shall hold office until a successor is duly elected and qualified. Officers shall be eligible for reappointment, but no officer shall serve for a period exceeding three (3) consecutive terms.

Section 3.03. Resignation. Resignations are effective upon receipt by the Secretary of the Board of a written notification.

Section 3.04. Removal. An officer may be removed by the Board of Managers at a meeting, or by action in writing pursuant to Section 2.08, whenever in the Board's judgment the best interests of the Organization will be served thereby. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 3.05. Chairperson. The Chairperson shall be a Manager of the Organization and will



preside at all meetings of the Board of Managers. The Chairperson shall perform all duties attendant to that office, subject, however, to the control of the Board of Managers, and shall perform such other duties as on occasion shall be assigned by the Board of Managers.

Section 3.06. Vice-Chairperson. The Vice-Chairperson shall be a Manager of the Organization and will preside at meetings of the Board of Managers in the absence of or request of the Chairperson. The Vice-Chairperson shall perform other duties as requested and assigned by the Chairperson, subject to the control of the Board of Managers.

Section 3.07. Secretary/Treasurer. The Secretary/Treasurer shall be a Manager of the Organization and shall keep the minutes of all meetings of the Board of Managers in the books proper for that purpose. The Secretary/Treasurer shall also report to the Board of Managers at each regular meeting on the status of the Council's finances. The Secretary/Treasurer shall work closely with any paid executive staff of the Organization to ascertain that appropriate procedures are being followed in the financial affairs of the Organization, and shall perform such other duties as occasionally may be assigned by the Board of Managers.

Section 3.08. Paid Staff. The Board of Managers may hire such paid staff as the Board of Managers determines proper and necessary for the operations of the Organization. The powers and duties of the paid staff shall be as assigned or as delegated to be assigned by the Board.

ARTICLE IV

INDEMNIFICATION

Every member of the Board of Managers, officer or employee of the Organization may be indemnified by the Organization against all expenses and liabilities, including counsel fees, reasonably incurred or imposed upon such members of the Board, officer or employee in connection with any threatened, pending, or completed action, suit or proceeding to which she/he may become involved by reason of her/his being or having been a member of the Board, officer, or employee of the Organization, or any settlement thereof, unless adjudged therein to be liable for negligence or misconduct in the performance of her/his duties. Provided, however, that in the event of a settlement the indemnification herein shall apply only when the Board approves such settlement and reimbursement as being in the best interest of the Organization. The foregoing right of indemnification shall be in addition and not exclusive of all other rights which such member of the Board, officer or employee is entitled.

ARTICLE V

ADVISORY BOARD

Section 5.01. Establishment. There may be established an **Advisory Board on Organizational Governance and Financial Strategy**; this Advisory Board may consist of a Chairperson who is not a Manager of the Organization and a minimum of two additional members, at least one of whom shall be a Manager. An Advisory Board shall hold at least two



(2) regular meetings per calendar year, and advise the Board of Managers on all matters relating to corporate governance, not-for-profit procedures and financial strategy. Meetings shall be at such dates, times and places as the Advisory Board shall determine.

Section 5.02. Other Advisory Boards or Committees. The Board of Managers may establish one or more Advisory Boards or Committees that may be in addition to the Advisory Board on Corporate Governance and Financial Strategy.

Section 5.03. Size, Duration, and Responsibilities of Other Boards or Committees. The size, duration, and responsibilities of boards and committees authorized under Section 5.02 shall be established by a majority vote of the Board of Managers.

ARTICLE VI

FINANCIAL ADMINISTRATION

Section 6.01. Fiscal Year. The fiscal year of the Organization shall be January 1 - December 31 but may be changed by resolution of the Board of Managers.

Section 6.02. Checks, Drafts, Etc. All checks, orders for the payment of money, bills of lading, warehouse receipts, obligations, bills of exchange, and insurance certificates shall be signed or endorsed by such officer or officers or agent or agents of the Organization and in such manner as shall from time to time be determined by resolution of the Board of Managers or of any committee to which such authority has been delegated by the Board.

Section 6.03. Deposits and Accounts. All funds of the Organization, not otherwise employed, shall be deposited from time to time in general or special accounts in such banks, trust companies, or other depositories as the Board of Managers or any committee to which such authority has been delegated by the Board may select, or as may be selected by the Chairperson or by any other officer or officers or agent or agents of the Organization, to whom such power may from time to time be delegated by the Board. For the purpose of deposit and for the purpose of collection for that account of the Organization, checks, drafts, and other orders of the Organization may be endorsed, assigned, and delivered on behalf of the Organization by any officer or agent of the Organization.

ARTICLE VII

BOOKS AND RECORDS

Correct books of account of the activities and transactions of the Organization shall be kept at the office of the Organization. These shall include a minute book, which shall contain a copy of the Certificate of Organization, a copy of these Bylaws, and all minutes of meetings of the Board of Managers.



ARTICLE VIII

AMENDMENT OF BYLAWS

These Bylaws may be amended by a majority vote of the Board of Managers, provided prior notice is given of the proposed amendment in the notice of the meeting at which such action is taken, or provided all members of the Board waive such notice, or by unanimous consent in writing without a meeting pursuant to Section 2.08.

3.3.b. Board Member Resumes





PROFESSIONAL EXPERIENCE

Present:

Co-Founder & Chief Executive Officer, Acceleration Academies, LLC, Chicago, IL

Co-founded to reach and educate a substantial population of underserved students who have abandoned education before adulthood, and to reengage them through deep instruction, coaching & assistance to ensure graduation with a diploma. Designed the program whereby:

- Student engagement driven by highly proficient educators with strong records in building student academic growth.
- Adherence to Common Core standards, aligned curriculum and instructional efficacy are systematized.
- Mastery-based—not seat-time based—achievement of high school graduation requirements is the core protocol.
- Deeply engaging blended instruction, coupled with technically enhanced content are consistently delivered.

Co-Founder & Chief Education Officer, Distinctive Schools, Chicago, IL

Established and currently leads a non-profit, open-to-all charter school program of intensive academics within six metropolitan Chicago public schools; each school serves students from high concentrations of poverty, ELL and special education backgrounds. Each school is now high-performing. Leadership responsibilities include:

- Design, implementation and delivery of content in all instructional areas
- Design and collaborative implementation of teacher supports
- Design and delivery of professional development
- Delivery of leadership training highly adapted to meet specific school site needs.

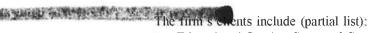
2009-Present

Co-Founder and Chief Education Officer, Atlantic Research Partners, St. Augustine, FL Responsible for pedagogical research, product development and training supervision of a professional services firm that supports public schools and school districts in 18 states by providing:

- Special education program development and implementation;
- Training in differentiated instruction, Response-to-Intervention and statutory compliance methodologies.
- Programmatic and instructional supports for public school district superintendents, other educational leaders and teachers;
- Counseling with school boards on governance and compliance issues:

- Independent audits of and supports to varying public school district departments, including Human Resources special Education, Operations, and Community Outreach;
- Assistance to superintendents and school boards in templementation of policies and protocols governing managed issues affecting preK-12 education;
- Licensure to school districts of Power of Teaching*

(*authored by



- Educational Service Center of Central OH
- CUSD 300, Kankakee School District 111, Oregon School District 220, and the Illinois Mathematics and Science Academy
- Chicago Public Schools, Dayton (OH) Public Schools, Montclair (NJ) Public Schools
- Anson County (NC) Public Schools
- Edison Learning, Inc.
- (SUPES Academy) Superintendents Preparation Academy
- Illinois School Principals Network
- Hampton County (SC) School District 2
- India-based Teachers Placement Group
- Alternatives Unlimited Education Group

February 2008- Executive Vice President & Chief Education Officer September 2009 Edison Learning, Inc. (formerly Edison Schools)

New York, NY

Led all educational, programmatic and field-operation components of services to more than 300,000 students throughout the United States and the United

Kingdom. Duties included:

- Supervising and supporting all Regional Superintendents ("RGMs")
- Initiating Curriculum and Instruction strategies to increase teaching effectiveness.
- Serving on the organization's Executive Team and providing analysis and recommendations on all executive functions including:
- Academic programs (including initiation of revised policies)*
- Continuous improvement of student services delivery protocols
- Budget strategies
- · Client Services policies
- Product and Services Scope

(*Edison Learning continues to license and implement *Power of Teaching*)

November 2005-December 2007

Superintendent of Schools

Duval County Public Schools, Jacksonville, FL

Led all functions of the nation's 20th largest school district, including:

- Directing all strategic efforts and academic programs designed to substantively improve student academic performance for the District's 160+ schools and 125,000+ students
- Implementation of College Board Advanced Placement courses on an unprecedented scale
- Responsibility for all District divisions, including Civil Rights,
 Human Resources, Community Engagement, and Finance

- Responsible for employment protocols and management of 14,000+ employees
- Responsible for an annual budget of \$1.8 Billion.

July 2003 – November 2005

Superintendent of Schools Christina School District, Wilmington, DE

Responsible for operating the largest school district in Delaware, serving urban, suburban and special needs populations that in total approximate 20% of the entire statewide public school student population. Responsibilities included:

- PreK through Grade 12 instruction.
- Post-Secondary Adult education.
- Operating programs for at risk children from birth to age three, in a geographic region that encompasses five school districts.
- Operating all of the State of Delaware's programs for the deaf, hard of hearing, and blind.
- Operating the State of Delaware's Autism Program (birth to age 21) in a residential, full-time school setting.
- Serving 23,000 students in PreK-12 and adult education settings (20,000 of which are in the K-12 grades).
- Managing a \$335 million budget (includes capital budget)
- Providing numerous support programs for a five-district, countywide area including selected interventions and education for birth-to-pre-K families, technology, and professional development services.
- Providing leadership and development for 3,000+ employees in 31 work locations

October 2002 – June 2003

(Interim) Associate Superintendent; Anne Arundel County Public Schools, Annapolis, MD (approx. 75,000 students in 2002)

Duties included serving as deputy to the superintendent of schools as a transitional team member accountable for:

- Re-structured and provided interim leadership for the Technology, Human Resources, Labor Relations, Payroll, Staff Development and Testing, Assessment, and Research divisions of the District.
- Leadership of organizational development and alignment of the 75,000-student school district.
- Budgetary oversight for 85% of the expenditures of the \$600+ million operating budget.

Accomplishments included:

- Implementation of substantial central office functions and initiatives to improve efficiency and efficacy.
- Leadership on multiple projects for aligning resources & systems to teaching and student learning initiatives.
- Redesign of major cost items including healthcare, school technology, district-wide testing protocols, and union negotiations methodologies.

• Leadership on implementation of a system-wide project management process, curriculum alignment & assessment tools, and staff selection protocols.

April 1998 – October 2002

Chairman & Chief Executive Officer; eSchool Solutions, Inc. Orlando, FL

Duties included the strategy, fiscal, product, and service leadership for this technology solutions company. Accomplishments include:

- Five successful mergers and acquisitions
- Multi-million dollar growth in annual revenues, and
- The building of a customer base consisting of more than:
 - o 600 school districts
 - o 20,000 schools, and
 - o 1.2 million school employees relying the company's technology solutions.

Other responsibilities included:

- Management of a Board of Directors
- Analysis of securities laws and accounting principles Provision of corporate-wide leadership, governance and efficacy, and
- The assurance of value creation to customers, employees, and stockholders. Full and comprehensive packages were implemented to ensure that each constituent group was provided optimum incentive for participation.

(Between August 1981 and April 1998, multiple overlapping positions and independent project work; listed below in chronological order of completion dates.)

October 1997 – April 1998

(Interim) Senior Assistant Superintendent; Charlotte Mecklenburg Schools, Charlotte, NC (approx. 103,000 students in 1998)

Duties included leading all strategic planning and related functions for the 18th largest school district in the United States. Specific responsibilities encompassed desegregation initiatives, student assignment and design of attendance boundaries, magnet school design, land acquisition, school facilities master planning, and development and implementation of a program for joint use of public facilities by the district and other local governmental agencies.

Additional responsibilities included the creation of process improvement and other quality assurance-related programs, project-management planning, and serving on the superintendent's senior staff to assist with the efficient and effective operation of this district.

June 1991 – April 1998

External Consultant in Organizational Effectiveness; d.b.a. Huge'& Wise Consulting Group, Orlando, FL and Denver, CO

Duties included consulting, facilitating, and coaching in the areas of organizational communication, conflict management, organizational change, brand-positioning and strategic thinking and planning, diversity and desegregation assistance, curriculum and instruction design and implementation, recruitment and selection, team intervention and leadership training and development. Clients included Fortune 500 companies, school districts, retail and merchandise, entertainment, resort, and pharmaceutical companies. Selected clients included The Walt Disney Company, U.S. Relocation, and the Charlotte-Mecklenburg (NC) St. Lucie County (FL) Orange County (FL) Seminole County (FL) Anacortes (WA) and Jefferson and Adams County (CO) Public Schools.

August 1996 -February 1997

Director of Organizational Development; Walt Disney World Co., Lake Buena Vista, FL

Developed, recruited, and directed a team of internal organizational development consultants and managed external OD/OE consultants for business re-positioning, re-engineering, and process improvement company-wide. Responsibilities included the initiating of organizational-change strategies, and organizational learning and development for a \$3+ billion business. Served as a member of the Walt Disney World Executive Committee (team members reporting to the company president). Led major initiatives focused on (company-wide) leadership efficacy & improvement, communications strategy, and executive coaching programs.

February 1995 -August 1996

Director of Employment; Walt Disney World Co., Lake Buena Vista, FL

Directed a team of 180 to annually hire more than 22,000 new entry-level through senior-executive employees for the WDW Resort. This encompassed the staffing, Human Resources planning, and employment administration for the 50,000+ employee organization and involved recruiting efforts in more than

40 states and 11 countries. Achieved a comprehensive reengineering and re-organizing of recruitment staff and strategies company-wide.

June 1994 -February 1995

Director of Resort Entertainment; Walt Disney World Co., Lake Buena Vista, FL

Assigned to re-structure and re-position a cost center and loss leader for the company into a business unit that operated as a profit center for the company. Duties included the directing of all entertainment, audio visual support, WDW Florist, and dinner show venues for the resort properties.

Led a staff of more than 300 in developing and implementing a successful strategic business plan, and profitably avoided outsourcing and layoffs, furloughs, or displacement of employees through the plan.

Seminole County (FL) Public Schools 1993-1994

June 1993 -June 1994

Director of Transportation Services; Seminole County Public Schools, Sanford, FL (approx. 65,000 students in 1994)

Responsible for overseeing a comprehensive school transportation services for the 36th largest school district in the United States. With an \$11 million annual budget, led a team of 10 managers and 400+ employees in developing and implementing all district-wide transportation and the maintenance of a fleet of more than 600 buses and other district vehicles. Additional duties included the oversight of federal grant and training and development activities for state-wide enhancement of transportation for Exceptional Education and medically-fragile students.

Orange County (FL) Public Schools 1980-1993

February 1991 -June 1993

Director of Transportation Services; Orange County Public Schools; Orlando, FL (approx. 130,000 students in 1993)

Duties included overseeing comprehensive school transportation services for the 14th largest school district in the United States. With a \$21 million annual budget, led a team of 20 managers and 1200+ employees in managing a school district fleet of more than 2,000 vehicles, plus supervision of two bus centers and three maintenance and repair facilities.

May 1992 -June 1993

Chief Negotiator for the School Board; Orange County Public Schools, Orlando, FL

Duties included coordinating collective bargaining team efforts and serving as spokesperson for the Superintendent of Schools with the school district's 6,100+ non-instructional employees' union. Renegotiated the full employment contract between the School Board and union by first facilitating a tentative agreement and subsequent ratification by the parties in an economic climate that prohibited employee wage increases as part of the full agreement. Also served as a negotiating team member assisting the former Chief Negotiator from 1987-1991.

August 1981 -November 1993

Music Director/Conductor, Florida Symphony Youth Orchestras, Orlando, FL

Duties included preparing and conducting rehearsals and concerts with the 75-member senior orchestra, overseeing activities of the Assistant Conductor and serving as artistic advisor the FSYO Board. As Conductor, accompanied professionally renowned soloists, and prepare auditions for world-class music festivals which culminated in concert performances at Carnegie Hall, Harvard University, Vanderbilt University, the New Orleans World's Fair, and across Europe.

March 1985 -February 1991

Senior Administrator of Human Resources Services; Orange County Public Schools, Orlando, FL

Duties included overseeing the personnel operations workforce of 5 management and 19 clerical team members, supervising all functions of the OCPS employment office (including collective bargaining and employee relations support, teacher recruitment, benefits administration, Human Resources systems, the substitute teacher program, teacher certification, and personnel position control).

August 1980 -1985

Teacher, Chairman of Performing Arts, and Director of March Bands/Orchestra, Winter Park High School; Orange County Public Schools, Winter Park, FL

August 1978 – August 1980

Teacher, Cobb County Public Schools, Dekalb County Public Schools; Georgia

CERTIFICATION & LICENSURE

•	December 2005	Educational Leadership Licensure in Florida
•	December 2003	Superintendent Licensure in Delaware
•	April 2003	Superintendent and School Administration Licensure, MD
•	August 2002	Superintendent and School Administration Licensure, VA
•	August 2000	Florida Real Estate License
•	August 1996	Certified Instructor, The Harvard Project on Negotiation
•	February 1993	Certified Administrator, Continuous Quality
		Improvement; Philip Crosby's Quality College
•	January 1988	Certified Corporate Trainer, Interaction Management
		& Targeted Selection; Development Dimensions
		International
•	1978- 1998	Held licenses for teaching K-12 in Georgia, and in
		teaching K-12 and school administration K-12 in
		Florida. These licenses are currently inactive.

PUBLICATIONS

Power of Teaching—The Science of the Art 2nd Edition, 2007

(ISBN: 978-0984119707) a teaching quality improvement reference and methods text, and accompanying program. *First Edition, 2002*

Power of Coaching—Teachers and Teaching, 2009

A text for administrators, teacher-leaders and practitioners engaged in the art of coaching, mentoring, and supporting teachers and their profession.

The TAO of Interviewing, 4th Edition, 2007

A Human Resources text and training instrument for organizational development; designed to improve efficacy in the selection of right-fit talent for public and private sector employers.

Factors Salient to the Recruitment and Retention of Black Teachers in an Urban School District December 1990, Doctoral Dissertation, University of Florida, Gainesville.

Music as a Catalyst for Inter-Disciplinary Education, 1987; Educational Research Service Spectrum, Vol. 5, No.2.

EDUCATION

December 1990 Doctorate in Educational Leadership; University of Florida,

Gainesville

November 1985 M.E. Administration and Supervision; University of Central

Florida, Orlando. Additional graduate course-work completed at

Northwestern University, Evanston, IL

March 1978

B.M.E. Education; Florida State University, Tallahassee

SAMPLING OF PROFESSIONAL CONTRIBUTIONS, ACCOMPLISHMENTS & CIVIC PARTICIPATION

August 2007 Harvard University, Urban Superintendents Program,

Adjunct Faculty

2005 - Present Elected member of the Board of Directors for Northwest

Evaluation Association, a non-profit organization that provides formative and summative assessments services in more than 1,600

school districts (three year term)

2004 - Present Appointed member of the Educational Research & Design

Institute, a consortium operating to provide educational leaders the opportunity to influence the development, refinement and deliver of products and services entering the K-12 educational setting so that those products and services can best meet the needs

of children.

August 2007 Inaugurated into Leadership Florida; Statewide Leadership

Development & Civic Awareness Program

Spring 2006 Leadership Jacksonville; Community Awareness and

Leadership Development Program Member.

June 2007 -

Cathedral Arts Advisory Council Member

Jacksonville, FL

January 2007--

Board of Governors

Present

Present

Jacksonville Regional Chamber of Commerce

2006 – 2010 Appointed Commissioner on National Commission on Writing

for America's Children and Families (affiliated with The

National Writing Project and The College Board)

2006 - 2007 Board of Trustees, WJCT Public Broadcasting Jacksonville, FL

2006 - Present Trustee, Junior Achievement of Florida's First Coast, Inc. February 2006 Honored at the International HOSTS Learning Conference (Helping One Child to Succeed) with the Annual Champion for Children award. 2005 - 2008 Board of Directors, Jacksonville Symphony Association Big Cup of Joe, Delaware Magazine, August 2005 issue, p. 25-August 2005 27, 30-31. Article about Superintendent his work. Inaugurated as an Honorary Co-Chairperson of the **July 2005** Leadership Council for the Blood Bank of Delmarva March 2005 Broad Fellow, Class of 2005; The Eli Broad Institute for School Boards, Reform Governance in Action, to increase student achievement through improved school board governance 2004 - 2005 Elected member of the Board of Directors of Junior **Achievement of Greater Delaware** 2003 - 2005 Elected member of the Board of Directors of Boys & Girls Club of Greater Newark, DE September 2004 Wise Guy, a work on Superintendent was featured in Delaware Today Magazine, September 2003 issue, p. 50-51, 123. November 2003 Broad Fellow, Class of 2003; The Eli Broad Urban **Superintendents Academy** (also currently serve as a member of the Broad Urban Superintendents Academy adjunct faculty and advisory committee) November 2002 Featured in Orlando Arts Magazine, November 2002 issue, p. 9; Who's News in the Arts May 2001 *Play to Your Strengths*, Featured in Entrepreneur Magazine, May 2001 issue, pp. 80-82. 2000 - 2003Member of the Business Advisory Board (BAB) for the Seminole County (FL) Public Schools. Served as chairperson of Legislative Affairs. 1997 - 1999Community Advisory Board Member for the College of Education at the University of Central Florida.

1996 - 1997	Vice President, Civic Theaters of Cent Doida. Directors. Previously served as a board member (at-large). Duties included personnel, development, and strategic Planning committee work and United Arts representative.
1993 – 2002	Member of the Board of Directors for the Florida Symphony Youth Orchestras (Orlando). Duties included chairperson of scholarship for the Board.
Spring 1995	Leadership Orlando; Community Awareness and Leadership Development Program Member.
1992-1993	Board Member, Keep Orlando Beautiful community task force.
April 1988	Greater Orlando Chamber of Commerce, Up and Comer Award recipient nominee representing education for civic and professional contributions to the community.
May 1987	Greater Orlando Chapter of Phi Delta Kappa, Young Educator of the Year award recipient.
1985	Winter Park High School, Teacher of the Year award recipient.



Employment

Co-Founder & Chairman, Acceleration Academies, LLC, Chicago, IL

Co-founded to reach and educate a substantial population of underserved students who have abandoned education before adulthood, and to reengage them through deep instruction, coaching & assistance to ensure graduation with a diploma. Designed the program whereby:

- Student engagement driven by highly proficient educators with strong records in building student academic growth.
- Adherence to Common Core standards, aligned curriculum and instructional efficacy are systematized.
- Mastery-based—not seat-time based—achievement of high school graduation requirements is the core protocol.
- Deeply engaging blended instruction, coupled with technically enhanced content are consistently delivered.

Co-Founder & Chief Legal Officer, Distinctive Schools, Chicago, IL Established and currently provides legal services to a non-profit, open-to-all charter school program of intensive academics within six metropolitan Chicago public schools; each school serves students from high concentrations of poverty, ELL and special education backgrounds. Each school is now high-performing. Responsibilities include:

- Drafting, negotiation and administration of contracts for goods and services
- Directing and supervising all Human Resources functions
- Public spokesperson on multiple district issues, including controversial and politically sensitive topics
- Investigation of allegations of employee improprieties
- Establishing guidelines for student disciplinary policies
- Legislative liaison
- Special education accommodations; negotiations when warranted

Atlantic Research Partners, LLC, 12029 Cranefoot Dr., Jacksonville, FL 32223

Partner, November 2007-present. Providing leadership training and development for school teachers, administrators and superintendents; Counseling and legal assistance for urban school boards on governance and statutory compliance issues; assisting Human Resources departments on recruitment and retention strategies, and the drafting of policies governing multiple and nuanced issues affecting urban education.

Duval County Public Schools 1701 Prudential Drive Jacksonville, FL 32207-8152

Chief of Staff, May 2006-present. Directed all Human Resources functions in the 18th largest public school district in the United States (including responsibility for labor

relations/contract and statutory compliance in the 14,000+ employee school district), Additional responsibilities included labor relations with multiple bargaining units, strategic planning, and supervision of all Human Resources functions. Led district's school board services, policy development & compliance, and family & community engagement functions.

Christina School District

600 North Lombard St, Wilmington DE 19801

Interim Superintendent, November 2005-May 2006.

Chief of Staff Assistant Superintendent, September 2003-November 2005. Responsible for providing legal counsel and directorial assistance to the Superintendent of Delaware's largest school district. Additional responsibilities included:

- Chief labor negotiator with all bargaining units seeking to enter or renew contracts with the District
- Drafting, negotiation and administration of contracts for goods and services
- Directing and supervising all Human Resources functions
- Public spokesperson on multiple district issues, including controversial and politically sensitive topics ranging from school shootings to religious accommodation
- Hearing Officer: employee grievances, student expulsion proceedings
- Investigation of allegations of employee improprieties
- Establishing guidelines for student disciplinary policies
- Legislative liaison
- Special education accommodations; negotiations when warranted
- Assist and advise the state-wide Delaware School for the Deaf and the Delaware Autism Programs

eSchool Solutions, Inc.

3330 Edgewater Drive, Orlando, FL 32804

Chief Corporate Officer, September 1999-September 2003. Responsible for directing and supervising all activities of the Company's Human Resources Department, Additionally responsible for:

- The negotiation, drafting and administration of educational software contracts and licenses with over 635 school district clients in North America, intellectual property protection, and development and implementation of corporate policies relating to client security/student privacy
- Providing Board of Directors with ongoing analysis of legal issues affecting education
- Contract negotiation and implementation with suppliers and service-providers
- Securing banking services, management of shareholder relations, and administration of documents for the Company's Board of Directors
- Recruitment and retention of employees; successful transition of personnel in the merger
 of five separate corporations (located in Dallas TX, Orlando FL, Chicago IL, Boston MA,
 and Ann Arbor MI)
- Development and implementation of company-wide policies and procedures; training of employees and managers on issues of disability accommodation, workplace sexual harassment prevention, and dispute resolution.

Michigan State University, Department of Finance

315 Eppley Center, East Lansing MI 48824-1121

Adjunct Professor, 1991 to 1999. Teaching senior-level and graduate courses entitled Commercial Transactions and Law, Public Policy, and Business.

Thomas M. Cooley Law School

P.O. Box 13038, Lansing, MI 48901

Adjunct Professor, 1995 to 1999, Teaching courses entitled Trial Advocacy, Law Practice, and Advanced Legal Writing.

Independent Consultant on Transactions and Employment Practices

1997-2000. Provided businesses with management training and policy drafting to establish and implement protocols for the prevention of discriminatory practices, workplace sexual harassment and related activities. Additionally provided negotiation and transactional analysis and assistance.

State of Michigan

Legislative Service Bureau, P.O. Box 30036, Lansing MI 48909

Attorney, 1990 to 1999. Nonpartisan legal advisor to the House and Senate of the Michigan State Legislature. Edited and drafted legislation primarily in the areas of education, labor/employment and civil rights; advised legislators and affected executive departments of state government on constitutional and related legal issues associated with legislation. Testified before committees on pending legislation.

University of Detroit-Mercy School of Law

651 East Jefferson Avenue, Detroit MI 48226

Adjunct Professor, 1986-1989. Teaching Legal Writing.

Gandelot, Stoepker, and Dickson, P.C.

1380 East Jefferson Avenue, Detroit, MI 48207.

Attorney, 1985-1990. Civil litigation practice focused primarily on commercial transactions and labor relations.

Fowlerville Community Schools, 735 North Grand Avenue, Fowlerville, MI 48836 *Teacher*, 1978-1982. Taught in one of Michigan's last country schoolhouses (Parker's Corners) 1978-1980; taught third grade (Smith Elementary) 1980-1982.

Hawthorn Center, 18471 Haggerty Road, Northville, MI 48167. *Child Case Worker*, 1977-1979. Undergraduate and post-graduate work with psychologically injured children in a hospital environment.

Education

Broad Institute Superintendent and Board of Education Training, 2003-present.

Training on Reform Governance and Urban Educational Leadership.

University of Detroit-Mercy School of Law

651 East Jefferson Avenue, Detroit, MI 48226

Juris Doctorate, 1985

Honors: Law Review: Case and Comment Editor

Recipient, Alumni Writing Award, 1983

Best Advocate, Award, 1983

Eastern Michigan University, Ypsilanti, MI

Bachelor of Science (Education), December 1977

Honors: Dean's List, 1975-1977

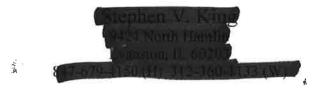
Major and Minor: Group Sciences (Earth Science, Biology and Physics)

Publications

University of Detroit-Mercy Law Review, Volume 62:

Groundwater Contamination; a Demonstrated Need for Legislative Action

References



PROFESSIONAL EXPERIENCE

PRAIRIE CAPITAL 1997 to Present

Founding Partner. Responsible for forming and managing Prairie Capital Mezzanine Fund, L.P., Prairie Capital II, L.P., Prairie Capital IV, L.P. and Prairie Capital V, L.P. Prairie Capital is a private equity firm focused on the lower-end of the middle market. Steve is responsible for deal generation and overseeing due diligence, deal structuring and negotiation, along with fundraising and investor relations. Since its inception, Prairie has worked with entreprepeurs and experienced management teams across more than 80 platform investments, investing in the aggregate approximately \$700 million. Prairie is currently investing from its fifth fund, the \$300 million, Prairie Capital V, L.P.

Steve also has portfolio management responsibilities, and currently is a member of the board of nine of Prairie Capital's portfolio companies, including Damac Products, DRB Systems, Industrial Water Treatment Solutions, Insource Contract Services, Pioneer Metal Finishing, R3 Education, Regency Beauty Institute, Specialized Education Services and Teacher Match.

ANB MEZZANINE @ORPORATION- 1994 to 1997

President. Founded this business on behalf of American National Bank and its parent company, First Chicago Corporation.

AMERICAN NATIONAL BANK ∓ 1984 to 1994

Vice President. Held positions of increasing responsibility in asset based and commercial lending.

BUSINESS AFFILIATIONS

Steve is on the Board of Directors of First Busey Corporation (NASDAQ: BUSE).

OTHER AFFILIATIONS

Steve is also a Leadership Greater Chicago Fellow and past chairman of the National Association of Small Business Investment Companies. Steve is active in various civic and community organizations with a particular interest in education. He is currently on the Board of Directors of Arc of Hope, Big Shoulders Fund and Boys Hope/Girls Hope of Illinois.

EDUCATION

Loyola University of Chicago College of Law – Juris Doctorate (1994). Successfully sat for the bar exam (July 1994).

University of Chicago Graduate School of Business – Master of Business Administration (1988). University of Illinois – Bachelor of Science in Finance (1984).

PERSONAL

Mr. King resides in Evanston, Illinois with his wife and four children.





Experience

PRAIRIE CAPITAL, 1997 – Present

CHICAGO, IL

Co-Founder and Principal. Responsible for forming and managing Prairie Capital Mezzanine Fund, L.P., Prairie Capital II, L.P., Prairie Capital III, L.P., Prairie Capital IV, L.P and Prairie Capital V, L.P. Prairie Capital is a private equity firm focused on the lower-end of the middle market. Bryan is responsible for deal generation and overseeing due diligence, deal structuring and negotiation, along with fundraising and investor relations. Since its inception, Prairie has worked with entrepreneurs and experienced management teams across more than 80 platform investments, investing in the aggregate approximately \$700 million. Prairie is currently investing from its fifth fund, the \$300 million, Prairie Capital V, L.P.

Bryan also has portfolio management responsibility for Prairie Capital, and is currently a director for eight Prairie Capital investments, including DRB Systems, Chicago Deferred Exchange Corp., MB Financial, Northfield, ProVest, R3 Education, Riverchase Dermatology and Cosmetic Surgery, and Teacher Match LLC.

AMERICAN NATIONAL BANK (now JP Morgan Chase), 1981 – 1997 CHICAGO, IL Senior Vice President. Sixteen years of lending and investment experience at the American National Bank and at its parent, First Chicago NBD Corporation (now JP Morgan Chase). Significant responsibilities included managing the financial services group.

Civic

UNIVERSITY OF CHICAGO, 2004 - Present

CHICAGO, IL

Member of the Visiting Committee of the Physical Science Department of the University of Chicago, a sub-committee to the Board of Trustees.

Education

UNIVERSITY OF CHICAGO, 1999 – 2004

CHICAGO, IL

Awarded degree of Master of Science in Computer Science.

UNIVERSITY OF CHICAGO, 1983 – 1985

CHICAGO, IL

Awarded degree of Master in Business Administration. Concentration in finance and accounting.

WABASH COLLEGE, 1977 – 1981

CRAWFORDSVILLE, IN

Awarded Bachelor of Arts degree, Magna Cum Laude. Major in Math and Chemistry. Phi Gamma Delta Fraternity.

Personal

Married with three children.



3.3.c. Board calendar

The Board meets monthly to discuss student progress, model fidelity, business development, professional development, staffing issues, and a host of other issues. All meetings take place in Chicago where the executive Board members maintain offices.



3.3.c. Code of Ethics Policy

POLICIES GOVERNING ETHICS

The successful operation and reputation of each Acceleration Academy established by Acceleration Academies, LLC is built upon trust in the ethical conduct of our employees and contractors. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Acceleration Academies is dependent upon our students' and communities' trust in our work. We are dedicated to preserving that trust. We are all, individually and collectively, under a duty to act in a way that will merit the continued trust and confidence of our students, our client school districts, and the communities we serve.

Acceleration Academies will comply—and expects its entire team to comply—with all applicable laws and regulations governing our conduct and our work, and in accordance with the letter, spirit, and intent of all laws and of all client school district policies.

In general, Acceleration Academies relies upon and trusts the good judgment and high ethical standards of its entire team. If ever a situation arises in which a team member is uncertain as to a proper course of action, the matter should be discussed openly, directly and immediately with the person to whom he or she directly reports, or with Acceleration Academies' Chief Human Resources Officer.

Compliance with this policy of ethical conduct is the responsibility of every Acceleration Academies' employee, contractor and team member. Disregarding or failing to comply with this standard of ethical conduct could lead to:

- Disciplinary sanctions, up to and including possible termination of contract, and
- Legal action to protect the interests of client school districts and the students we serve.

Hiring of Relatives

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Although Acceleration Academies has no prohibition against employing relatives of current employees, we are committed to monitoring situations in which such relationships exist in the



same area. In case of actual or potential problems, Acceleration Academies will take prompt action. This can include reassignment or, if necessary, termination of contract for one or both of the individuals involved.

Immigration Law Compliance

Acceleration Academies is committed to employing only individuals who are authorized to work in the United States; it does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee (as a condition of employment) must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact their immediate Supervisor. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

Conflicts of Interest

Individuals serving as employees or agents of Acceleration Academies have an obligation to conduct their work within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Acceleration Academies wishes to operate. The purpose of these guidelines is to provide general direction so that individuals serving the organization can seek further clarification from Acceleration Academies' Board of Managers on issues related to the subject of acceptable standards of operation.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Acceleration Academies. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, products or bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either the organization, the affected individual, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee or agent is in a position to influence a decision that may result in a personal gain for that employee or agent, or for a relative of that employee or agent as a result of Acceleration Academies' business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the individual is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees or agents have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to Acceleration Academies' Board of Managers as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.



Expect Your Success

Personal gain may result not only in cases where an individual or relative has a significant ownership in a firm with which Acceleration Academies does business, but also when an individual or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Acceleration Academies.



3.3.c. Conflict of Interest Policy

Conflict of Interest Policy, Acceleration Academies, LLC

Article I Purpose

The purpose of this conflict of interest policy is to protect the interests of Acceleration Academies, LLC ("Acceleration Academies") each time it considers a transaction or arrangement that might benefit the private interest of an officer or manager of Acceleration Academies. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to corporate and business organizations.

Article II Definitions

1. Interested Person

Any manager, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which Acceleration Academies has a transaction or arrangement,
- b. A compensation arrangement with Acceleration Academies or with any entity or individual with which Acceleration Academies has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Acceleration Academies is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose



Expect Your Success

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the managers and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, she or he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, she or he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether Acceleration Academies can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested managers whether the transaction or arrangement is in Acceleration Academies' best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:



- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Acceleration Academies for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Acceleration Academies for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Acceleration Academies, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each manager, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Acceleration Academies is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure Acceleration Academies operates in a manner consistent with its Conflict of Interest Policy, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable and the result of arm's length bargaining,

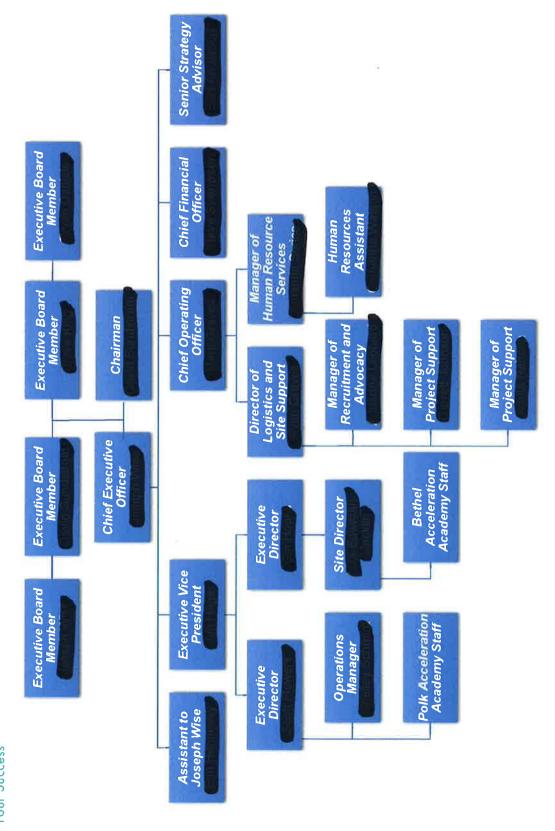


b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Acceleration Academies' written policies and are properly recorded.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Acceleration Academies may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

3.3.e. Organizational Chart



910 W. Van Buren St. • Suite 315 • Chicago Illinois 60607 • www.accelerationacademy.org



4.2.a. Financial Reports and Fiscal Policices

Monthly Board meetings are held and include management and the external CPA. Results are carefully reviewed and all deviations from budget explained. The CEO is ultimately responsible for all material budget variations. The statements prepared and reviewed monthly are as follows:

- 1. Consolidated Income Statement month and year-to-date
- 2. Consolidated Income Statement versus Budget month and year-to date
- 3. Consolidated Balance Sheet
- 4. Consolidated Balance Sheet versus Budget
- 5. Consolidated Statement of Cash Flow month and year-to date
- 6. Income statement by location month and year-to date
- 7. Income Statement by location versus Budget month and year-to-date

Financial policies are in place in numerous areas, as follows:

- 1. All expenditures are approved by the Chief Operating Officer.
- 2. All expenditures in excess of \$20,000 require approval by a member of the Board of Directors.
- 3. All fixed asset expenditures greater than \$1,000 are capitalized.
- 4. All fixed assets are maintained on a comprehensive fixed asset schedule and routinely confirmed.
- 5. All banking transactions are downloaded daily and matched with anticipated transactions. All exceptions are immediately acted upon.
- 6. All bank accounts are immediately reconciled once statements are available.
- 7. Segregation of duties exist in all pertinent areas including:
 - a. Payroll processing
 - b. Expense report processing
 - c. Accounts payable
 - d. Cash receipts



West Englewood Facility Timeline

Durati on 192 196 131 107 151 10 9 13 3 20 25 2 2 David Sundstrom David Sundstrom David Sundstrom Assigned To Ryan Graves Contractor Contractor Contractor End Date 06/28/16 08/22/16 10/30/15 10/28/15 10/30/15 11/13/15 12/18/15 05/02/16 06/28/16 12/04/15 10/28/15 12/04/15 07/29/16 08/22/16 10/28/15 10/30/15 11/06/15 05/02/16 08/12/16 10/05/15 10/21/15 10/12/15 10/12/15 11/09/15 11/16/15 10/05/15 11/02/15 02/01/16 11/23/15 11/23/15 11/23/15 12/07/15 07/05/16 08/22/16 10/12/15 10/05/15 11/02/15 Start Date Refined Review from CPS-approved Architect Secondary Space Lease Negotiations Renovation Review with Contractor Certificate of Occupancy Inspection Renovation Review with CPS Review of Secondary Space Building Permit Inspection Zoning Review Process **Building Permit Process** Sign Permit Process Lease Negotiations Academy Opening Renovation Work Signage Installed 7 - Preliminary Work Hire Contractor 2 - Securing Space Sign Lease 15 - Renovations Task Name

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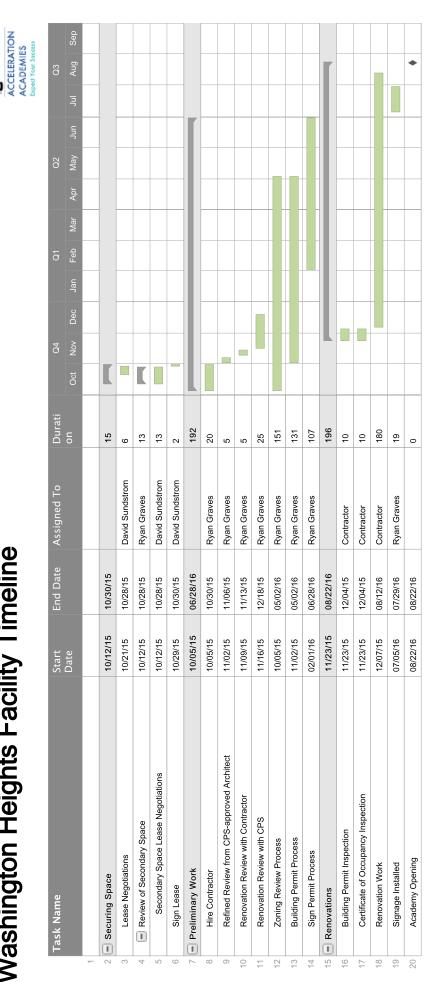
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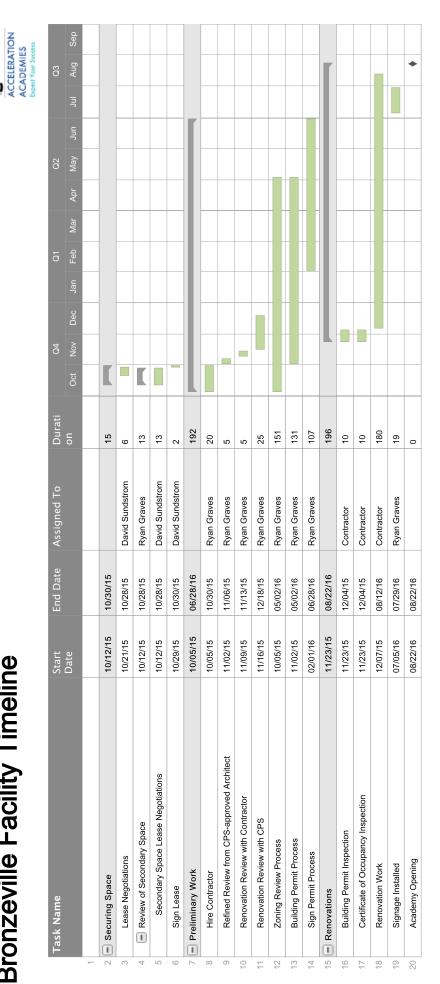
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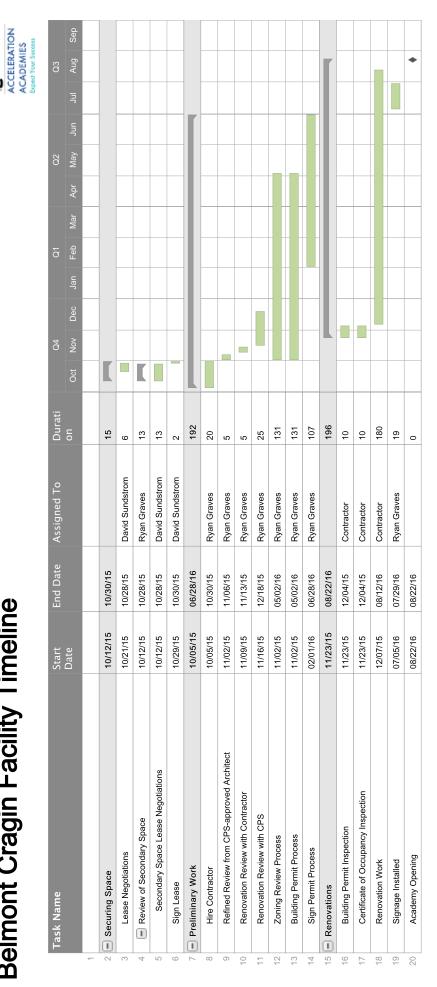
Washington Heights Facility Timeline



Bronzeville Facility Timeline



Belmont Cragin Facility Timeline



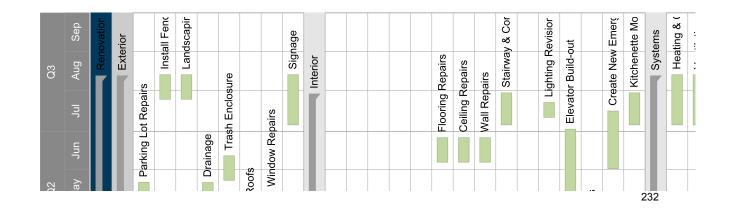
4.3.a. Facility Renovation Timelines



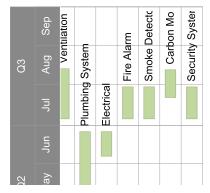
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West Englewood Renovation Work Plan and Timeline

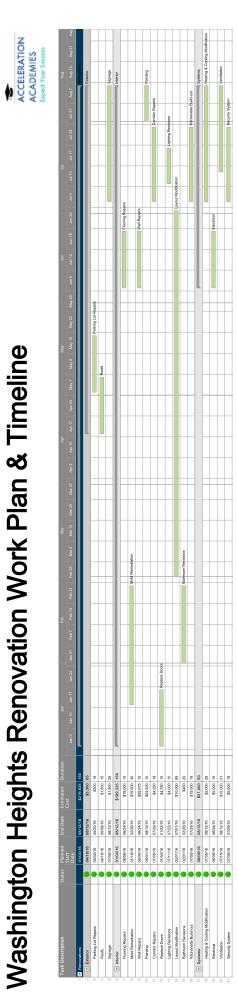
	Task Description	Status	Planned	End Date	Estimated	Duration		0.4		5		
			Start		Cost		7 2			, <u>c</u>	Z Z	
		ı	Date		I			OA DEC	Jall	C C C C C C C C C C C C C C C C C C C	Ma	Ā Ā
_	Renovations		12/07/15	08/12/16	\$695,175	180		L	l	I	l	l
7	= Exterior	•	04/18/16	08/12/16	\$118,475	85						
т П	Parking Lot Repairs	•	05/02/16	05/20/16	\$8,750	15						
4	Install Fences	•	07/25/16	08/12/16	\$10,875	15						
7	Landscaping	•	07/25/16	08/12/16	\$11,350	15						
9	Drainage	•	04/18/16	05/20/16	\$3,500	25						
	Trash Enclosure	•	05/23/16	06/10/16	\$7,500	15						
00	Roofs	•	04/18/16	05/06/16	\$42,300	15						LL
<u></u>	Window Repairs	•	04/25/16	05/13/16	\$33,000	15						
9	Signage	•	07/05/16	08/12/16	\$1,200	29						
	- Interior	•	12/07/15	07/29/16	\$500,750	170						
12	Foundation Repairs	•	12/14/15	01/29/16	\$20,000	35				Founda	Foundation Repairs	airs
5	Parapet Wall Repairs	•	01/11/16	01/29/16	\$5,500	15				Parape	Parapet Wall Repairs	pairs
4	Masonry Repairs	•	12/07/15	01/15/16	\$40,000	30			W W	Masonry Repairs	epairs	
15	Lintel Installations	•	02/01/16	02/05/16	\$9,000	5				Lintel	Lintel Installations	ons
16	Entrance Stairs & Landings	•	01/04/16	01/29/16	\$221,500	20				Entrand	se Stairs	Entrance Stairs & Landings
17	Flooring Repairs	•	06/06/16	06/24/16	\$18,500	15						
<u>~</u>	Ceiling Repairs	•	06/06/16	06/24/16	\$750	15						
0	Wall Repairs	•	06/06/16	06/24/16	\$15,000	15						
20	Stairway & Corridor Repairs	•	07/05/16	07/29/16	\$3,500	19						
21	Replace Doors	•	01/04/16	01/22/16	\$12,000	15				Replace Doors	Doors	
22	Lighting Revisions	•	07/11/16	07/22/16	\$10,000	10						
23	Elevator Build-out	•	03/01/16	07/01/16	\$100,000	68						
24	Bathroom Revisions	•	02/01/16	02/26/16	\$33,000	20					Bathroon	Bathroom Revisions
25	Create New Emergency Exit	•	06/01/16	07/15/16	\$4,500	33						
26	Kitchenette Modification		07/05/16	07/29/16	\$7,500	19						
27	Systems		04/18/16	08/12/16	\$75,950	85						
28	Heating & Cooling Modification	•	07/05/16	08/12/16	\$15,200	29						
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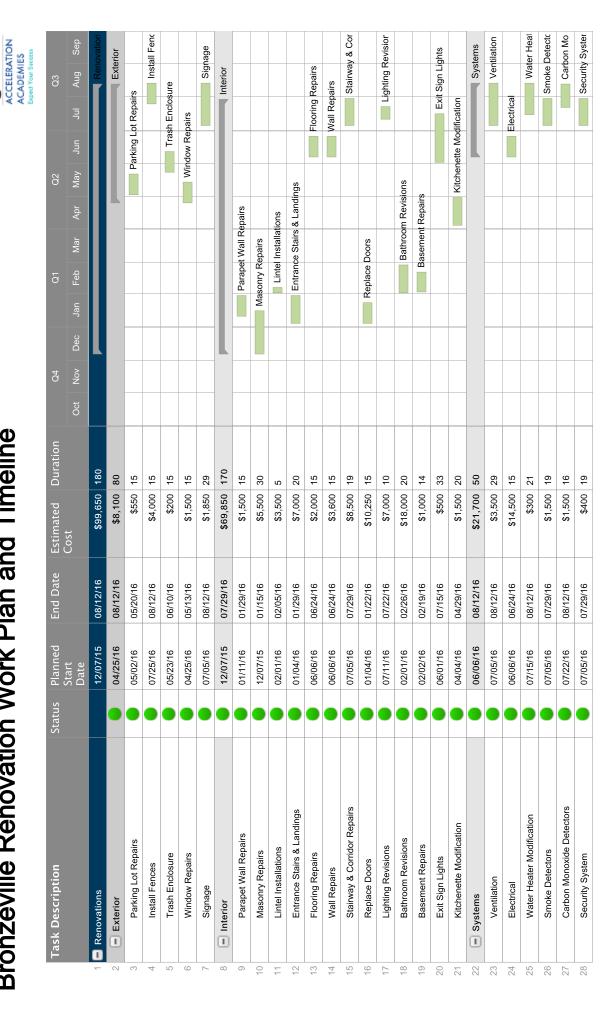
	Task Description	Status	Planned	End Date	Estimated Duration	Duration		Q4			۵ 1			0
			Start Date		1507		Oct	Nov	Dec	Jan	Feb	Mar	Apr	Σ
29	Ventilation	P	07/05/16	08/12/16	\$2,500 29	29								
30	Plumbing System	•	04/18/16	06/24/16	\$5,000 50	50								
31	Electrical	•	06/06/16	06/24/16	\$27,500	15								
32	Fire Alarm	•	07/05/16	07/29/16	\$18,500 19	19								
33	Smoke Detectors	•	07/05/16	07/29/16	\$2,000 19	19								
34	Carbon Monoxide Detectors	•	07/22/16	08/12/16	\$1,500 16	16								
35	Security System	•	07/05/16	07/29/16	\$3,750 19	19								



Washington Heights Renovation Work Plan & Timeline



Bronzeville Renovation Work Plan and Timeline

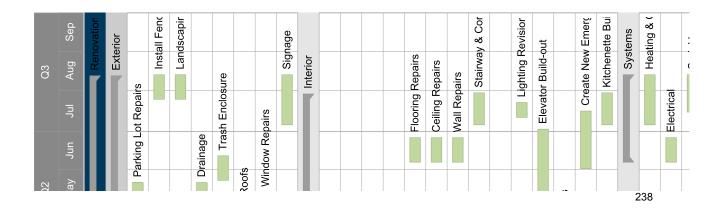




Belmont Cragin Renovation Work Plan and Timeline

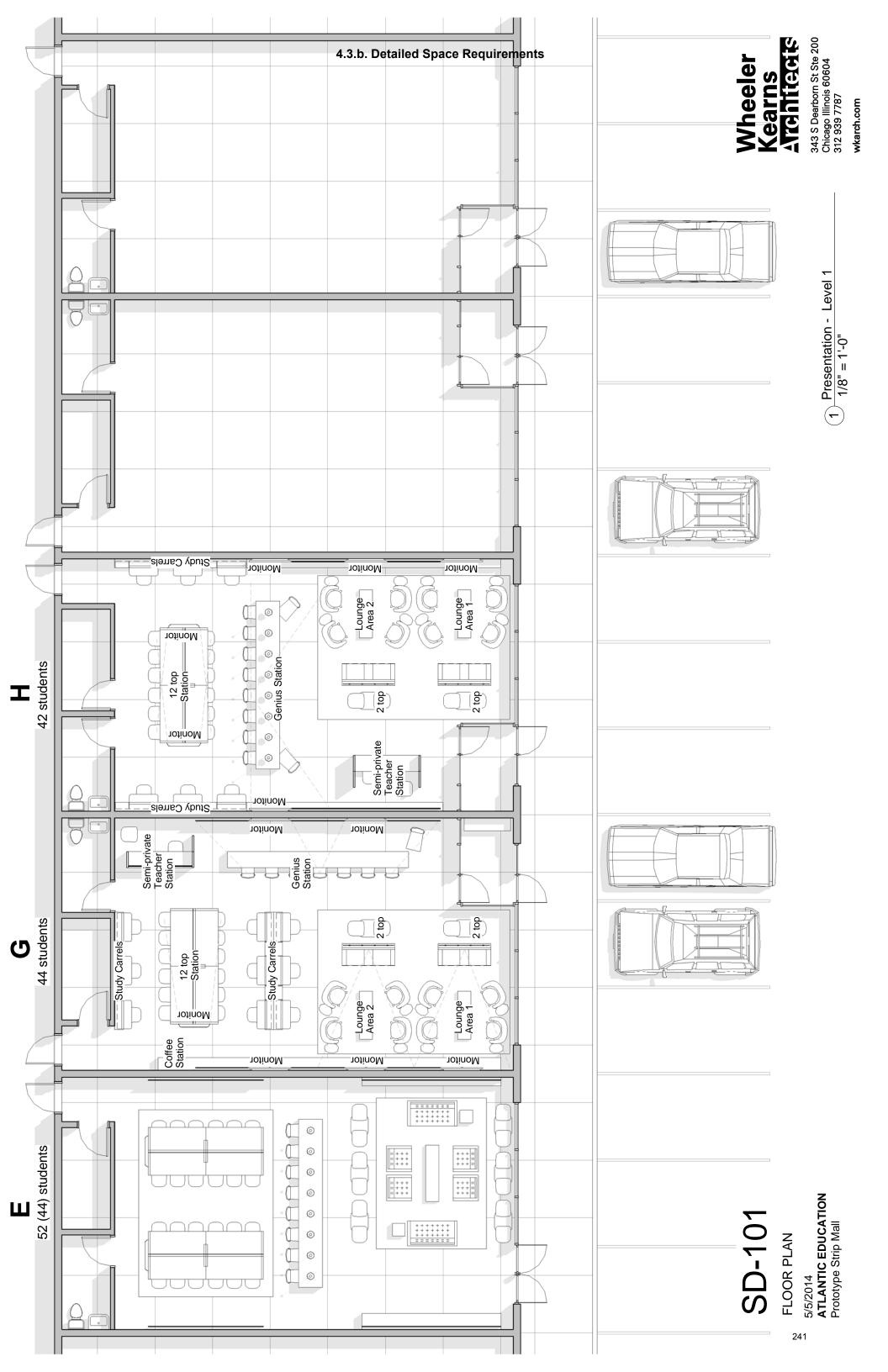
ACCELERATION ACADEMIES Expect Your Success



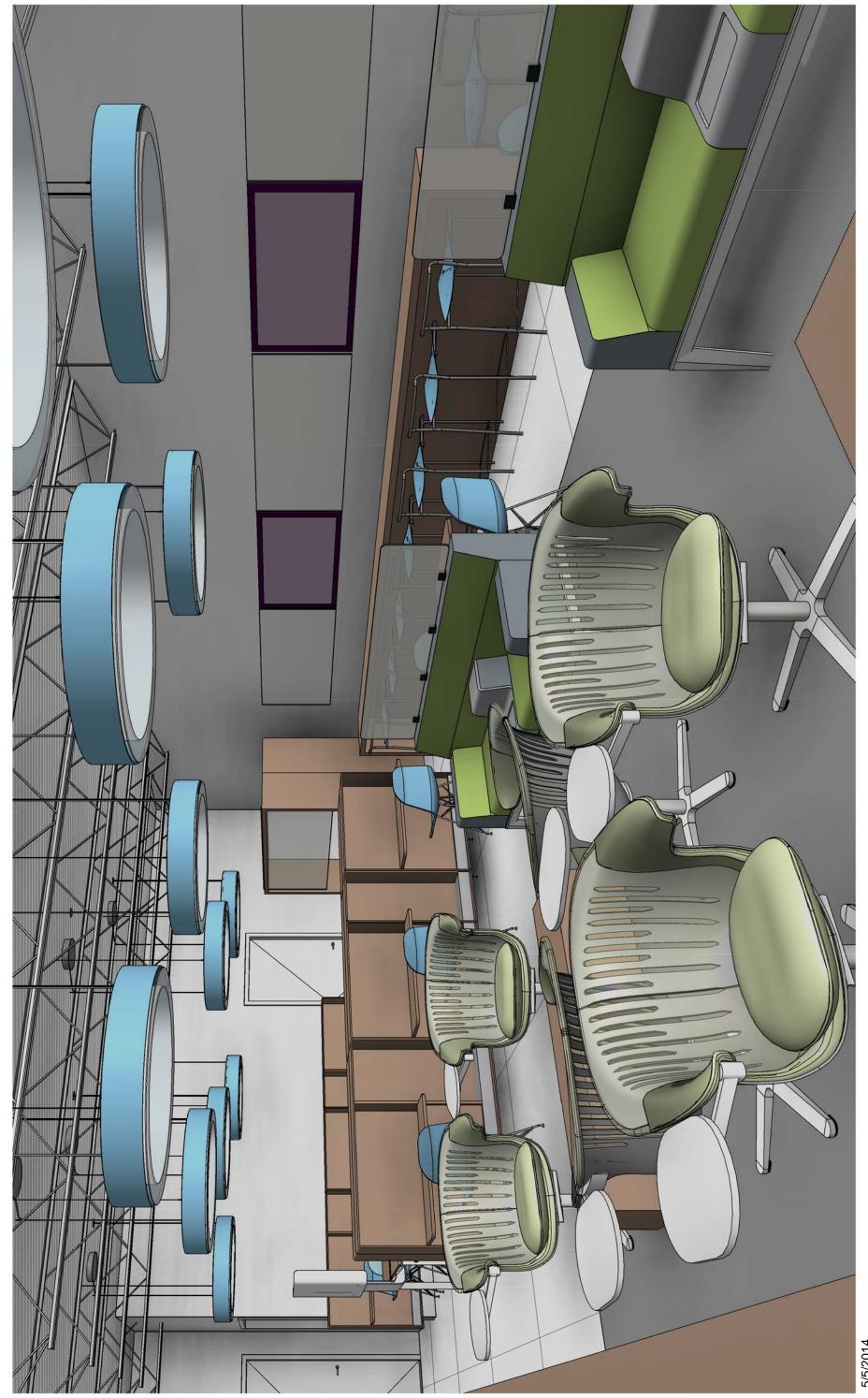


	Task Description	Status	Planned	End Date	Estimated Duration	Duration		Q4			۵ 1			0
			Start Date		C031		Oct	Nov	Dec	Jan	Feb	Mar	Apr	Σ
29	Sprinkler		07/15/16	08/12/16	\$4,000 21	21								
30	Fire Alarm	•	07/05/16	07/29/16	\$35,000 19	19								
31	Smoke Detectors	•	07/05/16	07/29/16	\$4,000 19	19								
32	Carbon Monoxide Detectors	•	07/22/16	08/12/16	\$4,000 16	16								
33	Security System	•	07/05/16	07/29/16	\$7,000 19	19								

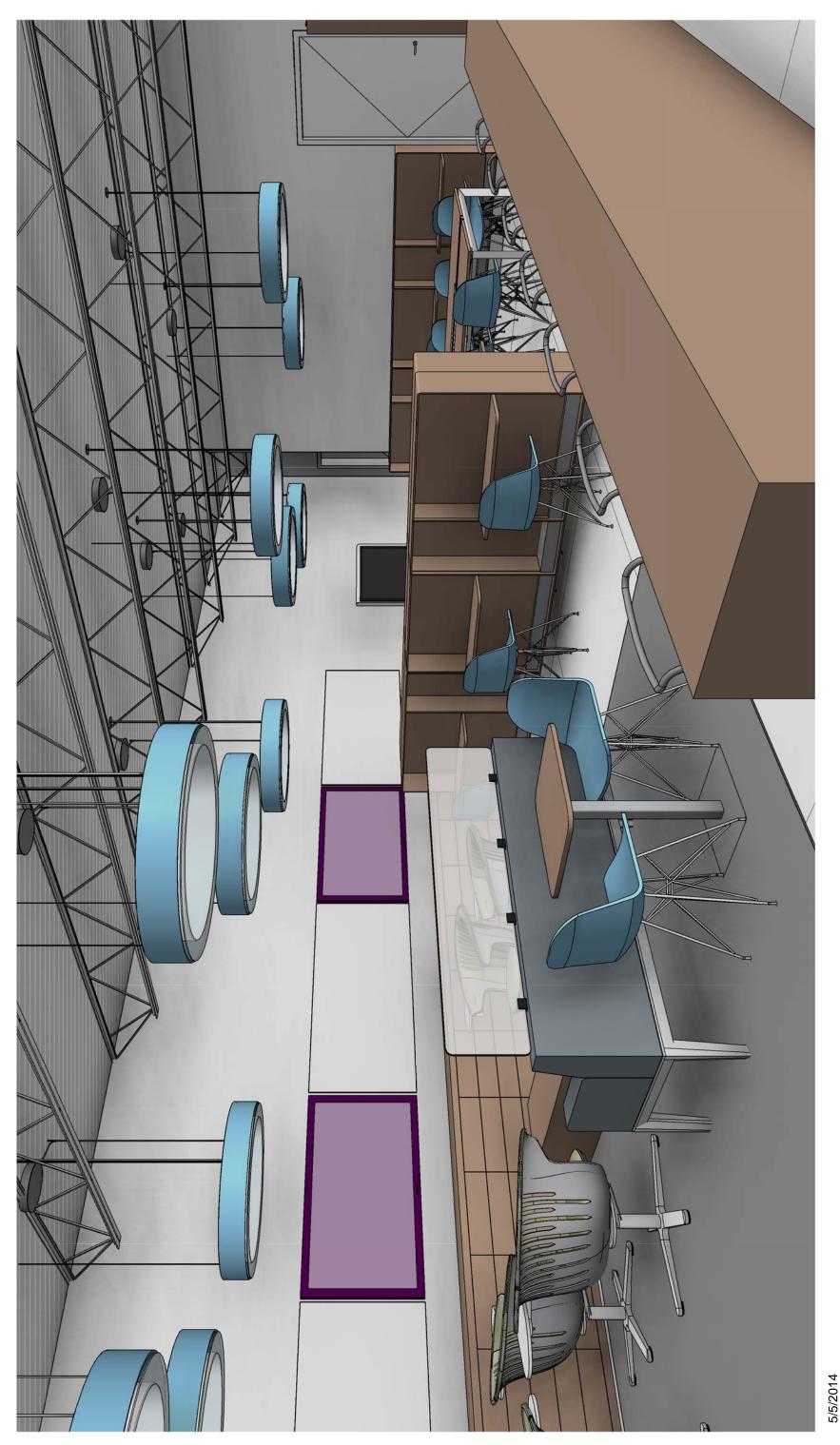








5/5/2014
ATLANTIC EDUCATION
SCHEME G



5/5/2014
ATLANTIC EDUCATION
SCHEME H

4.3.c. Program Sites Memorandum of Understanding

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:

4538 W. Fullerton Ave.

Number of

1

Buildings:

(Please complete a separate report for each building on site that students will access)

School Name:

Chicago Acceleration Academy

Inspector's Name:

(include firm if

appropriate)

773.681.0894

Telephone: Date:

4/7/2015

EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about Acceleration Academies, LLC, and I understand that I should consult Human Resources regarding any questions not answered in the handbook.

I have entered into my employment relationship with Acceleration Academies, LLC voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or Acceleration Academies, LLC can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to Acceleration Academies, LLC' policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only Acceleration Academies, LLC' Claif Operating Officer and Charles ation Officer have the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed):	
EMPLOYEE'S SIGNATURE:	
DATE:	

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

General Building Info		
Construction Type (if multiple types, list all)	3B	
Approximate Age of each construction type, building addition, wing, etc.	c. 1920's	
Approximate Size of Building (sq. ft.)	>20000 Useable Space 3,850	
Approximate Amount of Space School Needs (sq. ft.)	3,000	
Number of Floors	2 with programmed Approximate sq. (n.a.) space on 2nd ft. per Floor floor	
	Occupiedx_ Unoccupied	
Current and Previous Uses	Space has been used by the church/community. It is currently vacant	
Appearance	Poorx_Good Excellent	
Maintenance	Poor _xGoodExcellent	
Describe Area	Depressed _x Stable Prosperou	ıs
Current Zoning	RS-3 Is school useX_YES	NO

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school,

						Condition				Code Issues		
		Туре	Quantity (Units)	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Nonexist Replacemen (must be construct added)	ent ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
EXTERIOR												18.0
Site	Street-Alley-Drives	paved	555 ft	×	×					×		\$0.00
	Parking	paved	16,750		×					×		\$5,500,00
	Fences	6' iron	365 ft		×							\$200,00
	Landscaping	street trees	9 ea				3 need replacement		×			\$4,900.00
	Drainage	area drains	2 ea		×							\$17,000.00
	Playground		0						×			\$0.00
	Trash Enclosure	,	0					×				\$9,000.00
		GENERAL NO	OTE the c	osts and work	describe	d herein a	ddress only t	he programme	ed space allo	GENERAL NOTE the costs and work described herein address only the programmed space allocated within the larger building.	he larger bu	ilding.
		Exterior is in good	good cond	ition, with the ex	ception of	f some loca	al areas of ma	sonry damage.	Several linte	condition, with the exception of some local areas of masonry damage. Several lintels require replacement.	cement	
	Comments	The parking area a the building. Modi 6' high iron fence i The parking lot do	Modification of does no of does no	at the rear of the building, accessible from Fullerton is in good condition wi fifications are required to correct the problem. Modifications and tie-in of ro is in overall excellent condition, with the exception of one area of damage. es not have landscaping, and some addition is included in the event that the	ding, acceding to correct condition, sing, and s	ssible from the proble with the ex-	Fullerton is ir em. Modificati xception of on ion is included	n good condition ions and tie-in ce area of dama in the event th	n with the excofroof draina ge. at the landsc	The parking area at the rear of the building, accessible from Fullerton is in good condition with the exception of a grading and drainage proble the building. Modifications are required to correct the problem. Modifications and tie-in of roof drainage must be made. 6' high iron fence is in overall excellent condition, with the exception of one area of damage. The parking lot does not have landscaping, and some addition is included in the event that the landscape ordinance is triggered by the work.	ding and draide.	The parking area at the rear of the building, accessible from Fullerton is in good condition with the exception of a grading and drainage problem at he building. Modifications are required to correct the problem. Modifications and tie-in of roof drainage must be made. Shigh iron fence is in overall excellent condition, with the exception of one area of damage. The parking lot does not have landscaping, and some addition is included in the event that the landscape ordinance is triggered by the work.

Roofs	Mod Bit, Asphalt shingle	×					\$1,500.00
Flashing	mod bit	×					\$1,000.00
Foundation-Piers-Beams	concrete	×					\$0.00
Parapet Walls-Capping/Copping	brick/stone		×				\$1,500.00
Gutters-Downspouts	galvanized	×					\$0.00
Masonry	exterior walls		×				\$5,000,00
Lintels	wood, steel		×				\$7,000.00
Entrance Stairs and Landings	concrete		×	I	×	×	\$50,000.00
Windows	aluminum, DH	×				×	\$500.00

Structural

Page 1 of 5

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

	Type	Quantity (Units)	Quantity Good (no Repairs Repairs (Units) work needed) Needed needed	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be construct t added)	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Doors	aluminum (entry) and wood			×					×		\$0.00
Foundation	concrete		×								\$0.00
Comments	The building appear lintels, exterior docon the most be necessary und definition of the Windows in the protreatment is extant treatment is extant Doors are in good	ppears to r doors wh m with the ary under of the limine propose trant, and lood condi	The building appears to be structurally sound, with intact e lintels, exterior doors where impacted by the occupancy ar A main problem with the site is the non-compliant extiring (and be necessary under the condition where strict occupan and definition of the limits and configuration of this space. Windows in the proposed classroom spaces are well districted the proposed classroom spaces are well districted the proposed classroom spaces are well districted and in good repair.	sound, with occur-compliant here strict ation of this acces are work is required.	h intact en upancy and t exiting (wi t coccupanc is space. well distrib.	velope elemer where not AE dths are insuf f is less than t uted across th	its. Minor repair A accessible. Ficient). A new 50 persons - an E Fullerton Ave	irs are require Barriers at en interior stair i d this depend facade. The at main entra	The building appears to be structurally sound, with intact envelope elements. Minor repairs are required, with the removal and replacement of intels, exterior doors where impacted by the occupancy and where not ADA accessible. Barriers at entry must be eliminated. Amain problem with the site is the non-compliant exiting (widths are insufficient). A new interior stair is required to answer this problem. This rot be necessary under the condition where strict occupancy is less than 50 persons - and this depends on the ultimate size of the space permand definition of the limits and configuration of this space. Windows in the proposed classroom spaces are well distributed across the Fullerton Ave facade. They are double-hung and operable. Windows in the proposed classroom spaces are well distributed across the Fullerton Ave facade. They are double-hung and operable. Windows in the proposed classroom spaces are well distributed across the Fullerton Ave facade. They are double-hung and operable. Windows in the proposed classroom spaces are well distributed across the Fullerton Ave facade. They are double-hung and operable. Windows in the proposed classroom spaces are well distributed where walls are reconfigured, and at main entrance for ADA compliance.	oval and rel ninated. swer this pr te size of th ing and ope	The building appears to be structurally sound, with intact envelope elements. Minor repairs are required, with the removal and replacement of lintels, exterior doors where impacted by the occupancy and where not ADA accessible. Barriers at entry must be eliminated. A main problem with the site is the non-compliant exiting (widths are insufficient). A new interior stair is required to answer this problem. This may not be necessary where condition where strict occupancy is less than 50 persons - and this depends on the ultimate size of the space permitted, and definition of the limits and configuration of this space. Windows in the proposed classroom spaces are well distributed across the Fullerton Ave facade. They are double-hung and operable. Window treatment is extant, and in good repair. Doors are in good condition, however work is required where walls are reconfigured, and at main entrance for ADA compliance.

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General

Classrooms (flooring, ceiling, and walls)	carpet (over wd), plaster, plaster			×					×		\$21,400,00
Stairways	poom			×			×		×	×	\$1,250.00
Corridors (Flooring, Ceiling, and Walls)				×							\$4,250.00
Doors-Door Hardware	wood/steel/ aluminum			×		×			×		\$20,000.00
Lighting	fluorescent			×		×					\$6,000.00
Elevators	0)	0					×		×		\$0.00
Bathrooms	Unisex	2			×				×		\$0.00
Basement								×			\$0.00
	Classrooms for the	0 1	ammed space \	will include	e one large	open floor pl	an room with se	everal ancilla	ry spaces. The	repair and	programmed space will include one large open floor plan room with several ancillary spaces. The repair and replacement of

finishes is anticipated.
Currently, there is not code compliant exiting. Stair exit widths are too narrow Due to configuration of the space, a new stair is required to exit the space. (see Entrance Stairs and Landing section).

Lighting is adequate, and needs minor work in areas of wall modification, and at new elevator/stair locations.

A main drawback of this facility is the lack of an elevator to serve the proposed second floor spaces. All costs associated with the addition of an elevator and new exit stair are contained in the ADA cost below. There is further discussion on this topic in the ADA report.

Bathrooms are original, and need major renovations to suit the accessibility to the spaces.

Comments

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6**65**

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

MEP Systems

•											
	Туре	Quantity (Units)	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Nonexistr Replacemen (must be construct t	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Heating System	АНО			×							\$15,000.00
Cooling System	AHU			×							incl in above
Ventilation	AHU			×					×		incl in above
Plumbing System	extant		×								\$0.00
Plumbing Fixtures	toilets modern; sinks original	4		×					×		00°0\$
Water Heaters	whole building	-	×								00"0\$
Electrical System	800A		×							×	\$13,000.00
Comments	Heating and cood Upgrades would operational: Ventilation for the rooms has been the remaining to ventilation system of use. Costs for the electrical system of use.	ooling is a all be required by two of the en infilled, toilet room tem is requent is requent incompagate incompaga	Heating and cooling is accomplished using gas fired roof top equipment. Ductwork is exposed and Upgrades would be required to get to code fresh air levels and ventilation levels required for a schoperational. Ventilation for two of the toilet rooms was originally by operable windows. Now that former exterior rooms has been infilled, the windows open to the enclosed space. These rooms would require me the remaining toilet room is by a roof mounted exhaust fan. This exhaust could be repaired and montilation system is required to address code violation. Plumbing system is adequate and includes hot and cold water to toilet rooms. Water is heated by of use. Costs for the fixtures is included in the ADA cost and major renovation of the toilet rooms. The electrical system includes an 800A 120/240 single phase switchboard and a 1200A 240V threswitchboard appears to only have 800A of conductor for the service feed. This is a code violation distribution for any proposed upgrades would not require an electrical service upgrade.	sing gas finde fresh ode fresh as original oen to the ounted ex s code vic des hot ar I in the All	red roof top air levels an Ily by opera enclosed s haust fan nd cold wat nd cold wat DA cost and single phas ctor for the	o equipment. In a ventilation ble windows. I pace. These rathis exhaust of this exhaust cer to toilet room a major renove e switchboard service feed.	evels required evels required whow that forme ooms would re ould be repaired. This is a code of the toile and a 1200A 2 This is a code of the upgrade.	osed and ma for a school of r exterior spa quire mechan ed and made eated by elect trooms. 240V three ph violation that	Heating and cooling is accomplished using gas fired roof top equipment. Ductwork is exposed and may be code compliant for an office occupa Upgrades would be required to get to code fresh air levels and ventilation levels required for a school occupancy. Equipment is currently operational. Vertilation for two of the toilet rooms was originally by operable windows. Now that former exterior space (gymnasium area) next to these toilet rooms has been infilled, the windows open to the enclosed space. These rooms would require mechanical ventilation to be added, Ventilation for two of the windows open to the enclosed space. These rooms would require mechanical ventilation to be added, Ventilation to be used the remaining toilet room is by a roof mounted exhaust fan. This exhaust could be repaired and made operational. Replacement of air filters at ventilation system is adequate and includes hot and cold water to toilet rooms. Water is heated by electric tank type water heaters located near of use. Costs for the fixtures is included in the ADA cost and major renovation of the toilet rooms. The electrical system includes an 800A 120/240 single phase switchboard and a 1200A 240V three phase switchboard. The existing 1200A switchboard appears to only have 800A of conductor for the service feed. This is a code violation that could be corrected. Adding additional distribution for any proposed upgrades would not require an electrical service upgrade.	uipment is cuuipment is cuuipment is cuuipment is cuu area) next it be added splacement o splacement o ater heaters red. The exist cted. Adding	Heating and cooling is accomplished using gas fired roof top equipment. Ductwork is exposed and may be code compliant for an office occupancy. Upgrades would be required to get to code fresh air levels and ventilation levels required for a school occupancy. Equipment is currently operational. Ventilation for two of the toilet rooms was originally by operable windows. Now that former exterior space (gymnasium area) next to these toilet rooms has been infilled, the windows open to the enclosed space. These rooms would require mechanical ventilation to be added. Ventilation for the remaining toilet room is by a roof mounted exhaust fan. This exhaust could be repaired and made operational. Replacement of air filters at ventilation system is required to address code violation. Plumbing system is adequate and includes hot and cold water to toilet rooms. Water is heated by electric tank type water heaters located near areas of use. Costs for the fixtures is included in the ADA cost and major renovation of the toilet rooms. The electrical system includes an 800A 120/240 single phase switchboard and a 1200A 240V three phase switchboard. The existing 1200A switchboard appears to only have 800A of conductor for the service feed. This is a code violation that could be corrected. Adding additional distribution for any proposed upgrades would not require an electrical service upgrade.

Safety		
Fire Alarms	ms	non-exist

Sprinkler System	spriklered		×				×	\$6,000.00
Fire Alarms	non-existent				×	×	×	\$57,500.00
Emergency Exits	most are covered with signs		×			×	×	\$54,000.00
Signage-Lighting-Smoke Detectors	(see comments)		×	×	×	×		\$2,850.00
Carbon Monoxide detectors	_				×			\$1,500.00
Security System	cameras			×				\$5,000.00

Fire & Life

Page 3 of 5

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

	Туре	Quantity (Units)	Quantity Good (no Repairs (Units) work needed)	Minor Repairs Needed	Major Repairs needed	Nonexist Replacemen (must be construct added)	ent ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
*PLEASE HAVE AN ENVIRONMENTAL REPORT COMPLETED FOR THE FACILITY BY A LICENSED ENVIRONMENTAL CONSULTANT.	REPORT COM	PLETED	FOR THE FACI	LITY BY,	4 LICENSE	ED ENVIRON	MENTAL CONS	ULTANT			
Comments	The entire building inspections, and the There are no fire all for Type 1B schools separations betwee Unit battery emerge Emergency lighting Most of the exit sign battery backup type battery backup type Signage is not exist. There are security of Sprinkler system is	ilding apperent fire alarm chools ove etween the mergency philing should still should be to the carbon met with a carbon met with a carbon met with a carbon met with a carbon met em is existent is existent is existent is existent and a carbon met of a carbon met a	The entire building appears to be fully covered by an operational automatic sprin inspections, and these must be addressed. Modifications required for reconfigur. There are no fire alarm devices anywhere in the building. No pull stations, horns for Type 1B schools over one story in height, A new Fire Alarm system is include separations between the proposed space and adjacent spaces. Carbon monoxi Unit battery emergency lighting is located in most areas of the building. All emerg Emergency lighting should be added in all exit paths. Most of the exit signs are illuminated and include backup batteries for illumination battery backup type. Signage is not existent and is included as new. Signage is not existent and is included as new. There are no carbon monoxide detectors. Signage is not existent and is included as new. There are security carmers in some locations but there is no intrusion detection. Sprinkler system is existing, and must be modified for new modifications and to continue the security carmers.	overed by Sed. Modi re in the leight. A mode and and most all exit parall exit parall exit parall exit parall exit paralles rew.	7 an operat ffications re building. Nu ew Fire Ala jacent spa- jacent spa- iareas of tl ths. backup ba t for new n	ional automat squired for rec o pull stations rm system is ces. Carbon I ne building. A tteries for illu tteries for illu o intrusion del	The entire building appears to be fully covered by an operational automatic sprinkler system, Some violations appear on the city's database for inspections, and these must be addressed. Modifications required for reconfiguring of spaces. There are no fire alarm devices anywhere in the building. No pull stations, horns, strobes or detection devices. A class I fire alarm system is rector Type 1B schools over one story in height, A new Fire Alarm system is included at a large estimated cost due to the complexity of the fire separations between the proposed space and adjacent spaces. Carbon monoxide detectors are included with the new system. Unit battery emergency lighting is located in most areas of the building. All emergency lighting should be tested monthly to verify operation. Most of the exit signs are illuminated and include backup batteries for illumination during a power outage, Some units need to be replaced with battery backup type. There are no carbon monoxide detectors. Signage is not existent and is included as new. Signage is not existent and is included as new. There are security cameras in some locations but there is no intrusion detection. Sprinkler system is existing, and must be modified for new modifications and to correct code violations.	em, Some vic aces. or detection ge estimatec tors are inclu hting should a power outa	olations appear devices. A class dost due to the rided with the ner be tested monthing. Some units tige, Some units.	on the city's I fire alarm complexity w system. If to verify to need to be	The entire building appears to be fully covered by an operational automatic sprinkler system, Some violations appear on the city's database for inspections, and these must be addressed. Modifications required for reconfiguring of spaces. There are no fire alarm devices anywhere in the building. No pull stations, horns, strobes or detection devices. A class I fire alarm system is required for Type 1B schools over one story in helight. A new Fire Alarm system is included at a large estimated cost due to the complexity of the fire separations between the proposed space and adjacent spaces. Carbon monoxide detectors are included with the new system. Unit battery emergency lighting is located in most areas of the building. All emergency lighting should be tested monthly to verify operation. Emergency lighting should be added in all exit paths. Most of the exit signs are illuminated and include backup batteries for illumination during a power outage. Some units need to be replaced with new battery backup type. There are no carbon monoxide detectors. Signage is not existent and is included as new. There are security cameras in some locations but there is no intrusion detection. Sprinkler system is existing, and must be modifications and to correct code violations.

Auditorium								×			0
Gymnasium		1	×								0
Kitchen	Kitchenette	1					×				\$4,000.00
Kitchen Equipment								×			0
Lunchroom				l				×			0
Science Labs								×			0
Computer Labs								×			0
Specialty Labs/Studios (Art, Dance, Music)								×			0
Multi-Purpose Room(s)								×			0
Comments	The proposed progran program include multi- throughout this report. The addition of a kitch	program c de multi-pu s report. f a kitchen	gram does not require multi-purpose room and port. kitchenette is included.	auditoriun d computer I.	, gymnasii areas in th	im, lunchroor ie open area	n or other specroom and ther	cialty labs/stude costs for the	The proposed program does not require auditorium, gymnasium, lunchroom or other specialty labs/studios. The space requirements for the program include multi-purpose room and computer areas in the open area room and there costs for these areas are included in the work described throughout this report. The addition of a kitchenette is included.	equirement ided in the	s for the work described

School-specific

Appendix F Inspecting Architect's Report

\$314,850.00 \$398,250.00 \$106,965.00

6**6**8

Contingency

ADA Renovation Costs (additional work from ADA Report not included above)

Total Renovation Costs (sum of above costs)

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

	Туре	Quantity God (Units) wor	od (no k needed)	Minor Major Repairs Repairs Needed needed	Major Repairs needed	Replacemen t	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
neral Contractor's Overhead and Profit	d Profit	30%									\$213,930.00

GRAND TOTAL

\$1,033,995.00

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ITEM	quantity	unit	\$/unit	cost	subtotal
Street-Alley-Drives				\$0.00	\$0.00
Street-Alley-Drives				\$0.00	\$0.00
Parking					\$5,500.00
remove asphalt to correct drainage	1	LS	500	\$500.00	
New sub base and asphalt patch for					
proper drainage and associated with				1	
drainage underground work	1	LS	5000	\$5,000.00	
Re stripe at patched areas	1	LS	250		
Modify concrete paving at entrance	1	LS	3000		
Fences					\$200.00
repair damaged fence locations	1	ea	200	\$200.00	
Topan damaged folios locations		40.01	100	72000	
Landscaping					\$4,900.00
replace missing parkway trees	3	ea	300	\$900.00	
landscape at parking reg'd by					
Landscape ordinance (triggered by					
major work)	1	LS	4000	\$4,000.00	
Drainage	1	LS		\$0.00	\$17,000.00
new catch basin, drain and connect				447.000.00	
including tie-in of roof drainage.	1	LS	17000	\$17,000.00	
Playground	0			NIC	\$0.00
Trash Enclosure					\$9,000.00
Demo and excavate	1	LS	1000	\$1,000.00	
Foundations, fencing, gates,					
hardware	1	LS	7500	\$7,500.00	
Patch and regrade	1	LS	500	\$500.00	
Roofs					\$1,500.00
minor repairs	1	LS	1500	\$1,500.00	
Flashing					\$1,000.00
minor repairs	1	LS	1000	\$1,000.00	
Foundation-Piers-Beams				-	\$0.00
Toulidation-Fiers-Deams					\$0.00
Parapet Walls-Capping/Copping					\$1,500.00
minor repairs	1	LS	1500	\$1,500.00	
Gutters-Downspouts					\$0.00
					3-2
Masonry		10	F000	ÅF 000 00	\$5,000.00
minor repairs	1	LS	5000	\$5,000.00	

Acceleration Academies FUllerton Ave. Property

Tripartite, inc. 49792015

ITEM	quantity	unit	\$/unit	cost	subtotal
					Å7.000.00
Lintels					\$7,000.00
replace damaged wood lintels w/steel	4	EA	1000	\$4,000.00	
replace damaged stl lintels	1	AL	3000	\$3,000.00	
Entrance Stairs and Landings					\$50,000.00
At Rear Entrance					
replace door, frame and hardware at			 		
rear entrance (double)	1	LS	4000		
correct thresholds	1	LS	3000		
new ramp at interior, reconfigure entrance space to accommodate					
change of level	1	LS	10000	1	
modify space to accommodate the ramp	1	LS	3000		
At Front (Fullerton) Entrance					
replace door, frame and hardware at					
rear entrance (double)	1	LS	4000		
careful demo to eliminate riser	1	LS	5000		
new ramp at interior, reconfigure entrance space to accommodate change of level, new finishes, lighting,	1	LS	20000		
heating modifications		L3	20000		
New Exit Stair to Serve the Space			-		
demo, reconfigure walls, doors handrails provide new code compliant stair	1	LS	50000	\$50,000.00	
Windows					\$500.00
minor repairs rebalancing	1	AL	500	\$500.00	
window treatment	1	AL	0	\$0.00	
Doors					\$0.00
new doors and frames at modficiatons to the space				incl below	
Foundation					\$0.00
Classrooms (flooring, ceiling, and					
walls)					\$21,400.00
remove carpeting, refinish floors	3000	SF	2	\$6,000.00	
patch ceilings	3000	SF	0.5	\$1,500.00	
patch plaster walls	3000	SF	1	\$3,000.00	
remove walls	3000	SF	0.3	\$900.00	
new walls	3000	SF	3	\$9,000.00	

ITEM	quantity	unit	\$/unit	cost	subtotal
new white boards	1	LS	1000	\$1,000.00	
Stairways					\$1,250.00
remove carpeting	1	LS	250	\$250.00	
repair treads	2	LS	250	\$500.00	
extend handrails	2	LS	250	\$500.00	
Corridors (Flooring, Ceiling, and	-				
Walls)					\$4,250.00
remove carpeting, refinish floors	1000	SF	2	\$2,000.00	
patch ceilings	1	LS	750	\$750.00	
patch plaster walls	1	LS	1000	\$1,000.00	
remove walls	1	LS	500	\$500.00	
Doors-Door Hardware				\$0.00	\$20,000.00
new steel doors frames and hardware	1	LS	10000	\$10,000.00	
replace existing hardware on doors to					
remain	1	LS	8000		
new wood doors frames and	4	1.0	40000	÷40,000,00	
hardware	1	LS	10000	\$10,000.00	
Auto door operator	1	LS	5000		
Lighting					\$6,000.00
revise lighting at relocated walls	1500	SF	4	\$6,000.00	
Elevators					\$0.00
demo	1	LS	300000		
revise structure and spaces				incl	
New foundations and structual walls				incl	
Mech, electrical plumbing, fire alarm modifications				incl	
machine room walls, doors, frame				incl	
Elevator machine				incl	
Bathrooms					\$0.00
replace plumbing fixtures	4	EA	2500	-	\$0.00
patch floor and wall tile	2	LS	1500		
remove doors hardware and walls	2	LS	500		
new doors hardware and walls	2	LS	5000		
handrails accessories	2	LS	750		
handrails accessories handrails accessories					
	1	LS	2500		
new drinking fountains	2	LS	2500		
Basement				\$0.00	\$0.00

ITEM	quantity	unit	\$/unit	cost	subtotal
Heating System				\$0.00	\$15,000.00
modifications estimated	3000	SF	5	\$15,000.00	
Cooling System					\$0.00
modifications estimated				incl in above	
Ventilation					\$0.00
modifications estimated				incl in above	
Plumbing System				\$0.00	\$0.00
modifications estimated *					
Plumbing Fixtures					\$0.00
replace plumbing fixtures				incl in above	
Water Heaters				\$0.00	\$0.00
Electrical System				\$0.00	\$13,000.00
new panels for space	1	LS	8000	\$8,000.00	
power distribution for programmed spaces	1	LS	5000	\$5,000.00	
Sprinkler System				\$0.00	\$6,000.00
modifications for new spatial layout	1	LS	5000	\$5,000.00	
Code violations	1	LS	1000	\$1,000.00	
Fire Alarm				\$0.00	\$57,500.00
install new FA system for each space	1	LS	50000	\$50,000.00	
not separated by fire walls	1	LS	7500	\$7,500.00	
city tie	1	LS	7300	\$7,300.00	
Emergency Exit				\$0.00	\$54,000.00
create new exit stair associated with			1		
the elevator	1	LS	50000	\$50,000.00	
emergency lighting for exit paths	1	LS	2000	\$2,000.00	
battery back up exit signs	1	LS	2000	\$2,000.00	
Signage-Lighting-Smoke Detectors				\$0.00	\$2,850.00
Parking Signage	1	LS	350	\$350.00	
Wayfinding signage interior and	1	10	2000	\$2,000.00	
exterior Pain aignage	1	LS	2000 500	\$500.00	
Exterior main signage install smoke detectors (part of fire	1	LS	300		
alarm system)				incl	

ITEM	quantity	unit	\$/unit	cost	subtotal
Carbon Monoxide detectors			-	\$0.00	\$1,500.00
	+ 4		4500		\$1,300.00
install carbon monoxide detectors	1 1	LS	1500	\$1,500.00	
Security System				\$0.00	\$5,000.00
install intrusion detection	1	LS	5000	\$5,000.00	
MISC				\$0.00	\$4,000.00
Add Kitchenette	1	LS	4000	\$4,000.00	
SUBTOTAL UPGRADES					\$314,850.00
	400	A CONTRACTOR	A PROPERTY OF STREET	Marie	
design contingency (15%)				\$47,227.50	
General Conditions/Bond/Insurance	(20%)			\$62,970.00	
OH &P (10%)				\$31,485.00	
FFE				NOT INCL	
TOTAL UPGRADES					\$456,532.50

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:

901 E. 95th Street

Number of

Buildings:

1

(Please complete a separate report for each building on site that students will access)

School Name:

Chicago Acceleration Academy

Inspector's Name:

(include firm if

znpropriate) Telephone:

773.681.0894

Date:

4/7/2015

General Building Info			
Construction Type			
(if multiple types, list all)	-	2	
Approximate Age of each construction type, building addition, wind efc		c. 1903	
Approximate Size of Building (sq. ft.)	30,000	Useable Space (sq. ft.)	30,000
Approximate Amount of Space School Needs (sq. ft.)		7,000	
Number of Floors	1	Approximate sq. ft. per Floor	30,000
	Occupied	_x_ Unoccupied	
Current and Previous Uses	•	een used by a char s currently vacant	ter school.
Appearance	Poor	x_ Good	Excellent
Maintenance	Poor	_x Good	Excellent
Describe Area	x_Depressed	Stable	Prosperous
Current Zoning	PD 751	ls school use permitted?	_x_YES NO

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school,

	Rough Cost Estimate		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	d space. as vacated by r the new age. nd must be ociated
	Building Code Violation									programme The site we is required for the damition exists are tion (and ass
Code Issues	ADA Issue (refer to the ADA report)			×						GENERAL NOTE the costs and work described herein address only the portion of the building to be used for programmed space. The building is part of a Planned Development PD 751, which permits school use. The portion of the building proposed for use had been extensively renovated in the 1990's for use as a charter school. The site was vacated by the charter school in 2010, and has been vacant since that time. The site appears to be compliant with current codes and regulations, therefore minimal intervention and remediation is required for the new occupant. A recent roof leak in the portion of the building had allowed water to enter the building. The roof has been repaired since the damage. Widespread damage to finishes (ACT - Acoustic Ceiling Tiles, gypsum board, carpet, insulation) in the proposed location exists and must be addressed. Widespread removal and replacement of finishes along with mold remediation is required. This remediation (and associated replacement of removed material) represents the bulk of the work included herein.
	Not Applicable									the building s for use as a ntervention ar he roof has b sulation) in the
	Nonexistent (must be constructed/ added)									ne portion of a col use. ed in the 1990' efore minimal in the building. The building. The fore modi remediation in the term.
	Replacemen t									GENERAL NOTE the costs and work described herein address only the portion of the building is part of a Planned Development PD 751, which permits school use. The building proposed for use had been extensively renovated in the the charter school in 2010, and has been vacant since that time. The site appears to be compliant with current codes and regulations, therefore mire occupant. A recent roof leak in the portion of the building had allowed water to enter the build Widespread damage to finishes (ACT - Acoustic Ceiling Tiles, gypsum board, cary addressed. Widespread removal and replacement of finishes along with mold remeplacement of removed material) represents the bulk of the work included herein.
Condition	Major Repaírs needed									ed herein a PD 751, which been exten is since that to des and reg and allowed vo coiling Tile ent of finishe e bulk of the
	Minor Repairs Needed		L							k describe slopment F or use had een vacant current co unrent co - Acoustic
	Good (no work needed)		×	×	×	×	×		×	GENERAL NOTE the costs and work described herein addrees. The building is part of a Planned Development PD 751, which per The portion of the building proposed for use had been extensivel the charter school in 2010, and has been vacant since that time. The site appears to be compliant with current codes and regulatioccupant. A recent roof leak in the portion of the building had allowed water Widespread damage to finishes (ACT - Acoustic Ceiling Tiles, g) addressed. Widespread removal and replacement of finishes alterplacement of removed material) represents the bulk of the wor
	Quantity (Units)									OTE the c is part of a f the buildi shool in 20 sars to be c leak in the damage to Videspreae of removec
	Туре		paved	paved	iron	compliant	area drains		within fenced area	GENERAL NOT The building is p The portion of th the charter scho The site appears occupant. A recent roof lea Widespread dan addressed. Wid
			Street-Alley-Drives	Parking	Fences	Landscaping	Drainage	Playground	Trash Enclosure	Comments
		EXTERIOR	Site							

1								
Structural	Roofs	low slope		×				\$1,500.00
14.	Flashing	membrane ଝ sht metal		×				\$1,000.00
	Foundation-Piers-Beams	concrete	×					\$0.00
6	Parapet Walls-Capping/Copping	sht mtl	×					\$0.00
28	Gutters-Downspouts	galvanized	×					\$0.00

	Type	Quantity (Units)	Quantity Good (no Repairs (Units) work needed)	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be construct t	ent ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Masonry	Ŧſ							×			\$0.00
Lintels	7							×			\$0.00
Entrance Stairs and Landings	concrete		×								\$0.00
Windows	aluminum,		×								\$0.00
Doors	aluminum		×			×			×		\$0.00
Foundation	concrete		×								\$0.00
Comments	Building was renov history of water lea Main entrance mus Existing windows a	enovated er leaks at must be r	Building was renovated extensively in c. 1990's. The components of the exterior history of water leaks at the existing roof, some allowance has been made for ins Main entrance must be modified with new auto operator to accommodate access Existing windows are aluminum storefront and are in good to excellent condition.	2. 1990's, of, some a ew auto op ont and are	The compo llowance has perator to a e in good to	ments of the e as been made ccommodate:	Building was renovated extensively in c. 1990's, The components of the exterior envelope appear to be sour history of water leaks at the existing roof, some allowance has been made for inspections and minor repairs. Main entrance must be modified with new auto operator to accommodate accessibility requirements, Existing windows are aluminum storefront and are in good to excellent condition.	e appear to k and minor r quirements.	oe sound, stable	and water-	vated extensively in c. 1990's. The components of the exterior envelope appear to be sound, stable and water-tight. Given the aks at the existing roof, some allowance has been made for inspections and minor repairs. st be modified with new auto operator to accommodate accessibility requirements.

INTERIOR

General

Classrooms (flooring, ceiling, and walls)	carpet, ACT, gyp board	5000 sf			×						\$161,875.00
Stairways								×		Ī	\$0.00
Corridors (Flooring, Ceiling, and Walls)	carpet, gyp bd				×						\$4,250.00
Doors-Door Hardware	MH			×							\$0.00
Lighting	florescent			×						Ī	\$4,000.00
Elevators								×			\$0.00
Bathrooms	Unisex		×								\$0.00
Basement	,			I				×			\$0.00
Comments	Classroom space for the program will be house The presence of mold is suspected, however the damage. Cost allowances for material remore refined costs should be made upon test results.	ace for the of mold is s Cost allows	program will b suspected, ho nnces for mate	e housed wever the rial remover the resoults.	one large o pervasiven al and rem	pen floor plan ess of the con ediation along	room with sepa dition is not kno with the costs	arate ancilla own. Tests to replace th	Classroom space for the program will be housed one large open floor plan room with separate ancillary, support spaces, The presence of mold is suspected, however the pervasiveness of the condition is not known. Tests should be scheduled to confirm the extent of the damage, Cost allowances for material removal and remediation along with the costs to replace the removed material are included here. More refined costs should be made upon test results.	ed to confir	n the extent of led here. More

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2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

	Туре	Quantity Good (no (Units) work need	led)	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be construct added)	ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Heating System	АНО		×	×							\$2,000.00
Cooling System	AHU		×								\$0.00
Ventilation	AHU			×							\$15,000.00
Plumbing System			×								\$0.00
Plumbing Fixtures			×								00°0\$
Water Heaters			×								\$0.00
Electrical System			×								\$5,000.00
Comments	Heating and c however exter accommodatk Electrical and	cooling is a nsive inves changes plumbing confirm co	Heating and cooling is accomplished with roof thowever extensive investigation was not done accommodate changes to the layout of spaces. Electrical and plumbing systems appear fully fuperformed to confirm condition. Modifications to	ith roof top ot done at 1 spaces. Ir fully func ations to li	units. Ver this time. T tional, how ghting and	tilation is suplesting is recol	plied with this s mmended. Mox ance records sh	ystem, Syste difications to nould be care	Heating and cooling is accomplished with roof top units. Ventilation is supplied with this system, System is purported to be fully functional, however extensive investigation was not done at this time. Testing is recommended. Modifications to registers and duct layout may be recacommodate changes to the layout of spaces. Electrical and plumbing systems appear fully functional, however maintenance records should be carefully reviewed, and tests should be performed to confirm condition. Modifications to lighting and devices may be required to accommodate changes to the layout of spaces.	to be fully fu uct layout m and tests sh e layout of s	Heating and cooling is accomplished with roof top units. Ventilation is supplied with this system, System is purported to be fully functional, however extensive investigation was not done at this time. Testing is recommended. Modifications to registers and duct layout may be required to accommodate changes to the layout of spaces. Electrical and plumbing systems appear fully functional, however maintenance records should be carefully reviewed, and tests should be performed to confirm condition. Modifications to lighting and devices may be required to accommodate changes to the layout of spaces.

MEP Systems

Fire & Life Safety

Sprinkler System	existing	×							\$0.00
Fire Alarms	existing	×							\$0.00
Emergency Exits	existing	X							\$0.00
Signage-Lighting-Smoke Detectors	existing	×	×					×	\$1,000.00
Carbon Monoxide detectors	existing	×							\$0.00
Security System	existing		×						\$5,000.00
*PLEASE HAVE AN ENVIRONMENTAL REPORT COMPL	REPORT COMPLET	ETED FOR THE FACILITY BY A LICENSED ENVIRONMENTAL CONSULTANT	ILITY BY /	A LICENSED E	ENVIRONM	ENTAL CONS	SULTANT.		

	Туре	Quantity (Units)	Quantity Good (no (Units) work needed)	Minor Major Repairs Repairs Needed needed	Major Repairs needed	Replacemen (must be constructe	تر ب ا	Not Applicable	ADA Issue Building (refer to the Code ADA report) Violation	Building Code Violation	Rough Cost Estimate
Comments	Lighting is adequat spaces have been Fire alarm system Exit signs, emerge Security system m	equate but m been altered, stem exists w rergency ligh	Lighting is adequate but may require additional lighting for some activities. Some cost has been included for modifications at interior where spaces have been altered. Fire alarm system exists with devices in each room. A full test of the system may be required. Exit signs, emergency lighting exist and appear to be code compliant and functional. Security system may require augmentation, and some cost has been included here.	dditional lig n each roc 1 appear tu tion, and t	ghting for some. A full to be code come cost	ome activities, est of the syste compliant and has been inclu	Some cost has am may be requirentional.	s been includ iired.	ed for modifica	ions at inte	rior where

Auditorium								×			\$0.00
Gymnasium								×			\$0.00
Kitchen	Kitchenette						×				\$15,000.00
Kitchen Equipment								×			\$0.00
Lunchroom								×			\$0.00
Science Labs								×			\$0.00
Computer Labs								×			\$0.00
Specialty Labs/Studios (Art, Dance, Music)								×			\$0.00
Multi-Purpose Room(s)	-							×			\$0.00
Comments	The proposed program does not requesion program include one multi-purpose recosts for a kitchenette are included.	program d de one mul chenette ar	oes not requir ti-purpose roo re included.	e auditoriun m with com	n, gymnasi puter area:	um, lunchrooi s scattered ar	ogram does not require auditorium, gymnasium, lunchroom or other specialty labs/stuc one multi-purpose room with computer areas scattered around in the open area room. enette are included.	ialty labs/studen en area room.	The proposed program does not require auditorium, gymnasium, lunchroom or other specialty labs/studios. The space requirements for the program include one multi-purpose room with computer areas scattered around in the open area room. Costs for a kitchenette are included.	e requiremer	ts for the

Schoolspecific

Total Renovation Costs (sum of above costs)	2 CS	\$215,625,00
ADA Renovation Costs (additional work from ADA Report not included above)		\$6,300.00
Contingency	15%	\$33,288.75
General Contractor's Overhead and Profit	30%	\$66,577.50

GRAND TOTAL

\$321,791.25

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			T	г	
ITEM	quantity	unit	\$/unit	cost	subtotal
				20.00	Å0.00
Street-Alley-Drives				\$0.00	\$0.00
Parking Parking					\$0.00
stripe the parking space	1	LS	300	ADA	
signage	1	LS	300	ADA	
Fences					\$0.00
Landscaping					\$0.00
Drainage					\$0.00
Playground	0			NIC	\$0.00
Trash Enclosure					\$0.00
Roofs					\$1,500.00
allowance for inspection and repairs	1	LS	1500	\$1,500.00	
Flashing					\$1,000.00
allowance for inspection and repairs	1	LS	1000	\$1,000.00	
Foundation-Piers-Beams					\$0.00
Parapet Walls-Capping/Copping					\$0.00
Gutters-Downspouts					\$0.00
Masonry					\$0.00
Lintels					\$0.00
Entrance Stairs and Landings					\$0.00
Windows					\$0.00
Foundation					\$0.00
Classrooms (flooring, ceiling, and walls)					\$161,875.00

ITEM	quantity	unit	\$/unit	cost	subtotal
TI CIVI	qualitity	unit	\$/ unit	COST	Subtotal
Selectively remove carpet and ceiling					
tiles , clean ceiling grid to remain (mold					
remediation allowance)	6000	SF	5	\$30,000.00	
clean existing carpet to remain or				, , , , , , , , , , , , , , , , , , , ,	1
replace with new	1000	SF	0.5	\$500.00	
replace removed carpet with new	5000	SF	3.5	\$17,500.00	1
romovo damagad gypaum board					
remove damaged gypsum board material (mold remediation allowance)	16500	SF	3	\$49,500.00	
new gypsum board material at					Ī
existing walls	16500	SF	1.75	\$28,875.00	ļ
paint	7000	SF	3.5	\$24,500.00	
new white boards	1	LS	1000	\$1,000.00	
minor modifications to layout of the spaces, relocate studs and clg grid.	1	LS	10000	\$10,000.00	
Ctairman					ċ0.00
Stairways					\$0.00
Corridors (Flooring, Ceiling, and			-		
Walls)					\$4,250.00
Selectively remove carpet (mold					
remediation allowance) and replace					
with new	500	SF	5	\$2,500.00	
clean existing carpet to remain	0	SF	2000	\$0.00	Ì
remove damaged gypsum board					
material (included in classrooms count	_			1	
above)	0	SF	0.3	\$0.00	
new gypsum board material at				ind	
existing walls	F00	CE	2.5	incl	
paint	500	SF	3.5	\$1,750.00	
Doors-Door Hardware			-		\$0.00
replace existing hardware on doors to					\$0.00
remain	1	LS	750	ADA	
new interiorwood doors frames and				7,127,	
hardware at modified layout	1	LS	2500	ADA	
Auto door operator	1	LS	1500	ADA	
Lighting					\$4,000.00
revise lighting where required for	i		Î		
program use and at modified space	1	AL	4000	\$4,000.00	
Elevators			<u> </u>		\$0.00
					70.00
Bathrooms					\$0.00

			1	r	
ITEM	quantity	unit	\$/unit	cost	subtotal
new waste pipe insulation	3	EA	150	ADA	
Basement				\$0.00	\$0.00
				20.00	42.000.00
Heating System				\$0.00	\$2,000.00
modifications anticipated to reconfigure supply and return for new space	1	LS	2000	\$2,000.00	
Cooling System					\$0.00
Ventilation					\$15,000.00
clean ductwork (mold remediation allowance)	1	AL	15000	\$15,000.00	
Plumbing System					\$0.00
Plumbing Fixtures					\$0.00
Tumbing Fixtures				-	Ţ5.55
Water Heaters					\$0.00
Flanting Contains					\$5,000.00
Electrical System modify distribution to accommodate				-	\$3,000.00
new space configuration and user requirements	1	LS	5000	\$5,000.00	
Sprinkler System					\$0.00
		v			
Fire Alarm					\$0.00
Emergency Exit					\$0.00
					44.000.00
Signage-Lighting-Smoke Detectors					\$1,000.00
Wayfinding signage interior and exterior	1	LS	500	ADA	
Exterior main signage	1	LS	1000	\$1,000.00	
Carbon Monoxide detectors					\$0.00
Security System					\$5,000.00
Modify existing system, add cameras, DVR	1	LS	5000	\$5,000.00	‡5,000.00

ITEM	quantity	unit	\$/unit	cost	subtotal
MISC				\$0.00	\$15,000.00
Install kitchenette	1	LS	15000	\$15,000.00	
install assisted Listening Device				NIC	
SUBTOTAL UPGRADES					\$215,625.00
Design Contingency (15%)				\$32,343.75	
	100 meter	A LINE DE L'ANNE	Cart year	\$45,12500	
	(20%)	以的社员的证据	ALCOHOLD SPESSES	TOPOLIZE U	
General Conditions/Bond/Insurance	(20%)	20mm 1000 mg 200	CHEMICAL SHORT OF	\$21,562.50	
General Conditions/Bond/Insurance OH &P (10%) FFE	(20%)		C protections		

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address: 3847 S. Giles Ave.

1

Number of

Buildings:

(Please complete a separate report for each building on site that students will access)

School Name: Chicago Acceleration Academy

Inspector's Name:

(include firm if

Telephone:

773.681.0894

Date: 4/7/2015

General Building Info			
Construction Type (if multiple types, list all)		3B	
Approximate Age of each construction type, building addition, wing etc		c. 1903	
Approximate Size of Building (sq. ft.)	3,250 (incl bsmt)	Useable Space (sq. ft.)	2,500
Approximate Amount of Space School Needs (sq. ft.)	,	2,500	
Number of Floors	1	Approximate sq. ft. per Floor	2500
	x Occupied	Unoccupied	=
Current and Previous Uses		has been used by nunity. It is curren	
Appearance	Poor	x_ Good	Excellent
Maintenance	Poor	_x Good	Excellent
Describe Area	Depressed	_x Stable	Prosperous
Current Zoning	B1-2	Is school use permitted?	s ^{x*_YE} — NO

^{*}Special Use Permit Required

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

						Condition				Code Issues		
		Type	Quantity (Units)	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be construct t	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
EXTERIOR												
Site	Street-Alley-Drives	paved	150 ft	×								\$0.00
	Parking	paved	500 sf		×			×		×		\$50.00
	Fences	6' iron & wd	70 If			×						\$4,000.00
	Landscaping	попе							×			\$0.00
	Drainage	area drains to serve subgrade exit	1 ea		×							\$0.00
	Playground								×			\$0.00
	Trash Enclosure	within fenced area	=		×							\$200.00
	Comments	GENERAL NOTE The existing paver adjacent property cooperation of CP Accessible permit Trash is accommo	OTE the conserved area erry is anti- fr CPS high remitted an immodated an immodated side, paver	the costs and work described herein address the entire building. It area at the rear of the building can accommodate a single parking spis enticipated to accommodate future parking lot, however, in the interior high school across the street, and/or the Apostolic Faith Church one ted and dedicated parking spot may be sought for the street parking dipadated on the existing paved area, and is accessible to the paved alley paved space accommodate a single parking spot with trash enclosure.	c describer the building ommodate s the street arking spot g paved ar	d herein acgoran accorant future park it, and/or the may be so may be so ea, and is a single park	ddress the er mmodate a sir ing lot, howev e Apostolic Fai ught for the st accessible to ti	GENERAL NOTE the costs and work described herein address the entire building. The existing paved area at the rear of the building can accommodate a single parking spandjacent property is anticipated to accommodate future parking lot, however, in the interirecoperation of CPS high school across the street, and/or the Apostolic Faith Church one Accessible permitted and dedicated parking spot may be sought for the street parking directions is accommodated on the existing paved area, and is accessible to the paved alley, make this outside, paved space accommodate a single parking spot with trash enclosure.	ace accessed, additional block to the ectly in front Some modifiers.	GENERAL NOTE the costs and work described herein address the entire building. The existing paved area at the rear of the building can accommodate a single parking space accessed from the alley. The acquisition of the adjacent property is anticipated to accommodate future parking lot, however, in the interim, additional parking must be accommodated with cooperation of CPS high school across the street, and/or the Apostolic Faith Church one block to the east of the site. Accessible permitted and dedicated parking spot may be sought for the street parking directly in front of the building. Trash is accommodated on the existing paved area, and is accessible to the paved alley. Some modifications to the exterior gate are required to make this outside, paved space accommodate a single parking spot with trash enclosure.	The acquisit e accommod	ion of the ated with are required to

\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$5,500.00	\$3,500,00
		×			×	×
×	×		×	×		
Mod bit, Asphalt shingle	mod bit	stone wall	brick/T.C.	galvanized	exterior walls	Brick arch, steel
Roofs	Flashing	Foundation-Piers-Beams	Parapet Walls-Capping/Copping	Gutters-Downspouts	Masonry	Lintels
Structural						66 2

	Туре	Quantity (Units)	Good (no Repairs Repairs work needed)	Minor Repairs Needed	Major Repairs needed	Replacemen (must be construct t	ant ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Entrance Stairs and Landings	concrete				×				×		\$0.00
Windows	aluminum, glass block, skylights		×								\$1,500,00
Doors	aluminum					×			×		\$0.00
Foundation	stone		×								\$1,000.00
Соттепts	Building was rend masonry lintel at Main entrance m Existing windows storefront. There	renovated l at the froi e must be i ows are glk	ovated extensively in c. 2004. The components of the exterior envelope appear to be sou the front facade appears to require some repair. Costs have been included for this work. Lust be modified to accommodate accessibility requirements. A concrete ramp and modifies are glass block with ventilators, and do not provide adequate ventilation. Front window a sare glass block with ventilators, and do not provide adequate ventilation. Front window a sare two non-operable skylights in the main space providing additional natural light.	2. 2004. Tars to requesimmodate	he compor lire some re accessibi , and do noi in the mair	ients of the ext epair. Costs h lity requiremer t provide adeq 1 space providi	erior envelope ave been inclu its. A concrete uate ventilation ng additional n	appear to be ded for this w ramp and m r. Front wind	Building was renovated extensively in c. 2004. The components of the exterior envelope appear to be sound, stable and water-tight. The masonry lintel at the front facade appears to require some repair. Costs have been included for this work. Walk and the modified to accommodate accessibility requirements. A concrete ramp and modification of existing door is anticipated. Existing windows are glass block with ventilators, and do not provide adequate ventilation. Front window at Giles street is large fixed aluminum storefront. There are two non-operable skylights in the main space providing additional natural light.	nd water-tig isting door i	ht. The s anticipated. ced aluminum

_	<u>_</u>
INTERIOR	General

Classrooms (flooring, ceiling, and walls)	tile			×					×		\$6,600.00
Stairways	poom			Ī	×			I	×	Ť	\$4,500.00
Corridors (Flooring, Ceiling, and Walls)	gyp bd over wood studs			×							\$4,000.00
Doors-Door Hardware	poom					×			×		\$0.00
Lighting				×		×					\$5,000.00
Elevators	*						×				\$0.00
Bathrooms	Unisex				×				×	Ī	\$0.00
Basement	*	_						×			\$1,000.00
Comments	Classroom space for the program will be housed one large open floor plan room with some existing basement houses a second unisex toilet (not accessible), and for storage. Modification to the interior layout is required, including reconfiguration of the toilet room replacement with new partitions in new location is anticipated. Lighting - interior and exterior - shall be replaced for the new use where required to sen Floor material is ceramic tile. Material must be patched or replaced after partitions are Gypsum board walls and open joist ceiling are in good repair.	ce for the p sement hou the interior Ith new parti or and exter s ceramic til walls and c	e for the program will be housed one large ope ement houses a second unisex toilet (not accome ne interior layout is required, including reconfig new partitions in new location is anticipated. r and exterior - shall be replaced for the new u ceramic tile. Material must be patched or rep walls and open joist ceiling are in good repair.	e housed c d unisex to lired, inclu ocation is replaced f nust be pa ing are in i	one large of idet (not ac ding record anticipated articipated or the new tched or regional repairs).	pen floor plar cessible), and fguration of th use where re placed after f	room with sep 1 for storage. 1 to toilet room o 1 quired to serve 1 oartitions are re	rarate ancillary on the main flo	Classroom space for the program will be housed one large open floor plan room with separate ancillary, support spaces. The existing basement houses a second unisex toilet (not accessible), and for storage. Modification to the interior layout is required, including reconfiguration of the toilet room on the main floor. Removal of existing partitions and replaced including anticipated. Lighting - interior and exterior - shall be replaced for the new use where required to serve the function and where space is modified for new use. Floor material is ceramic tile. Material must be patched or replaced after partitions are removed/rebuilt. An allowance is included in the cost. Sypsum board walls and open joist ceiling are in good repair.	s, existing part is modified s included it	itions and for new use. 1 the cost.

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

	Туре	Quantity (Units)	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be construct tadded)	ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Heating System	DX unit			×							\$0.00
Cooling System	DX unit			×							\$0,00
Ventilation							×				\$3,500.00
Plumbing System	adequate		×								\$0.00
Plumbing Fixtures	sink, wc, kitchen	9		×					×		\$0.00
Water Heaters	gas fired	_		×							\$300.00
Electrical System	200 amps	1		×							\$4,500.00
Comments	Heating is accomplish furnace. There is no o a school occupancy. The toilet room ventila Plumbing system is a costs. Water is heate Electrical system incluproposed upgrades m for proposed function.	omplished out pancy. The pancy. The notal pancy. The notal pancy. The notal pancy is preated em included mades may unction.	Heating is accomplished using a gas fired forced air furnace. Cooling is by a 5 ton DX unit located outside on grade with an evaporator coil in the furnace. There is no outside air or ventilation system. Upgrades would be required to get to code fresh air levels and ventilation levels required to a school occupancy. The furnace and A/C is currently operational. The toilet room ventilation is not adequate and would require additional mechanical ventilation to be added. Plumbing system is adequate and includes hot and cold water to toilet rooms, Replacement of selective plumbing fixtures is included in the ADA costs. Water is heated by a gas fired tank type water heater located in the basement. Exhaust for HWH requires adjustment to its configuration. Electrical system includes a 200A 120/240 single phase panel board fed by a 200A service feeder. Adding additional distribution for any proposed upgrades may require an electrical service upgrade. Costs associated for this element include costs for distribution of electrical feeds for proposed function.	ed forced lation syst VC is curr ate and w des hot al des hot al des hot al des hot al des hot al des hot al des hot al	air furnace tem. Upgra ently opera ould require od cold wal rater heate phase par rice upgrad	e. Cooling is by dees would be tritional. The additional meer to toilet roor increased in the rel board fed be rel board fed be. Costs asset	a 5 ton DX unirequired to get required to get schanical ventit ms. Replacement. Ex y a 200A servicociated for this ociated fo	it located out to code frest to code frest attion to be a ent of selectiin haust for HW ce feeder. A	side on grade v n air levels and dded. Peplumbing fixt M requires adju dding additione	with an evapo ventilation le ures is inclu ustment to it il distribution of	Heating is accomplished using a gas fired forced air furnace. Cooling is by a 5 ton DX unit located outside on grade with an evaporator coil in the furnace. There is no outside air or ventilation system. Upgrades would be required to get to code fresh air levels and ventilation levels required for a school occupancy. The furnace and A/C is currently operational. The toilet room ventilation is not adequate and would require additional mechanical ventilation to be added. The toilet room ventilation is not adequate and would require additional mechanical ventilation to be added. Septembly a system includes hot and cold water to toilet rooms. Replacement of selective plumbing fixtures is included in the ADA costs. Water is heated by a gas fired tank type water heater located in the basement. Exhaust for HWH requires adjustment to its configuration. Electrical system includes a 200A 120/240 single phase panel board fed by a 200A service feeder. Adding additional distribution for any proposed upgrades may require an electrical service upgrade. Costs associated for this element include costs for distribution of electrical feeds for proposed function.

MEP Systems

Sprinkler System										\$0.00
Fire Alarms								×		\$0.00
Emergency Exits	at grade	2				×				\$1,500.00
Signage-Lighting-Smoke Detectors	See below comments						×		×	\$3,350.00
Carbon Monoxide detectors	¥II	0			П		×			\$1,500.00
Security System	See below comments			×						\$400.00
*PLEASE HAVE AN ENVIRONMENTAL REPORT COMPL	REPORT COM	PLETED F	ETED FOR THE FACILITY BY A LICENSED ENVIRONMENTAL CONSULTANT	UTY BY A	LICENSE	D ENVIRON	MENTAL CONS	ULTANT		

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Fire & Life

Appendix F Inspecting Architect's Report

Type Quantity (Units)	Quantity Good (no Repairs Repairs (Units) work needed)	Minor Repairs Needed		Replacemen (must be construct)	int ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Signage is not existent and is included as new. Lighting is adequate but may require additional lighting for some activities. Some cost has been included for modifications at both interior and exterior for programmed space and where spaces have been altered. Exit to the rear is insufficient width. Work to address this is included in Entrance Stairs and Landings above. There are no fire alarm devices anywhere in the building. No pull stations, horrs, strobes or detection devices. A class I fire alarm system is not required for Type 1B schools only one story in height. If the basement is not used for school activities a fire alarm system may not be required. There are unit battery emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. There are no carbon monoxide detectors. Sprinkler system is not existing. Security system consists of cameras and an intrusion detection alarm system. There are rolling shutters at doors and windows. This systems shall be augmented and modified as required.	istent and is included as new. Interior and its included as new. Insufficient width. Work to address this is included in Entrance Stairs and Landings above. Insufficient width. Work to address this is included in Entrance Stairs and Landings above. Insufficient width. Work to address this is included in Entrance Stairs and Landings above. Insufficient width. Work to address this is included in Entrance Stairs and Landings above. Insufficient width. Work to address this is included in Entrance Stairs and election are stairs in the building. No pull stations, horns, strobes or detections are required, and carbon monoxide detectors are required. Itery emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. Iters emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. Iters emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. Iters emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. Iters emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation. Iters emergency lighting units in the building. All emergency lighting should be tested monthly to verify operation.	as new. dditional lig ere spaces ork to addr ere in the b story in hei m smoke de ere detectors ing units in ode complis ors.	hting for sc i have been ess this is i uilding. No ght. If the k are crount are require the building ant exit sign	ome activities. In altered. Included in En pull stations, oasement is n	Some cost has trance Stairs at horns, strobes ot used for schocy lighting sho	been includ A Landings or detection ool activities uld be tested	ed for modifical above. fevices, A class a fire alarm sys monthly to veri	ions at both is I fire alarm tem may no fy operation windows, T	interior and system is not t be required.

Auditorium							×			\$0.00
Gymnasium							×			\$0.00
Kitchen	Kitchenette	1			_			×		\$0.00
Kitchen Equipment			×							\$0.00
Lunchroom							×			\$0.00
Science Labs							×			\$0.00
Computer Labs							×		2	\$0.00
Specialty Labs/Studios (Art, Dance, Music)							×			\$0.00
Multi-Purpose Room(s)							×			\$0.00
Comments	The proposed pr program include A kitchenette is o	program d de one mul s existing a	oes not require Iti-purpose rooi and requires m	e auditorium, gy n with compute odifications for	/mnasium, lunchi ir areas scattered ADA accessibilit	The proposed program does not require auditorium, gymnasium, lunchroom or other specialty labs/studios. The space requirements for the program include one multi-purpose room with computer areas scattered around in the open area room. A kitchenette is existing and requires modifications for ADA accessibility (costs are included therein).	cialty labs/studen area room. Ied therein).	dios. The spac∈	s requiremen	ts for the

School-specific

Total Renovation Costs (sum of above costs)

ADA Renovation Costs (additional work from ADA Report not included above)

Contingency

\$53,400.00 \$40,250.00

\$14,047.50

Page 4 of 5

Page 5 of 5

Appendix F Inspecting Architect's Report

2014 New Schools' Request For Proposals	INSPECTING ARCHITECT'S REPORT
2014	Ž

	Туре	Quantity (Units)	ntity Good (no ts) work needed)	Minor Repairs Needed	Major Repairs needed	Nonexiste Replacemen (must be constructe added)	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
General Contractor's Overhead and Profit	d Profit	30%									\$28,095.00

\$135,792.50

GRAND TOTAL

ITEM	quantity	unit	\$/unit	cost	subtotal
				- 40.00	*
Street-Alley-Drives				\$0.00	\$0.00
Parking Parking				†	\$50.00
stripe the parking space at rear	1	LS	50	\$50.00	
special permit for accessible street parking and signs	1	LS	500	ADA	
					4
Fences			<u> </u>		\$4,000.00
modifiy fence and replace at alley for parking access and emergency egress	1	LS	4000	\$4,000.00	
Landscaping					\$0.00
Drainage					\$0.00
Playground	0			NIC	\$0.00
Trash Enclosure					\$200.00
modify area to demarkate for trash	1	LS	200	\$200.00	
Roofs					\$0.00
Flashing					\$0.00
Foundation-Piers-Beams				-	\$0.00
Repairs to existing exposed stone foundation				incl in below	•
Parapet Walls-Capping/Copping					\$1,500.00
minor repairs to masonry	1	LS	1500	\$1,500.00	
Gutters-Downspouts					\$0.00
Masonry				-	\$5,500.00
minor repairs - rebuld at selective areas	1	LS	2500	\$2,500.00	
modify entrance to accommodate new door	2	EA	1500	\$3,000.00	
Lintels					\$3,500.00
replace damaged lintel, expose, flash					Ç3,300.00
and weep	1	LS	500	\$500.00	

ITEM	quantity	unit	\$/unit	cost	subtotal
expose, clean, paint, flash and weep					
existing lintel to remain	1	LS	3000	\$3,000.00	
Entrance Stairs and Landings					\$0.00
At Front Entrance					
Modify concrete paving at entrance					
for new ramp including demo	1	LS	4000	ADA	
modify/extend existing utility access.	1	LS	500	ADA	
careful demo to eliminate riser	1	LS	500	ADA	
At Rear Entrance/Exit					
replace door, frame and hardware at					
rear entrance (single) with new HM.	1	1.5	3000	^D^	
		LS	2000	ADA	
Windows					\$1,500.00
window treatment at front storefront	1	AL	1500	\$1,500.00	
Foundation					\$1,000.00
Repairs to existing exposed stone					
foundation	1	LS	1000	\$1,000.00	
Classrooms (flooring, ceiling, and walls)					\$6,600.00
Selectively remove tile flooring and					
patch	1	AL	2000	\$2,000.00	
patch existing walls to remain	1	LS	1000	\$1,000.00	
remove walls	2000	SF	0.3	\$600.00	
new walls	1	LS	2000	\$2,000.00	
new white boards	1	LS	1000	\$1,000.00	
Stairways					\$4,500.00
Remove/replace stair to besement for	-				
code compliance	1	LS	4500	\$4,500.00	
Corridors (Flooring, Ceiling, and Walls)					\$4,000.00
refinish floors at removed walls	1	LS	500	\$500.00	
patch ceilings	1	LS	500	\$500.00	
patch gyp board walls	1	LS	500	\$500.00	
remove walls	1	LS	500	\$500.00	
paint	1	LS	2000	\$2,000.00	
Doors-Door Hardware					\$0.00

ITEM	quantity	unit	\$/unit	cost	subtotal
	1				
new aluminum storefront with single			i i		
door and hardware	1	LS	3000	ADA	
replace existing hardware on doors to					
remain	1	LS	750	ADA	
new interiorwood doors frames and	.	ГΔ	750	1 454	
nardware	2	EA	750	ADA	
Auto door operator	1	LS	5000	ADA	
					3
ighting					\$5,000.0
revise lighting at relocated walls					
(ADA)	1	AL	2000		
revise lighting where required for	1	AL	5000	\$5,000.00	
program use		AL	3000	\$5,000.00	
Elevators			<u> </u>	-	\$0.0
Lievators			<u> </u>	-	\$0.00
Bathrooms				 	\$0.00
replace plumbing fixtures existing	1				· ·
ocation	3	EA	500	ADA	
replace plumbing fixtures new					
ocation	2	EA	2500	ADA	
New drinking fountain	1	EA	2000	ADA	
patch floor and wall tile	2	LS	1500	ADA	
remove doors hardware and walls	1	LS	500	ADA	
new doors hardware and walls	2	LS	2500	ADA	
handrails and accessories	2	LS	500	ADA	
nanarano ana accessorios			- 555	1.5%	
Basement				\$0.00	\$1,000.0
Minor repairs to finishes	1	LS	1000	\$1,000.00	\$2,000.0
viinor repairs to infisites		LS	1000	\$1,000.00	
Heating System			 	\$0.00	\$0.0
modifications anticipated to			*	75.55	70.00
reconfigure supply and return	1	LS	1000	ADA	
33.7					
Cooling System					\$0.00
modifications estimated				incl in above	
/entilation			Î		\$3,500.0
modifications anticipated	1	LS	2500	\$2,500.00	
toilet exhaust	2	EA	500	\$1,000.00	
				. ,	
Plumbing System					\$0.0
					73.0
Plumbing Fixtures			 		\$0.0
replace plumbing fixtures				incl in above	40.0

ITEM	quantity	unit	\$/unit	cost	subtotal
					4000 no l
Water Heaters				400000	\$300.00
modify vent	1	LS	300	\$300.00	
Electrical System	 				\$4,500.00
new panels for space	-			NIC	Ş-1,300.00
modify distribution to accommodate				IVIC	
new space configuration and user					
requirements	1800	SF	2.5	\$4,500.00	
Sprinkler System					\$0.00
not included					
Fire Alarm					\$0.00
not included					
Emergency Exit					\$1,500.00
proper door widths are included in			Ì		
above				incl	
battery packs for EM lighting / exit		1.6	500	64 500 00	
signs	3	LS	500	\$1,500.00	
Cianaga Limbing Consta Detectors	-				¢3.3E0.00
Signage-Lighting-Smoke Detectors	1	1.6	250	¢350.00	\$3,350.00
Parking Signage Wayfinding signage interior and	1	LS	350	\$350.00	
exterior	1 1	LS	500	\$500.00	
Exterior main signage	1	LS	500	\$500.00	
new exterior lighting	1	LS	500	\$500.00	
install smoke detectors	1	LS	1500	\$1,500.00	
metall differe detectors	1		1350	\$ 2,300.00	
Carbon Monoxide detectors					\$1,500.00
add where required by code	1	LS	1500	\$1,500.00	
				, =,======	
Security System					\$400.00
Modify existing system	1	LS	400	\$400.00	
MISC				\$0.00	\$0.00
Modify Kitchenette for accesibility	i i				
compliance	1	LS	1500	ADA	
SUBTOTAL UPGRADES					\$53,400.00
Design Contingency (15%)				\$8,010.00	
General Conditions/Bond/Insurance (20%)			\$10,680.00	
OH &P (10%)				\$5,340.00	
FFE				NOT INCL	

ITEM	quantity	unit	\$/unit	cost	subtotal

TOTAL UPGRADES	\$77,430.00



Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:

6847 S. Halsted Street

Number of

Buildings:

1

(Please complete a separate report for each building on site that students will access)

School Name:

Chicago Acceleration Academy

Inspector's Name: (เทตเนตย กาก ก

Telephone:

773.681.0894 4/7/2015

Date:

General Building Info			
Construction Type (if multiple types, list all)		3B	
Approximate Age of each construction type, building addition, wing etc		c. 1894	
Approximate Size of Building (sq. ft.)	X XIIII	Useable Space (sq. ft.)	4,400
Approximate Amount of Space School Needs (sq. ft.)		3,000	
Number of Floors		Approximate sq. ft. per Floor	(n.a.)
	Occupied	x_ Unoccupied	
Current and Previous Uses		nas been used by unity. It is current	
Appearance	_xPoor	_x_ Good	Excellent
Maintenance	_xPoor	_x Good	Excellent
Describe Area	x_Depressed	Stable	Prosperous
Current Zoning	R1-2	Is school use permitted?	_x*_YES NO

^{*}Special Use Permit Required

2014 New Schools' Request For Proposals INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

	Туре	Quantity (Units)	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Nonexista Replacemen (must be construct added)	ed/	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Street-Alley-Drives	paved		×								\$0.00
Parking	paved						×		×		\$0.00
Fences	-						×				\$10,875.00
Landscaping	street trees				×		×				\$11,350.00
Drainage	6						×				\$3,500.00
Playground	•00							×			\$0.00
Trash Enclosure	320						×				\$7,500.00
Comments	GENERAL NOTE the costs and wor The site is located on a major comme covers the entire property line. The adjacent site is undeveloped, and Parking lot construction costs (includi Landscaping numbers include the rep The program requires no playground. There is no trash enclosure at the site	OTE the crated on a rated on a rated on a rated on a rate site is under nortuction numbers in requires no requires no ash enclosi	osts and work major commercy line. eveloped, and a costs (including relude the repla a playground. ure at the site,	t describe cial street i will accom g drainage scement of and a new	ed herein au in a depres imodate pai nodate pai of dead or m v enclosure	ddress only the sed area. The rking, and an ead in the ADA ilssing street the is included in	GENERAL NOTE the costs and work described herein address only the programmed so the site is located on a major commercial street in a depressed area. The building dates to covers the entire property line. The adjacent site is undeveloped, and will accommodate parking, and an elevator and stair a Parking lot construction costs (including drainage) are included in the ADA totals below, Landscaping numbers include the replacement of dead or missing street trees, and the parking the program requires no playground. There is no trash enclosure at the site, and a new enclosure is included in the cost estimate.	ed space alle to the 19th c iir addition to arking lot req te.	GENERAL NOTE the costs and work described herein address only the programmed space allocated within the larger building. The site is located on a major commercial street in a depressed area. The building dates to the 19th century, and is extremely dated. The covers the entire property line. The adjacent site is undeveloped, and will accommodate parking, and an elevator and stair addition to enhance the access to the second Parking lot construction costs (including drainage) are included in the ADA totals below. Landscaping numbers include the replacement of dead or missing street trees, and the parking lot required improvements. The program requires no playground. There is no trash enclosure at the site, and a new enclosure is included in the cost estimate.	he larger bu extremely dat ccess to the rents.	GENERAL NOTE the costs and work described herein address only the programmed space allocated within the larger building. The site is located on a major commercial street in a depressed area. The building dates to the 19th century, and is extremely dated. The building covers the entire property line, The adjacent site is undeveloped, and will accommodate parking, and an elevator and stair addition to enhance the access to the second floor space. Parking lot construction costs (including drainage) are included in the ADA totals below. Landscaping numbers include the replacement of dead or missing street trees, and the parking lot required improvements, The program requires no playground. There is no trash enclosure at the site, and a new enclosure is included in the cost estimate.

Roofs	low slope membrane	4700 sf			×		\$42,300.00
Flashing	membrane	325 lf			×		\$0.00
Foundation-Piers-Beams	stone			×			\$20,000.00
Parapet Walls-Capping/Copping	brick/t.c. and stone	287lf		×			\$5,500.00
Gutters-Downspouts	galvanized	37 lf			×		incl w/ above
Маѕопгу	exterior walls 7000sf	7000sf		×			\$40,000.00
Lintels	wood, steel	60lf	, , , , , , , , , , , , , , , , , , ,	×			\$9,000.00

Structural

ADA REPORT

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to the remediation plan described in Section VII.

Signature:

Name (printed):

Date: 04/07/2015

School/Organization: Acceleration Academics

Instructions:

- Please fill out a separate ADA Report for each of the following:
- Your proposed racility
- Your back-up facility; and
- Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom) رز ان
- Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at www.ada.gov) which are strictly required Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. က
- some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for You or your building professional should survey each building feature listed below for each standard listed the standards applicable to the particular feature or to your building. 4.
- City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance. S.
- CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report. 6

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Chicago Acceleration Academies Dates of Any Known Alterations: Address of Facility: Complete renovation including interio and exterior in c1990's treet, Chicago, IL.	School:
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Person Completing Report (name & title):	School Organization/Design Team Member Attesting to Information & Remediation Plan (name & title):
Sulbivon O'Donnell, President, Triparitie may	Acceleration Academies
Date of Report: 4/7/2015	

temporary location

back-up location

proposed location X

(check one)

l. Site:

Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones]) Ċ

There is currently a parking lot on site that with existing curb cuts, ramps and an accessible drop off area. New striping and signage is required,

If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) Is there a playground area? (y/n) _N_ m

Entrance:

Does the main building entrance comply with all ADA Standards? (E.g. §206.4 fentrances - generalf; §206.5 [doors, doorways & gates]; §405 [ramps note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20°]; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §1ntercoms: scoping, reach ranges, operability]) Ö

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Accessible directional signage is required and an auto door operator should be provided at the main entrance.

If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

Accessible directional signage is required at the non-accessible entrances.

Interior Routes:

or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts]) Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator

Structure is a single story building that is entirely accessible. No elevator is needed.

Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3) മ

All rooms and spaces are on an accessible route.

If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & \$811) Ö

There are no existing student lockers.

than 4" into circulation paths, which may pose a danger to people who are blind or visually paired? (E.g., §204.1, §307)

There are no objects that protrude more than 4" into circulation paths.

III. Classrooms

Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §216.2 & §703 [signs]: §225 & §811 [shelves/storage]; §606 [sinks]: §204.1 & §307 [protruding objects]: §308 [whiteboards]; §205. §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under]) Ä

The current classrooms comply with ADA standards with the exception of several door hardware locations. At these locations, door hardware shall be replaced. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)? m

None

IV. Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access Ä

None.

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- Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §216.2 & §703 [signs]; §225 & §811[shelves/storage]; §221 & §802 [gym & auditorium seating], §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing rooms note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note §902.4 for children 12 & under])
- Gym

There is no gym located on site.

Locker Rooms

There are no locker rooms on site.

Pool/Natatorium

There is not a pool on site

Auditorium

There is no auditorium on site.

Multipurpose Room

There is a large multipurpose space located at the center of the building and is fully accessible. The space lacks an assisted listening system, however the program needs of the school do not include the use of this space.

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Cafeteria

There is no Cafeteria on site.

Library

There is no Library on site.

- Principal's/Administrative Office
 The administrative space requires new door hardware and modifications to the desk/counter.
- Courtyard

There is not a courtyard.

- Greenhouse/Public-Use Green Roof/Garden
 There is no greenhouse/roof/garden on site.
- Other Unique Space (specify)_none____

V. Restrooms & Water Fountains:

Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under])

The restrooms are fully accessible, although signage is required and waste pipe insulation is requried.

- B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8) There are no inaccessible restrooms.
- If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under) Ö

Drinking fountains are in close proximity to the restrooms.

Fire Alarms: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702) z.

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Yes.

VII. Remediation Plans: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- The details of what you will renovate: For example, describe, if applicable:
- how you will modify parking and entrances to be accessible;
- how you will provide vertical access to any currently inaccessible floor levels;
- which and how many restrooms you will make accessible;
- and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible; 0 0
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

Remediation Plan

- Site
- Add parking striping and signage.
 - Entrance
- Signage will be added.
- Door operator will be added.
- Interior Routes

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- Accessible Signage will be added throughout the building (where missing),
- Classrooms and Administrative spaces
- Doors shall be modified to provide new accessible hardware where required.
- 5. Restrooms
- Install waste piping insulation at all sinks.
 - Install new signage where missing.

The deadline for the completion of the renovations would be the summer of 2016 for the start of the 2016-2017 school year. The space will not be occupied until the renovations are complete. ဖ

ADA REPORT

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to the remediation plan described in Section VII.

Signature:

Name (printed):

Title: Cresident, Triparti

Date: 04/07/2015

School/Organization: Acceleration Academies

Instructions:

- Please fill out a separate ADA Report for each of the following:
 - Your preposed facility
- Your back-up facility; and
- Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom). ۲i
- Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at www.ada.gov) which are strictly required Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. က်
- some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for You or your building professional should survey each building feature listed below for each standard listed the standards applicable to the particular feature or to your building. 4.
- City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance. 5.
- CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report. Ġ

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Name of School or Proposed School	Year Constructed: 1894
Acceleration Academies	Dates of Any Known Alterations
Address of Facility	(unknown)
6847 S. Halsted St., Chicago, IL 60621	

temporary location

back-up location

proposed location X

(check one)

School Organization/Design Team Member Attesting to Information & Remediation Plan (name & title): **Acceleration Academies** Person Completing Report (name & title): Date of Report: 4/7/2015

l. Site:

- Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones]) Ä
- If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) Is there a playground area? (y/n) ___N_ മ

Entrance:

Does the main building entrance comply with all ADA Standards? (E.g. §206.4 [entrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for ages primarily serving children 12 & under, some guidance recommends slopes =1:16 & ramp runs = 201]; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §3094 [intercoms: scoping, reach ranges, operability]] رن ن

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The main entry does not comply with all ADA standards. There is no ADA signage, the door hardware needs to be updated, and there is an exterior gate that limits the maneuvering clearance. There is also no automatic door operator.

D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5) There is no accessible signage at the exterior or interior of the building.

II. Interior Routes:

or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 Jaccessible routes in multi-story buildings & facilities-scoping); §407 Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts]) ä

There is no elevator on site and the proposed space is on the second floor,

Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3) œ.

There is no vertical access to the second floor. The entry and exit stair handrails also do not meet current accessible standards and the restrooms each have elevated portions that render them inaccessible.

- If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & No student lockers exist. Ö
- Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307) ۵

There is a pipe stubbed up through the floor adjacent the north wall on the upper stair landing that would pose a hazard. This should be remove/re-routed

III. Classrooms

Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §216.2 & §703 [signs]: §225 & §811 [shelves/storage]: §606 [sinks]: §204.1 & §307 [protruding objects]: §308 [whiteboards]: §205, §309 [controls]: §226 & §902 [lab stations/work surfaces]. §902.4 [work surfaces for children 12 & under]) ď

There is no dedicated classroom space; modifications are required to customize the space for programmed use. The proposed replaced to meet current ADA standards. There are no permanent work stations or white boards in the space. Also there is no classroom space is on the second floor that does not have access to an elevator. All of the door hardware would need to be accessible signage in the space. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)? ത്

There are no accessible classroom spaces currently as noted above.

IV. Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

The proposed space is on the second floor that currently does not have an elevator.

§216.2 & §703 [signs]; §225 & §811[shelves/storage]; §221 & §802 | [gym & auditorium seating], §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing rooms - note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §902.4 for children 12 & under]) ω.

Gym

There is no Gym on site.

Locker Rooms

There are no Locker Rooms on site.

Pool/Natatorium

There is no Pool on site.

Auditorium

There is no Auditorium on Site.

 Multipurpose Room See cafeteria note below.

Cafeteria

There is currently a multipurpose/dining room with a kitchen on site occupying the second floor (no access to an elevator. This second floor space is proposed for the classroom space. A kitchen is not anticipated for the program needs. The kitchen is not accessible (new door hardware and new hand wash sinks, along with a reconfiguration of the space to achieve required maneuvering clearances would be required.)

Library

There is no Library on Site.

Principal's/Administrative Office
 There are no offices on site.

Courtyard

There is no courtyard on Site.

Greenhouse/Public-Use Green Roof/Garden
 There is no Greenhouse/green roof/garden on site.

Other Unique Space (specify) Church on main

The first floor church will <u>not</u> be used as part of the proposed classroom space. Currently the stairs to access the second level are through the church. New stair access to serve the second floor - to permit separation of the spaces – is required.

S

V. Restrooms & Water Fountains:

Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under])

No restrooms on site are accessible. The restrooms are located on the second floor and have no vertical access.

them non-compliant. Additionally, there are no grab bars, and the toilet paper dispensers are mounted too high. The sinks are In the women's restroom, the entry path is too narrow and the floor is not level. There are steps up to the toilet stalls, making also not accessible and there is no ADA signage. In the men's restroom, the entry path is too narrow and there is a small rise between the sink and toilet areas that is greater than 12. There are no toilet partitions, grab bars or toilet paper dispensers in the toilet areas. The sink is also not accessible and there is no ADA signage.

If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8) There are no other restrooms or ADA signage in the building. If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under) Ö

There are no drinking fountains in the building.

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VII. Fire Alarms: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702)

The building does not have any ADA-compliant visual strobe alarms.

VIII. Remediation Plans: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- The details of what you will renovate: For example, describe, if applicable:
 - how you will modify parking and entrances to be accessible;
- how you will provide vertical access to any currently inaccessible floor levels;
- which and how many restrooms you will make accessible;
- and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

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Remediation Plan

- Site
- he proposed facility will service 16-21 year olds. No playground will be provided.
- phalt and curb cut, new striping, and new accessible signage. The parking lo ä
 - Entrance κi

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- stair lobby with a new stair, door with accessible hardware and an automatic door operator, and an elevator will be created to access the The street entry currently leads directly into the church snctuary that has an open stair to the proposed classroom space above. A new second floor directly. Accessible signage will also be added.
- Interior Routes က်
- Accessible Signage will be added throughout the building.
- The handrails at the stair access from the church sanctuary will be replaced, and an enclosure to separate the spaces shall be installed.
 - The gas stub up on the upper stair landing will be relocated.
- A new stair lobby with a new stair, door with accessible hardware and an automatic door operator, and an elevator will be created to access the second floor directly.
- The rear entry stair will be reconstructed.
- Classrooms 4
- Whiteboards will be added to the Classroom spaces and mounted at the required heights.
- All door hardware will be replaced.
- Unique Purpose Rooms

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- The kitchen will be made to be accessible. The outdated and non-functional equipment will be removed and new accessible sinks and countertops will be added. The door hardware will be replaced.
- Restrooms and Water Fountains က်
- leveled and new toilet fixtures, new sinks, new toilet partitions, new toilet accessories, and new signage and new grab bars will need to be The restrooms on the second floor will need to be completely remodeled and reconfigured to be accessible. The floor will need to be
- 1 drinking fountain will be added.
- Fire Alarms က က
- Visual strobe alarms will be added to the building.

The deadline for the completion of the renovation work is Summer 2016, for the 2016-2017 school year. No students will occupy the space prior to the completion of the renovation work.

ADA REPORT

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to the remediation plan described in Section VII.

Signature: _

Name (printed): Kanteer O'Don Title: President Inpartie, no

Date: 04/07/2015

School/Organization: Chicago Acceleration

Academies

N

Instructions:

- 1. Please fill out a separate ADA Report for each of the following:
 - Your proposed facility;
- Your back-up facility; and
- Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom) 'n
- Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at www.ada.gov) which are strictly required Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. က
- some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for You or your building professional should survey each building feature listed below for each standard listed the standards applicable to the particular feature or to your building.
- City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance. 5
- CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report. 6

temporary location back-up location proposed location X (check one)

School Organization/Design Team Member Attesting to Information & Remediation Plan (name & title): **Acceleration Academics** Person Completing Report (name & title): Date of Report: 4/7/2015

l. Site:

Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]: §403 [walking surfaces]: §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1.16 & ramp runs ≤ 20]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones]) Ä

There is also not an accessible route from the parking space to the building main entry or rear entry. The parking lot has several The current parking lot has an accessible parking space, but the striping and signage do not meet current ADA standards. raised portions and curbs for drainage that create issue for ADA.

If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) Is there a playground area? (y/n) _N_ ന

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Entrance:

Does the main building entrance comply with all ADA Standards? (E.g. §206.4 fentrances - generalj; §206.5 (doors, doorways & gates); §405 (ramps note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §216.2, §216.3, §216.6, & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability]) ပ

enter the building and the landing is undersized to meet required maneuvering clearances. There is no panic hardware on the The current main entrance to the building (on Fullerton Street) does not comply with all ADA standards. There is a step up to entry door and the door does not have an automatic door operator. There is no ADA signage on the building.

D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §276.3, §276.5, §703.5)

There is no directional ADA signage currently at the exterior or interior of the building.

II. Interior Routes:

or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.7 [accessible routes in multi-story buildings & facilities-scoping]: §407 [elevators]: §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts]) Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator Ä

There is a non-functional service elevator located in the building. The proposed educational space is located on the second floor. The stairs and handrails to the space do not currently meet required accessible standards.

Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3) œ.

The stairs and handrails must be reconfigured to meet accessible standards. The carpet pile height throughout the educational space exceeds the maximum per ADA standards and must be removed/replaced. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & Ö

There are currently no existing student lockers.

Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307) ο.

There are no objects that protrude more than 4" into circulation paths.

III. Classrooms

Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under]) ď

without proper vertical access. The door widths and clearances are acceptable; however, door hardware is non-compliant and ranges. The carpeting must be replaced with an acceptable flooring surface. There are currently no whiteboards installed or None of the classroom spaces are compliant with current accessible standards because they are located on the second floor requires replacement. There are no protruding objects in the path of travel and the switches are within the acceptable reach permanent work stations installed. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in ab tables, kitchen equipment, computer labs)?

See response above, all of the classrooms are on an inaccessible floor level.

- IV. Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)
- List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

There is a gym and a larger dining room on the second floor that are not part of the program use spaces, but may be available for use in the future.

- frood service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms. §222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing rooms note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note §216.2 & §703 įsignsį; §225 & §811[shelves/storage]; §221 & §802. [gym & auditorium seating], §219 & §706 lassistive listening systems]; cafeterias: §227 & §904.5 Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 (doors & doorways); §902.4 for children 12 & under]) œ
- Gym
 There is a gym located on the site. It will not be a used as part of this program. It does not have seating.
- Locker Rooms
 There are no locker rooms on site.
- Pool/Natatorium
 There is not a pool on site
- Auditorium
 There is no auditorium on site.
- Multipurpose Room
 There is a multipurpose room located in the space.
 The carpet in the space and the door hardware, stairs and handrails leading to the space do not meet current accessible standards.

Cafeteria

There is a dining/multipurpose room on the second floor with tables and chairs that does not have access without an elevator. There is no kitchen.

Library

There is no Library on site.

- Principal's/Administrative Office
 All of the door hardware in the office spaces does not meet current standards. The stairs and handrails leading to the office need to be reconfigured.
- Courtyard
 There is not a courtyard on site.
- Greenhouse/Public-Use Green Roof/Garden There is no greenhouse/roof/garden on site.

S

- Other Unique Space (specify) daycare, The daycare is not part of this project and will not be accessed or utilized as part of this program.
- V. Restrooms & Water Fountains:
- Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under])

reach ranges. The restrooms on the ground floor need the some of the toilet room accessories remounted at the proper heights, maneuvering clearances, ADA sinks, grab bars, ADA signage, door hardware or wall mounted accessories in the acceptable The restrooms on the second floor are not accessible. They do not have vertical access. They do not have acceptable ADA signage, and door hardware adjustments/possible replacement.

If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8) œ.

There is no ADA signage in the building.

If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under) ပ

There are no drinking fountains.

VI. Fire Alarms: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702)

There are no visual strobe alarms.

- VII. Remediation Plans: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:
- The details of what you will renovate: For example, describe, if applicable:
 - how you will modify parking and entrances to be accessible;

0 0

- how you will provide vertical access to any currently inaccessible floor levels;
 - which and how many restrooms you will make accessible;
- and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

9

Remediation Plan

- The proposed facility will service 16-21 year olds. No playground will be provided.
- The parking lot would be leveled, new striping would be provided along with new ADA signage. ö.
 - Entrance ۸i
- The Fullerton street entry will be reconfigured to include a ramp to a new properly sized landing for proper maneuvering clearance. The door hardware will be replaced and ADA signage will be added.
- The door hardware at the rear (main accessible) entry will be replaced and an automatic door operator and ADA signage will be added.
 - Interior Routes رى د
- Accessible Signage will be added throughout the building.
- The carpeting on the second floor will be removed and acceptable accessible flooring will be installed.
- The stair handrails leading to the second floor from Fullerton Street will be replaced. The grazed wall and door on the interior to create the vestibule will be removed to enable acceptable stair access clearance.
- A new stair and elevator will be constructed.
- Classrooms 4.
- Whiteboards will be added to the Classroom/multi-purpose spaces and mounted at the required heights.
 - All door hardware will be replaced.
- Unique Purpose Rooms

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- Ϋ́
- Restrooms and Water Fountains ო
- The restrooms on the second floor will be remodeled and reconfigured to be accessible with new sinks, relocated walls for proper maneuvering clearances, new toilet accessories, and new signage and grab bars.
 - 1 drinking fountain will be added.
- Fire Alarms က
- Visual strobe alarms will be added to the building.

The deadline for the completion of the renovations would be the summer of 2016 for the start of the 2016-2017 school year. The space will not be occupied until the renovations are complete. <u>~</u>

ADA REPORT

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to the remediation plan described in Section VII.

Signature:

Name (printed):

Date: 04/07/2015

School/Organization: Acceleration Academics

Title

Instructions:

- Please fill out a separate ADA Report for each of the following:
 - Your pr
- Your back-up facility; and
- Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
- Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at www.ada.gov) which are strictly required Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. က
- some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for You or your building professional should survey each building feature listed below for each standard listed the standards applicable to the particular feature or to your building. 4
- City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
- CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report. 9

N

Name of School or Proposed School:	Year Constructed: 1903
Chicago Acceleration Academies	Dates of Any Known Alterations:
Address of Facility:	Complete renovation including new windows, doors, roof
3847 S. Giles St., Chicago, IL 60653	structure and rooting in 2004.
(check one) proposed location_X back-up location_	temporary location
Person Completing Report (name & title):	School Organization/Design Team Member Attesting to Information & Remediation Plan (name & title):
Kathleen O'Donnell, President, Tripartite inc.	Acceleration Academies
Date of Report: 4/7/2015	

l. Site:

Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]: §403 [walking surfaces]: §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones]) ď

There is currently not a parking lot on site. The building occupant utilizes a parking share program with the Chicago Public Schools high school across the street, and with the local, affiliated church one blocks away to the west.

If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) Is there a playground area? (y/n) _N_ αi

Entrance:

Does the main building entrance comply with all ADA Standards? (E.g. §206.4 fentrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20°]; §216.3, §216.3, §216.6 & §703.7 [signs]; §205. §308, §309, § [intercoms: scoping, reach ranges, operability])

က

The main entrance to the building does not comply with all ADA standards. There is currently a 5" riser to enter the building and the landing is undersized to meet acceptable maneuvering clearances. There is no panic hardware on the entry door and the door does not have an automatic door operator. There is no ADA signage on the building.

If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

There is no directional ADA signage currently in the building – exterior or interior.

II. Interior Routes:

or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 Jaccessible routes in multi-story buildings & facilities-scoping); §407 Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator (elevators); § 408 [Limited-Use-Limited-Application "LULA" elevators]; § 410 [platform lifts]) Ċ

There is no elevator located in the building. The building is a single level with a basement. The basement is accessed by stairs only; it is not to be utilized as classroom or other functional space. The stairs and handrails currently do not meet accessible standards.

Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3) œ.

All rooms and spaces on the main floor are on an accessible route.

If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & ر ن

There are no existing student lockers.

Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307) o.

There are no objects that protrude more than 4" into circulation paths.

III. Classrooms

Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §216.2 & §703 [signs]: §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]: §308 [whiteboards]; §205. §309 [controls]; §226 & §902 [lab stations/work surfaces]. §902.4 [work surfaces for children 12 & under]) Ċ

that is not compliant. There are no protruding objects in the path of travel and the switches are within the acceptable reach widths and clearances are acceptable (with the exception of the rear exit door). The kitchenette sink has a cabinet below None of the interior or exterior door hardware in the building is compliant with current accessible standards. The door ranges. The spaces proposed for instruction currently do not have any whiteboards or built in work surfaces. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)? മ

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There are no proposed classroom spaces on an inaccessible floor level.

IV. Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access. ď

The basement is not accessible; it currently functions as a small admin space with mechanical, plumbing, and storage spaces. It is not part of the proposed program to utilize this space.

- \$216.2 & §703 [signs]; §225 & §811[shelves/storage]; §221 & §802 [gym & auditorium seating], §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas], §213 & §§601-610 [foilet & bathing rooms note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]: §902.4 for children 12 & under]) ത്
- Gym
 There is no gym located on site.
- Locker Rooms
 There are no locker rooms on site.
- Pool/Natatorium
 There is not a pool on site
- Auditorium
 There is no auditorium on site.
- Multipurpose Room
 There is a multipurpose space located next to the small kitchenette. The space complies with the current accessible standards except for the door hardware and lack of accessible signage.
- Cafeteria
 There is no Cafeteria on site.
- Library
 There is no Library on site.

• Principal's/Administrative Office
There is a small admin space currently located in the basement that is not served by an elevator and the stair and handrails do not met the current accessible standards. The basement is not part of the proposed program space.

 Courtyard
 There is not a courtyard but there is an enclosed patio space at the rear exit that is used for trash bins. It not for dedicated student use. The fencing would require modifications to include an accessible emergency exit.

Greenhouse/Public-Use Green Roof/Garden
 There is no greenhouse/roof/garden on site.

Other Unique Space (specify) kitchenette
The sink in the kitchenette (Countertop and cabinets with a sink and a microwave) does not meet current ADA standards.

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V. Restrooms & Water Fountains:

accommodate proper clearances and the sink needs to be replaced. The basement restroom off of the admin space is not accessible (There is not adequate clearances and the sink is not accessible. The basement is not currently proposed for None of the restrooms are accessible. The main unisex restroom off of the educational space must be enlarged to Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under]) educational use because there is no accessible vertical access.

If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8) There is no ADA signage in the building. C. If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under) There are no drinking fountains.

VI. Fire Alarms: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702)

There are no visual strobe alarms.

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VIII. Remediation Plans: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan,

- The details of what you will renovate: For example, describe, if applicable:
 - how you will modify parking and entrances to be accessible;
- how you will provide vertical access to any currently inaccessible floor levels;
- which and how many restrooms you will make accessible;
- and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

Remediation Plan

Site

- The proposed facility will service 16-21 year olds. No playground will be provided.
- There are currently three lots adjacent to the building to the north. New asphalt paving with a curb cut, striping, and accessible signage will be provided.

Entrance

- The entry will be reconfigured to include a ramp to a new properly sized landing for proper maneuvering clearance.
 - The door hardware will be replaced and an automatic door operator will be added.
 - Accessible Signage will be added throughout the building.

Interior Routes

- Accessible Signage will be added throughout the building as noted above.
- The stairs and handrails to the basement will be reconstructed.

. Classrooms

- The kitchenette sink will be replaced and the cabinets will be reconfigured for required accessible access.
 - Whiteboards will be added to the Classroom spaces and mounted at the required heights.

Unique Purpose Rooms

The fencing at the rear of the building will be reconfigured to include an accessible emergency access gate.

3. Restrooms and Water Fountains

- The Unisex restroom on the main floor will be remodeled to be accessible. The restroom in the basement will not be accessible because there is no vertical access. The stairs and the handrails at this stair will be reconstructed to meet the current code standards.
 - 1 drinking fountain will be added to the main floor.

Fire Alarms

Visual strobe alarms will be added to the building.

The deadline for the completion of the renovations would be the summer of 2016 for the start of the 2016-2017 school year. The space will not be occupied until the renovations are complete.



Expect Your Success

Additional Documents

Acceleration Academy, LLC

Continuum of Program Monitoring

Goal: High Levels of Graduate Candidate Learning and Achievement

Technical Assistance Monitoring Program

Monitoring Fidelity

Early Program Implementation Self-Assessment Tools Site Visit Protocol and Tools

Walkthrough Tools

Monitoring Initial Program Implementation

Monitoring Academy Content Coaches Effectiveness

Program Monitoring

Annual

Comprehensive

pue

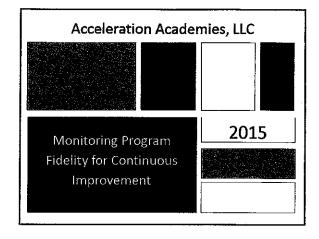
Site Visit Protocols and

Student Surveys Parent Surveys

Monitoring Academy Graduate Candidate Advocates Effectiveness

System of Continuous Improvement: Measuring Impact

Program Accreditation



Acceleration Academies, LLC

In 2009, the National Center for Education Statistics (NCES) reported:

- National dropout rate of young adults ages 16-24 was about 23%
- In 2013, approximately 1.2 million students did not graduate from high school

910 W. Van Boren St. Suite 345 Chicego, 'U 60607

Acceleration Academies, LLC

Gauses for Student Dropouts

Multi-dimensional

Lack of engagement, sense of being anonymous Pacing of instruction (too fast, too slow) Personal problems

> 910 W. Van Buren St., State 315, Chitego, IE 60507

Acceleration Academies, LLC Research on Achievement Gap

School Dependent Non School Dependent Lack support in their lives

Have support and enriching

Parents may be from another country (legally or illegally); may be by parents unable to communicate with

experiences in their lives High expectations for learning set

Depend on being taught by highly Can succeed even with having a effective teachers

bad teacher in their learning

910 W. Van Buren St., Suite 213 Chicego, il. 60007

continuum

Creating a Cohesive System

Cycle of Low Achievement

Low Expectations



Less Chailenging

910 W, Van Buren St., Suite 315 Chttsgo, it. 60007

Acceleration Academies, LLC

This means that we have a particular responsibility to ensure that students who are school dependent are taught by highly effective teachers and instruction is designed in a highly effective manner.

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Acceleration Academies, LLC

Program Standards

Represent a synthesize of research of:

- · On-line learning programs
- · Blended learning models
- · Personalized learning

Sources examined:

- U.S. DOE
- · Bill and Melinda Gates Foundation
- DNL*, iNACOL*

*Olgital Learning Network

* International Association for K-12 Online Learning

910 VV. Van Burgin St. Spite 915 Chicago, tu 80807

Acceleration Acade	mies,	LLC
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Program Standards

Recruitment and Orientation Learning Environment/

Resource Management

Assessment of Learner Needs Communication

Personalized Learning/ **Competency Based Learning** Leadership

Wrap Around Support

Graduate Candidate

Achievement

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Acceleration Academies, LLC

Program Monitoring

Goals: A process

- Capable of providing results that clearly identify strengths and weaknesses of the program site;
- That informs proscribed, targeted strategies that drive towards accountability model; and
- · Yielding data about program fidelity across Acceleration Academy sites, identifying best practices that can be shared/replicated as well as supports necessary to improve results.

918 W. Van Buren St. State 315 Chitego, t. 60607

Acceleration Academies, LLC Program Monitoring System Continuum of Program Monitoring Goals: High Levels of Fidelity; High Levels of Graduate Candidate Achievement; Program Accreditation Technical Assistance Monitoring Monitoring Monitoring Indelity Against Standards Self-Assessment Tools Program Staff Assessment Self-Assessment Self-Assessment

Acceleration Academies, LLC

Accreditation (Advance Ed. & ACCSC)

Goals:

- Ensuring program model represents high standards that are recognized nationally
- Validates the credibility of the program credential issued to graduate candidates
- Positions graduate candidates for career options: college, work-force ready

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Acceleration Academies, LLC Scope of Work

1. Refine program monitoring tools and processes	March 2015
2. Identify pilot sites; design training materials; pilot system components	March-April 2015
3. Identify refinements (surveys, focus-groups)	June 2015
4. Finalize training materials and train staff at all program sites	July 2015
5. Implement comprehensive system of monitoring	August 2015
6. Initiate Accreditation with Advance Ed	Fall 2015
7. Continue Accreditation with Advance ED (6 – 11 months)	Fall 2015-Winter/ Spring 2016
O Initiate According to a conc	

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ABSTRACT FOR PERFORMANCE MONITORING SYSTEM

In 2009, the National Center for Education Statistics (NCES) reported that the national dropout rate of young adults ages 16-24 was about 7 percent. In 2013, approximately 1.2 million students did not graduate from high school. The U.S. Bureau of Labor Statistics also reports that, in 2012, high school dropouts were 4 percent more likely to be unemployed than those who finish high school. The absence of a high school diploma also translates to about \$10,000 less in annual wages than high school graduates earn.

An analysis of the major causes for students dropping out of school point to such factors as lack of positive relationships between students and teachers; pacing of instruction – whether too fast or too slow –is an important reason that youth give for leaving school; weak academic skills; and personal problems.

Recognizing this critical issue facing our nation, Acceleration Academy, LLC, developed a rigorous reengagement process for students to accomplish and earn career and college ready credentials. With the goal of improving outcomes for high school drop outs, Acceleration Academy, LLC opened its first academy <insert year>. Having successfully worked with over <insert numbers> students to date, Acceleration Academies demonstrate that all students can learn and succeed given the right learning context and set of conditions.

The Acceleration Academy Model is grounded on the following five principles:

- Comprehensive, data-rich learner profiles
- Customized learning plans (credit recovery, meeting graduation requirements)
- Competency-based programs
- Adaptive instructional delivery and flexible scheduling
- Data driven decision-making

Acceleration Academy Program Philosophy

Acceleration Academies are based on a blended learning model that combines technology-based delivery of educational content with high quality teaching and learning that focuses instruction through personalized learning plans across a diverse group of learners. Our program of learning and success reflects the following educational beliefs:

- All Students Can Learn
- The Learning Environment Must Actively Engage and Support Graduate Candidates in the Learning Process
- Timely and Appropriate Interventions are Essential to Learning
- Data Must be Used to Drive Instructional Decisions and Continuous Improvement

Acceleration Academy, LLC

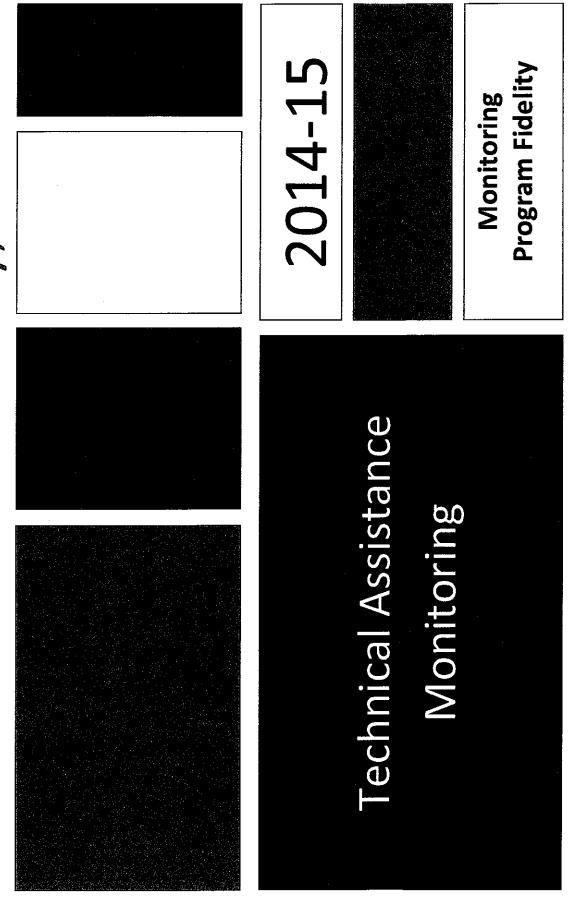


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Technical Assistance Monitoring Tools and Processes

Processes

Staff Self-Assessment Tool

Acceleration Academy Staff Review Tool

Summative Feedback Instrument

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Technical Assistance Monitoring

Overview

about the quality of the program and most importantly graduate candidate outcomes. To this end Acceleration Academy, LLC is committed to a providers offering services and more students choosing to participate. As with any educational program, online initiatives must be accountable for results. It is critical for graduate candidates and their parents as well as program administrators and funders to have data informing them Although online and blended learning programs are relatively new in the K-12 arena, they are expanding rapidly with increasing numbers of system of continuous improvement – growing academy sites from good to better to best.

programs that are based on a recognized set of critería. Acceleration Academy, LLC has developed a comprehensive model for monitoring the programs, monitoring practices in general are not comprehensive and fail to document the overall strengths and opportunities for growth of learning in a blended learning model. These standards will inform the technical assistance monitoring of academy sites and provide the staff performance of Academy sites that is grounded in research and a carefully constructed set of standards that are specific to instruction and While many online programs use various monitoring techniques to measure the quality of online courses and teachers of online learning with evidence-based feedback on the fidelity of program implementation.

Monitoring Goals

Acceleration Academy, LLC is committed to ensuring the highest level of quality for its Academy Sites. The educational system in most cases has succeed in their personal learning goals. To that end Acceleration Academy, LLC has a rich and rigorous re-engagement process, fully accredited model. As part of the continuous improvement process multiple sources of evidence will be collected through monitoring processes to inform failed the students who are enrolling in the Academy Program and therefore there is a deep sense of commitment to helping these students comprehensive program, employ staff that meet a set of clearly articulated skills and knowledge, and engage in a continuous improvement the fidelity of program implementation against an articulated set of program standards. Goals for the monitoring process are as follows:

- A process capable of providing results that will clearly identify strengths and weaknesses of the program site;
 - A process to inform the establishment of goals focused on continuous improvement: and
- A process that yields data about program fidelity across Acceleration Academy sites, identifying best practices that can be shared and replicated as well as supports necessary to improve results.

Monitoring Procedures

implementation it is important to receive feedback on the implementation of program components and identify any areas of concern that may Monitoring of the Acceleration Academies for program fidelity is intended to be both formative and collaborative. As sites initiate program require technical assistance and support from Acceleration Academy Program staff.

actively engaged and participate in the gathering of evidence and sharing artifacts of program implementation. The process will be informally Technical assistance monitoring will be offered to program sites at or about the 3-4 month implementation period. Staff from the site will be structured so as to encourage dialogue with site staff about initial implementation of the Academy Model.

Instrument. These will be sent to Acceleration Academy Program staff to be reviewed and data compiled in preparation for the on-site visit. Data Prior to the onsite visit by Academy Program staff, staff from the site will be asked to complete the Technical Assistance Self-Assessment from the Self-Assessment will provide valuable insights into staff perceptions as to how well the program is being implemented. The site visit will be more informal in nature than formal, reinforcing that the site is in the initial stages of implementation and systems have not records and artifacts. The site visit will include an exit conference with the Academy Site Director with a summary report issued within 24 hours. for gathering evidence include observations of graduate candidates, site staff, and site environment; on-site interviews; and examining program been perfected. During the onsite visit, Academy staff will use a variety of strategies to gather evidence of program implementation. Strategies

Components of Technical Assistance Monitoring	PRE-VISIT	SITE VIST - EXIT CONFERENCE	SUMMARY REPORTING
Review of Site Visit with Academy Site Director	À		
Self-Assessment by Site Staff	>		<i>></i>
Interviews and Observation of Program Operation	***************************************	,	,
Clarification/Validation of Evidence Collected	THE SECOND SECON	*	•
Identification of Program Strengths and Areas of			
Continuous Improvement			• • • • • • • • • • • • • • • • • • •

Technical Assistance Monitoring

Technical Assistance Site Self-Assessment

This tool, Technical Assistance Self-Assessment will help program sites begin to reflect on their practice, knowledge, and skills against the Acceleration Academy Program Standards. Directions: This tool has been designed for Acceleration Academy staff (director, coaches) to self-assess progress of early implementation of the Academy Model. Staff should reflect on each of the program standards listed and identify examples/evidence of implementation of the standard. It is intended that data from staff responses will inform areas where technical assistance support may be needed.

Acceleration Academy Site:

	Examples/Evidence						
TECHNICAL ASSISTANCE SELF-ASSESSMENT Program Standard	 Recruitment and Orientation: A variety of strategies are used for outreach and recruitment of potential graduate candidates; users, information is presented in a way that supports understanding of services offered. 	2. Assessment of Learner Needs: As part of graduate candidate induction, assessments are administered to determine candidate knowledge and skills.	 Personalized Learning Plan: Assessment data informs the design of personalized learning plans that are clearly communicated to each graduate candidate. 	 Wrap-Around Supports: Graduate candidate learning is closely monitored through the IMS system; interventions and support are identified as needed to ensure candidate success in completing course content. 	5. Learning Environment/Resource Management: The site environment is clean and well organized to support a variety of learning modalities (1:1, small group; peer to peer, etc.). Resources are allocated to support high levels of learning.	 Communication: Staff regularly engage in communication with graduate candidates on a formal and informal basis; communication with parents is valued and multiple methods are utilized. 	7. Leadership: Site leadership provides needed support and assistance to staff, is actively engaged with graduate candidates, and establishes clear expectations for staff.

Acceleration Academy Program Staff Data Collection:

site's implementation of the Academy Program Model. Evidence will be collected through observation of staff as well as interviews with the Site Directions: During the Technical Assistance visit, Acceleration Academy Program staff will collect multiple evidence indicators to document the Director and staff. Types of evidence might include but are not limited by the following:

L		
	 Examples of recruitment and orientation strategies 	 Evidence of monitoring graduate candidate learning
	 Logs of recruitment efforts such as meetings, outreach within 	Organization of learning environment to support ctudont loaning.
	targeted communities	(clean, multiple spaces for learning mosting of expertations)
	 Review of graduate candidate assessment data and alignment to 	logs of meetings with graduate candidates
	personalized learning plan s	200 of firetail by with Blackate Callulates
	 Interviews with graduate candidates (small sampling) 	• Fmails meatings nhone loss of communication with
_	Observation of graduate candidates working with contact	The state of the s
_	מבסי הבים כן פומממיר במוחוממים אסו אונו בחוובוור בסמכוופצ	 Interaction of site director with graduate candidates, staff, etc.
	 Interviews with site staff (small sampling) 	 Site staff meetings (agendas)

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Acceleration Academy Program Staff Technical Assistance Assessment:

Directions: Academy Program Staff will gather evidence of site implementation. Based on evidence collected and factoring in data from the Self-Assessment completed by site staff, Academy Program staff will record examples of evidence for the implementation of program standards. Given that Technical Assistance Monitoring will be conducted within three-four months in, evidence will be fairly limited. The focus for this monitoring is to reinforce that the initial stage of implementation is on track and identify any serious concerns or issues.

Date:

Acceleration Academy Program Staff:

ONITORING Exam bles/Evidence							
TECHNICAL ASSISTANCE MONITORING Program Standard	 Recruitment and Orientation: A variety of strategies are used for outreach and recruitment of potential graduate candidates; users; information is presented in a way that supports understanding of services offered. 	 Assessment of Learner Needs: As part of graduate candidate induction, assessments are administered to determine candidate knowledge and skills. 	3. Personalized Learning Plan: Assessment data informs the design of personalized learning plans that are clearly communicated to each graduate candidate.	4. Wrap-Around Supports: Graduate candidate learning is closely monitored through the IMS system; interventions and support are identified as needed to ensure candidate success in completing course content.	 Learning Environment/Resource Management: The site environment is clean and well organized to support a variety of learning modalities (1:1, small group; pee to peer, etc.). Resources are allocated to support high levels of learning. 	 Communication: Staff regularly engage in communication with graduate candidates on a formal and informal basis; communication with parents is valued and multiple methods are utilized. 	7. Leadership: Site leadership provides needed support and assistance to staff, is actively engaged with graduate candidates, and establishes clear expectations for staff.

Technical Assistance Monitoring

Summative Technical Assistance Feedback

gather any additional information or clarification. Within 24 hours Academy Program staff will email the Site Director with summative feedback. Directions: Prior to leaving from the site visit, Academy Program staff will meet with the Site Director and review all evidence collected and A follow-up conference call will also be scheduled to clarify any recommendations and respond to questions.

Acceleration Academy Site:
Site Director:
Summary of Evidence Collected:
Recommendations/Comments: (Includes areas of reinforcement as well as areas of refinement)
No Technical Assistance Recommended Technical Assistance Recommended: Specify

2014-15 **Program Fidelity** Acceleration Academy, LLC Monitoring

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Acceleration Academy, LLC

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Part 1: INTRODUCTION

Preface

our society at large. Up until the later part of the 20th century, a high school education was not a factor of economic prosperity. With advances in technology that While high school dropouts have always been part of the fabric of American schools, societal changes make this a significant problem not only for schools but for have occurred over the past 20+ years, college and workforce readiness is paramount. High school dropouts account for the largest segment of unemployed workers in the nation, about 13 percent, according to a 2012 report compiled by the U.S. Bureau of Labor Statistics.

approximately 1.2 million students did not graduate from high school. The U.S. Bureau of Labor Statistics also reports that, in 2012, high school dropouts were In 2009, the National Center for Education Statistics (NCES) reported that the national dropout rate of young adults ages 16-24 was about 7 percent. In 2013, 4 percent more likely to be unemployed than those who finish high school. The absence of a high school diploma also translates to about \$10,000 less in annual wages than high school graduates earn. An analysis of the major causes for students dropping out of school point to such factors as lack of positive relationships between students and teachers; pacing Recognizing this critical issue facing our nation, Acceleration Academy, LLC, developed a rigorous re-engagement process for students to accomplish and earn of instruction - whether too fast or too slow —is an important reason that youth give for leaving school; weak academic skills; and personal problems. career and college ready credentials. Learning content and the proprietary model is a fully accredited comprehensive program.

engage in a process of continuous improvement. To that end, this document outlines specific processes and procedures designed to examine each Acceleration Imperative to the long-term success of the Acceleration Academy Model is the establishment of a systemic approach to regularly monitor program fidelity and Academy site through the collection and analysis of multiple data points.

<Insert signature Dr. Wise>

<Insert signature Dr. Anderson>

Research: Personalized Learning Programs and Blended-Learning

Traditional models of education (fixed time and pacing of content) are failing to meet the needs of a significant number of students. Online K-12 programs are increasing at a rapid pace. Estimates from the North American Council of Online Learning (NACOL) estimate that there are currently one million students enrolled in K-12 online learning programs. One of the areas that online programs are addressing is high school dropouts. High school dropouts account for the largest segment of unemployed workers in programs are increasingly being offered by states and school districts. A variety of design models are offered along with differing approaches to how and when the nation, about 13 percent, according to a 2012 report compiled by the U.S. Bureau of Labor Statistics. In response there is evidence that credit recovery student learning is structured.

programs that utilize a personalized mastery /competency based approach coupled with a robust, comprehensive model of blended-learning hold the most While some drop out recovery programs are offered before or after school or on weekends and utilize computerized instruction only, research supports that promise and yield higher success rates. The U.S. Department of Education, in 2010, provided the following definition of personalized learning:

reflective of specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method "Personalization refers to instruction that is paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and and pace may vary."

identified with special learning needs. The nature of personalized learning requires a departure from the "one-size fits all" approach to teaching and learning and opens the door to support the use of many varied approaches and models to its implementation. In 2010, a national symposium "Innovate to Educate: System of Redesign for Personalized Learning", issued a report. The sponsors of the symposium, Software and Information Industry Association, ASCD, and CCSSO led While new to the general education population, personalized learning has been used for decades as a proven methodology for meeting the needs of students symposium participants to identify the top essential elements and policy enablers of personalized learning:

Essential Elements

- Flexible, Anytime/Everywhere Learning
- Redefine Teacher Roles and Expand "Teaching" 2 6 4 5
 - Project-Based, Authentic Learning
 - Student Driven Learning Path
- Mastery/Competency- Based Progression/Pace

Policy Enablers

- Redefine Use of Time (Carnegie Unit/Calendar)
 - Performance-Based, Time-Flexible Assessment
 - Equity in Access to Technology Infrastructure
- P-20 Continuum and Non-Graded Band System

(November 2014). Rand Corporation led the research contained in the report and found that "compared to their peers, students in schools using personalized This research is echoed in a recent report released from the Bill and Melinda Gates foundation, Early Progress -- Interim Research on Personalized Learning learning practices are making greater progress over the course of two school years and that those students who started out behind are now catching up to perform at or above national averages."

more fluid, focused on continuous improvement. Blended learning models support a rethinking of knowledge and skills required by educators. In the document Along with redefining instructional conditions and methodologies, blended learning requires a redefinition of the role of the teacher. In traditional models, the focus is on the educator as the source of teaching and learning. In a blended learning model the focus is on the learner and the role of the educator is much TNTP: Reimagining Teaching in a Blended Learning Classroom, new roles for educators are depicted in the following graphic.

TRADITIONAL TEACHER

- Plans instruction
- Identifies resources for student learning 1 2 8 4 5 6 6 7
 - Develops lessons, units and materials
- Matches content and resources to student needs
 - Manages classroom
- Assesses student progress and collects data
 - Uses data to adjust instruction

BLENDED LEARNING TEACHER

RESEARCHER AND DEVELOPER

- Leads design and evaluation of blended learning systems by piloting and uses new approaches and tools to personalize
- Designs, tests and refines curriculum along with instructional approaches and delivery based on student needs. Pilots a variety of approaches.
 - Identifies and documents the strengths, weaknesses and limitations, and appropriateness of approaches and tools.

INTEGRATOR

- Takes existing instructional content, approaches (virtual and in-person) and data to create best fit learning pathways for
- Codifies approaches to planning/integrating content and instructional approaches
 - Proactively shares knowledge and instructional approaches with colleagues

- Executes an instructional approach defined and designed by another party, differentiating and adapting as necessary in
- Uses data to select and adjust student learning pathways; may partner with students to select and develop pathways

As blended learning systems continue to evolve, those organizations that are focused on commercialism will not prevail. Organizations that strive for excellence through processes of regular review and critique, and continuous improvement have much promise to succeed.

Acceleration Academy Model – Combatting America's Dropout Epidemic

Recognizing the national dropout rate has remained at a steady 30% for 30 years, Acceleration Academy, LLC created a research-based program solution – the year>. Having successfully worked with over <insert numbers> students to date, Acceleration Academies demonstrate that all students can learn and succeed Acceleration Academy Program. With the goal of improving outcomes for high school drop outs, Acceleration Academy, LLC opened its first academy <insert given the right learning context and set of conditions.

The Acceleration Academy Model is grounded in the following five principles:

- Comprehensive, data-rich learner profiles
- Customized learning plans (credit recovery, meeting graduation requirements)
 - Competency-based programs
- Adaptive instructional delivery and flexible scheduling
- Data driven decision-making

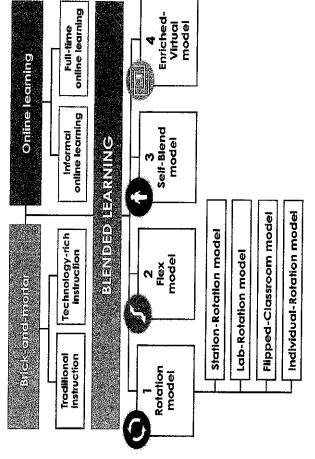
Philosophy: Acceleration Academies are based on a blended learning model that combines technology-based delivery of educational content with high quality teaching and learning that focuses instruction through personalized learning plans across a diverse group of learners. Our program of learning and success reflects the following educational beliefs:

- All Students Can Learn because most students have a history of academic failure, it is paramount that content coaches create a positive and sustainable learning environment for all graduate candidates regardless of their background of learning;
- Engaging Learning Environment the learning environment must actively engage and support graduate candidates in the learning process. Candidates represent a diverse set of academic and socio-economic needs. We know that graduate candidates who are engaged and motivated are more likely to demonstrate academic success. Our content coaches continually review candidate progress and engagement and are responsible for guiding and coaching candidates to successfully complete the learning goals articulated in their personalized learning plan;
 - interventions that improve student performance. Timely interventions ensure that graduate candidates remain on track with a clear vision of how to Timely and Appropriate Interventions are Essential to Learning – data provides the essential information needed for content coaches to plan achieve academic success;
- Data Must be Used to Drive Instructional Decisions and Continuous Improvement the Acceleration Academy design is rich in data that provides content coaches with up-to-the-minute profiles of graduate candidate academic performance. Using data to drive candidate learning, plan interventions and inform improvement is essential to holding all stakeholders accountable – including graduate candidates who have responsibility for their learning.

Personalized Learning Plans:

By definition personalized learning supports the use of a variety of models and practices to support high levels of studemt learning. Key characteristics of our personalized learning plans include:

- Customized instruction that builds on learner strengths and individual learning styles
 - Learning that can take place anytime utilizing a variety of blended learning options
 - Curriculum that is dynamic and individualized to reflect learner needs
- Learners are authentically engaged in their education experience
- Educators assume new roles (e.g. learning coordinators, facilitators and assessors, career coaches)
- Assessment is varied, relevant, and utilizes sophisticated systems to track, illustrate, and translate student performance data; it incorporates innovative practices such as performance-based ePortfolios and embedded formative assessments that produce immediate results
 - Feedback occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process



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Part 2: Monitoring Program Fidelity

Overviev

graduate candidate outcomes. To this end Acceleration Academy, LLC is committed to a system of continuous improvement – growing academy sites from good candidates and their parents as well as program administrators and funders to have data informing them about the quality of the program and most importantly services and more students choosing to participate. As with any educational program, online initiatives must be accountable for results. It is critical for graduate Although online and blended learning programs are relatively new in the K-12 arena, they are expanding rapidly with increasing numbers of providers offering to better to best.

practices in general are not comprehensive and fail to document the overall strengths and opportunities for growth of programs that are based on a recognized set of criteria. Acceleration Academy, LLC has developed a comprehensive model for monitoring the performance of Academy sites that is grounded in research While many online programs use various monitoring techniques to measure the quality of online courses and teachers of online learning programs, monitoring and a carefully constructed set of standards that are specific to instruction and learning in a blended learning model. These standards will inform the technical assistance monitoring of academy sites and provide the staff with evidence-based feedback on the fidelity of program implementation.

Monitoring Goals

learning goals. To that end Acceleration Academy, LLC has a rich and rigorous re-engagement process, fully accredited comprehensive program, employ staff that meet a set of clearly articulated skills and knowledge, and engage in a continuous improvement model. As part of the continuous improvement process students who are enrolling in the Academy Program and therefore there is a deep sense of commitment to helping these students succeed in their personal multiple sources of evidence will be collected through monitoring processes to inform the fidelity of program implementation against an articulated set of Acceleration Academy, LLC is committed to ensuring the highest level of quality for its Academy Sites. The educational system in most cases has failed the program standards. Goals for the monitoring process are as follows:

- A process capable of providing results that will clearly identify strengths and weaknesses of the program site;
- A process to inform the establishment of goals focused on continuous improvement: and
- A process that yields data about program fidelity across Acceleration Academy sites, identifying best practices that can be shared and replicated as well as supports necessary to improve results.

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Monitoring Procedures

monitoring is not something done to Academy sites but done in concert with the staff who know the program best. Evidence will be collected during every phase Monitoring of the Acceleration Academies for program fidelity is intended to be both formative and collaborative. Staff from the site will be actively engaged based on the collection of valid and reliable program evidence, but also adhere to the articulated procedures and processes (pages 8-9) so as to ensure that and participate in the gathering of evidence and sharing artifacts of program implementation. It is imperative that the monitoring process must not only be of the technical assistance monitoring process.

Acceleration Academy, LLC is leading the way not only in terms of online/blended learning drop out recovery programs, but also through their comprehensive, multi-dimensional accountability and monitoring systems. Through the use of multiple strategies and tools for collecting evidence, a portfolio of the Academy Sites fidelity of program implementation will be documented.

Components of Monitoring Program Fidelity	PRE-VISIT	SITE VISIT — EXIT CONFERENCE	SUMMARY REPORTING
Orientation of Academy Site Staff	<i>></i>		
Self-Assessment by Site Staff	,		>
Interviews and Observation of Program Operation		,	>
Clarification/Validation of Evidence Collected		*	*
Identification of Program Strengths and Areas of Continuous Improvement			

1. Pre-Visit

Prior to the on-site visit, the Acceleration Academy, LLC program staff member assigned to complete the monitoring will contact the Site Director to introduce opportunity for the Site Director to ask clarifying questions as well as provide the Acceleration Academy staff member with background information about the him/herself and review the goals of the visit and what types of activities will occur. Procedures for the Site Self-Assessment will be discussed. This is an initial

model and provide their opinions regarding program implementation. Reflective practice at the program level by key personnel can yield rich information and Site Self-Assessments: Reflective practice is a way for individual content coaches and site directors to consider various aspects of the Acceleration Academy perceptions about areas where the program is working well and areas that may need additional refinement and growth. As part of monitoring for program fidelity, the Site Director and content coaches will be asked to complete a self-assessment following the procedures outlined in Part 3 of this document. Page 9

Additionally, each site will be asked to provide the following information for review:

- Sampling of student personalized learning plans
- Course completion rates for students with and without teacher interventions
- Examples of interventions provided and degree of success

2. Site Visit

evidence of program implementation. The site visit also allows the Site Director and content coaches to expand on information already provided and make the The site visit provides the Acceleration Academy, LLC program staff member the opportunity to observe first-hand the program site and collect observable school "come to life", highlighting key characteristics and practices . It is expected that most site visits will take place in one- two days.

the schedule for the visit. During the site visit, the Acceleration Academy program staff member will meet with the Site Director daily to provide opportunities to Site visits begin with reviewing the purposes of monitoring for program fidelity (inform continuous improvement strategies to increase results) as well as confirm clarify evidence gathered to date and discuss any concerns. These meetings also allow the Site Director to present/share additional evidence.

During the site visit Acceleration Academy program staff will:

- Examine student work
- Observe content coaches facilitating on-site learning
- Talk with graduate candidates
- Observe the learning environment (how space is organized and used to support and encourage learning)

3. Exit Conference

Prior to leaving, the Acceleration Academy staff member will hold an exit conference with the Site Director. During this conference the Acceleration Academy program staff member will share general impressions and examples of evidence collected. The conference will be structured to ensure that there is exchange and dialogue between the Acceleration Academy staff member and the Academy Site Director. Focus will be placed on identifying what is working well and what might be potential opportunities for growth/continuous improvement.

improvement. This report will be sent to the Site Director. A phone conference will be scheduled to review the report and agree on an area of improvement for the Academy Site. The Site Director will work collaboratively with staff to identify a focused goal, and specific action steps to support continuous improvement. Once completed, the Site Director will work with Acceleration Academy staff member to codify an area of growth to be included in the Summary Report. Acceleration Academy program staff will have the responsibility for writing a final summary report that includes areas of strengths and the points for

4. Summary Report: Areas of Strength – Continuous Improvement Opportunities

All evidence collected will be based on research of site documents, available data and first-hand observations and interviews. All evidence will be recorded on monitoring observation forms and will be confidential to Acceleration Academy, LLC staff. All observations will remain the property of Acceleration Academy, Summary reports will be based upon accurate first-hand data. Under no circumstances will anything be included in the report that is not based on rich evidence. The Site has the right to identify factual inaccuracies, but not change the narrative of the report. All Summary Reports remain the property of Acceleration Academy, LLC which is the firm that holds the copyright to the report. Any information gained during the performance monitoring that is not used in the Summary Report will remain confidential to the site and Acceleration Academy, LLC. Roles and responsibilities will be identified in the report.

Monitoring reports identify important next steps the site needs to undertake so as to continue to ensure the highest level of performance. Recommendations will include strategies that are known to contribute to high levels of student achievement.

Part 3: Monitoring Tools

Acceleration Academy, LLC

- Content-Coaches Self-Assessment
 - Site-Director Self-Assessment
- Acceleration Academy Monitoring Tools Summary Monitoring Report

Acceleration Academy Self-Assessment: Part A

This tool, Acceleration Academy Self-Assessment (Parts A & B), will help program sites begin to reflect on their practice, knowledge, and skills against the Acceleration Academy Program Standards

Using Standards for Self-Assessment: Part A - Content Coach Input

The Acceleration Academy Standards are intended to articulate the system components of the Acceleration Academy Model. They can be used for self-assessment and to identify monitor the fidelity of program implementation. In both cases the standards can help to inform areas for growth and areas for further program development.

Date:_ Acceleration Academy Site:

ایت	art A	Part A: Prior to the site visit, staff from the program site (e.g., Content Coaches) will consider the program standards below and select the performance levels they believe hest describes thair program site	ormance levels	thev believe best	describes their n	oris mercen	
1	₊i	Program Recruitment and Orientation: Our site uses established procedures for outreach and recruitment of potential graduate candidates; the site updates information to prospective users; information is presented in a way that supports understanding of services offered.	1 Rarely	2 Sometimes	3 Frequently	A Always	
	.2	Program Assessment of Learner Needs: Candidates undergo an established set of assessments to Inform not only academic learning goals but also career goals; a personalized learning plan is developed and presented to each graduate candidate and their parent/guardian; the system provides an introduction/orientation that prepares graduate candidates to be successful in the online environment.	1 Rarely	2 Sometimes	3 Frequently	4 Always	
	<u>ښ</u>	Program Personalized Learning/Competency Based Learning: Customized learning plans include a pathway to career and college readiness and are based on candidate needs and interests; formative assessments are used to monitor the learning and achievement as candidates progress through competency based programs.	1 Rareiy	2 Sometimes	3 Frequently	4 Always	· ·
	4	Program Wrap Around Supports: A system of support (behavioral, social emotional, career planning, and academic) is present for all graduate candidates to ensure that they are successful in reaching their learning goals; interventions are quickly diagnosed and provided.	1 Rarely	2 Sometimes	3 Frequently	4 Always	
	ıń	Program Learning Environment and Resource Management: The learning environment is clean an well organized to support a variety of learning modalities (independent focused learning; coaching 1:1/small group; peer to peer; social engagement; genius learning). Resources are allocated to support high levels of learning; procedures and practices ensure a learning environment conducive to learning; content coaches identify resources for candidates that foster rich learning opportunities.	1 Rarely	2 Sometimes	3 Frequently	4 Always	- ₁
	. 6	Program Communication: Staff communicate clearly and effectively with graduate candidates, parents/guardians, and one another; program staff demonstrate respect for confidentiality with candidates and parents/guardians and create relationships built on trust.	1 Rarely	2 Sometimes	3 Frequently	4 Always	
		Program Leadership: Site leadership keeps staff strongly connected to the mission and goals of the Acceleration Academy Model; build systems of accountability and support; ensures the growth and development of staff and promotes collaboration; serves as an advocate and coach to graduate candidates.	1 Rarely	2 Sometimes	3 Frequently	4 Always	,
	ος Ο	Graduate Candidate Achievement: Data supports that there is a strong relationship between candidate successfully completing learning modules and passing final assessments.	1 Rarely	2 Sometimes	3 Frequently	4 Always	

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:	Usin	Using Standards for Self-Assessment: Part A- Content Coaches Input	
	Please	Please feel free to add any comments and/or cite evidence to support your ratings from page 1.	
	ri .	Program Recruitment and Orientation: Our site uses established procedures for outreach and recruitment of potential graduate candidates; the site updates information to prospective users; information is presented in a way that supports understanding of services offered.	
	7.	Program Assessment of Learner Needs: Candidates undergo an established set of assessment to large assessments to inform not only academic learning goals but also career goals; a personalized learning plan is developed and presented to each graduate candidate and their parent/guardian; the system provides an introduction/orientation that prepares graduate candidates to be successful in the online environment.	
	mi	Program Personalized Learning/Competency Based Learning: Customized learning plans include a pathway to career and college readiness and are based on candidate needs and interests; formative assessments are used to monitor the learning and achievement as candidates progress through competency based programs.	T
	4	Program Wrap Around Supports: A system of support(behavioral, social emotional, career planning, and academic) is present for all graduate candidates to ensure that they are successful in reaching their learning goals; interventions are quickly diagnosed and provided.	T
	เก๋	Program Learning Environment and Resource Management: The learning environment is clean an well organized to support a variety of learning modalities (independent focused learning, coaching 1:1/small group; peer to peer; social engagement; genius learning. Resources are allocated to support high levels of learning; procedures and practices ensure a learning environment conducive to learning; content coaches identify resources for candidates that foster rich learning opportunities.	T
	ဖ်	Program Communication: Staff communicate clearly and effectively with graduate candidates, parents/guardians, and one another; program staff demonstrate respect for confidentiality with candidates and parents/guardians and create relationships built on trust.	1
	2	Program Leadership: Site leadership keeps staff strongly connected to the mission and goals of the Acceleration Academy Model; build systems of accountability and support; ensures the growth and development of staff and promotes collaboration; serves as an advocate and coach to graduate candidates.	T
338	ಪ	Graduate Candidate Achievement: Data supports that there is a strong relationship between candidate successfully completing learning modules and passing final assessments.	1
a }			\neg

Acceleration Academy Self-Assessment: Part B

This tool, Acceleration Academy Self-Assessment (Parts A & B), will help program sites begin to reflect on their practice, knowledge, and skills against the Acceleration Academy Program Standards.

Using Standards for Self-Assessment: Part B -Site Director Input

The Acceleration Academy Standards are intended to articulate the system components of the Acceleration Academy Model. They can be used for self-assessment and to identify monitor the fidelity of program implementation. In both cases the standards can help to inform areas for growth and areas for further program development.

Acceleration Academy Site:

Date:

Part B: Prior to the site visit, the Site Director will consider the program standards below and select the performance levels they believe be

		are or the parternance levels the prector will consider the program standards below and select the performance levels they believe best describes their program site.	: describes their p	program site.			
	ij	Program Recruitment and Orientation: Our site uses established procedures for outreach and recruitment of potential graduate candidates; the site updates information to prospective users; information is presented in a way that supports understanding of	1	2	3	4	-
	_	services offered.	Rarely	Sometimes	Frequently	Always	
	2	Program Assessment of Learner Needs: Candidates undergo an established set of assessments to inform not only academic learning goals but also career goals; a personalized learning plan is developed and presented to each graduate candidate and their parent/guardian; the extram movides an introduction for inconstitution of the control o	1 Rarely	2 Sometimes	3 Frequently	4 Alwavs	-ı
		online environment.					
· · · · · · · ·	mi	Program Personalized Learning/Competency Based Learning: Customized learning plans include a pathway to career and college readiness and are based on candidate needs and interests; formative assessments are used to monitor the learning and	1 Rarely	2 Sometimes	3 From entity	4 Aluman	
t		acillevement as candidates progress through competency based programs.				CÁBAGA	
-	4	Program Wrap Around Supports: A system of support(behavioral, social emotional, career planning, and academic) is present for all graduate candidates to ensure that they are successful in reaching their learning goals; interventions are quickly diagnosed and provided.	1 Rarely	2 Sometimes	3 Frequently	4 Always	
	เก๋	Program Learning Environment and Resource Management: The learning environment is clean an well organized to support a variety of learning modalities (independent focused learning; coaching 1:1/small group; peer to peer; social engagement; genius learning). Resources are allocated to support high levels of learning: procedures and practices are allocated to support high levels of learning: procedures and practices are allocated to support high levels of learning:	1 Rarely	2 Sometimes	3 Frequently	4 Always	
		conductive to learning; content coaches identify resources for candidates that foster rich learning opportunities,					
	œ,	Program Communication: Staff communicate clearly and effectively with graduate candidates, parents/guardians, and one	1	2	e	4	.,
		built on trust.	Rarely	Sometimes	Frequently	Always	
	7.	Program Leadership: Site leadership keeps staff strongly connect build systems of accountability and cumons ensures the grounds	F	2	6	4	
		an advocate and coach to graduate candidates.	Rarely	Sometimes	Frequently	Always	
	&	0 -	H	2	т	4	
<u> </u>		rearming invalues and passing inial assessing in	Rarely	Sometimes	Frequently	Always	

	Using Standards for Self-Assessment: Part B – Site Director Input	Please feel free to add any comments and/or cite evidence to support your ratings from page 1.	Program Recruitment and Orientation: Our site uses established procedures for outreach and recruitment of potential graduate candidates; the site updates information to prospective users; information is presented in a way that supports understanding of services offered.	Program Assessment of Learner Need: Candidates undergo an established set of assessments to inform not only academic learning goals but also career goals; a personalized learning plan is developed and presented to each graduate candidate and their parent/guardian; the system provides an introduction/orientation that prepares graduate candidates to be successful in the online environment.	Program Personalized Learning/Competency Based Learning: Customized learning plans include a pathway to career and college readiness and are based on candidate needs and interests; formative assessments are used to monitor the learning and achievement as candidates progress through competency based programs.	Program Wrap Around Supports: A system of support(behavioral, social emotional, career planning, and academic) is present for all graduate candidates to ensure that they are successful in reaching their learning goals; interventions are quickly diagnosed and provided.	Program Learning Environment and Resource Management: The learning environment is clean an well organized to support a variety of learning modalities (independent focused learning; coaching 1:1/small group; peer to peer; social engagement; genius learning). Resources are allocated to support high levels of learning; procedures and practices ensure a learning environment conducive to learning; content coaches identify resources for candidates that foster rich learning opportunities.	Program Communication: Staff communicate clearly and effectively with graduate candidates, parents/guardians, and one another; program staff demonstrate respect for confidentiality with candidates and parents/guardians and create relationships built on trust.	Program Leadership: Site leadership keeps staff strongly connected to the mission and goals of the Acceleration Academy Model; build systems of accountability and support; ensures the growth and development of staff and promotes collaboration; serves as an advocate and coach to graduate candidates.	Graduate Candidate Achlevement: Data supports that there is a strong relationship between candidate successfully completing learning modules and passing final assessments.
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Acceleration Academy Monitoring Tool: Program Staff

ATLANTIC FESEARCH PARTNERS Complex Work, Customized Solutions.	
TECHNICAL ASSISTANCE MONITORING TOOL	E MONITORING TOOL
Acceleration Academy, LLC Site:	Date(s) of On-Site Visit
Program Area Standards:	
	rating Evidence Summary Code*
2. Program Assessment of Learner Needs: Candidates undergo an established set of assessments to inform not only academic learning goals but also career analysis a pareconstruct of programments and programments	
presented to each graduate candidate and their parent/guardian; the system provides an introduction/privation that account and their parent/guardian; the system provides an	
3. Program Personalized Learning/Competency Based Learning: Customized learning name includes	
competency based programs.	
deaming goals; interventions are quickly diagnosed and provided.	
5. Program Learning Environment and Resource Management: The learning environment is clean an well organized to support a variety of learning modelities (independent focused learning modelities).	
group; peer to peer; social engagement; genius learning). Resources are allocated to support high levels	
of learning; procedures and practices ensure a learning environment conducive to learning; content coaches identify resources for candidates that foster rich learning opportunities.	
6. Program Communication: Staff communicate clearly and effectively with graduate candidates, parents/guardians, and one another; program staff demonstrate respect for confidentiality with candidates	
and parents/guardians and create relationships built on trust.	
Graduate Candidate Achievement: Data supports that there is a strong relationship between candidate	
successfully completing learning modules and passing final assessments.	
-	1
. Rating Codes: 1- Karely 2-Sometimes	es 3- Frequently 4- Always

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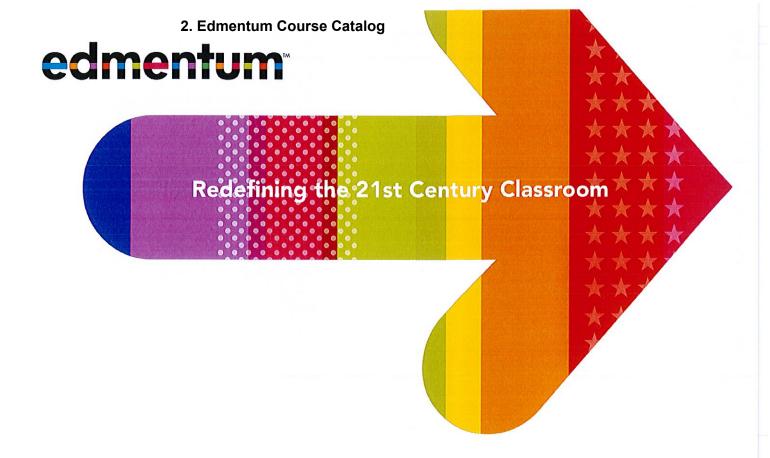
Part 4: Definition of Terms

Perception Data	The collection, examination and evaluation of feedback from students, faculty, parents and community. Surveys may be
	used to collect data to inform areas of improvement for the purpose of increasing student achievement and the Academy Site improvement.
Performance Levels	d criteria I that and n the Acc sites and
Performance Monitoring	Analysis of both input and outcome structures and systems that is informed by evidence – direct, indirect and perception.
Personalized Learning	A program of learning informed by learner data, paced to reflect learner needs and customized and differentiated based ib specific needs of different learners.
Professional Development	An on-going process that provides opportunities for the educator to increase skill and knowledge, meet the needs of learners, and stay current on best practices. The ultimate goal of this process is to increase learning and achievement. Professional Development must align with personal site district/state and particular and professional process.
Reflection	Retrospective consideration of one's practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do next or differently as a result of this information. An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions to improve teaching effectiveness and student learning.
Student Achievement	The act of reaching student academic goals and attaining knowledge and skills. Information to indicate that students have learned concepts, moved toward fulfilling some predetermined goal, met a standard of performance or acquired desired knowledge. Usually determined by comparing a student product to a learning outcome.
Student Assessments	Test scores, summary of the content learned or not learned and student reflections. Assessments can be teacher, district, or state designed tests that include selected response, extended response or performance assessments.

Terms Not Used:

- Learning Coaches versus Teacher Site Director versus Principal
- Graduate Candidate/Learner versus Student

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Edmentum Course Catalog

Secondary Course Descriptions







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Core Courses

A comprehensive 4x4 offering of engaging and award-winning courses, aligned to state and national standards and based on leading research and proven best practices.

Math Courses

Integrated Math

This course provides an introduction to Algebra I and Geometry. It covers linear equations, graphing lines, quadratic equations, function notation, rational expressions and equations Additional topics include lines and planes, rays and angles, two-column proofs, congruent triangles, trigonometric relations, polygons and circles, geometric solids, coordinate geometry, graphing equations, and data analysis.

* Available via Plato Courseware and EdOptions Academy

Algebra 1

A comprehensive study of all of the concepts of Algebra I required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

* Available via Plato Courseware and EdOptions Academy

Algebra 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience new situations which they practice in a real-world environment and match to previous learning.

* Available via Plato Courseware and EdOptions Academy

Consumer Mathematics*

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

* Available via Plato Courseware and EdOptions Academy

Geometry

A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.



Math 6A

This semester-long middle school course will provide students with a deep understanding and mastery of the objectives that will prepare them for algebra. It is aligned to Common Core State Standards, and is based on best practices in the teaching of mathematics and the disciplines of STEM learning. Students will develop 21st century skills as they master ratios and proportional relationships; the number system; and number visualization. The course is highly engaging while being easy for teachers to customize and manage.

* Available via Plato Courseware and EdOptions Academy

Math 6B

Building on the concepts mastered in Math 6A, this middle school course is Common Core-aligned and further prepares students for the rigors of algebra. Units include: expressions and equations; geometry; and statistics and probability. Each unit focuses on mastering specific Common Core objectives. For example, Unit 2 addresses geometry objectives 6.G-1, 6.G -2, 6.G -3, 6.G -4. Taken together, the elements of this course are designed to help students learn in a multifaceted but straightforward way.

* Available via Plato Courseware and EdOptions Academy

Math 7

Math 7 builds on material learned in earlier grades, including fractions, decimals, and percentages and introduces students to concepts they will continue to use throughout their study of mathematics. Among these are surface area, volume, and probability. Real-world applications facilitate understanding, and students are provided multiple opportunities to master these skills through practice problems within lessons, homework drills, and graded assignments.

* Available via Plato Courseware and EdOptions Academy

Pre-Algebra

This course sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

* Available via Plato Courseware and EdOptions Academy

Precalculus

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

* Available via Plato Courseware and EdOptions Academy

Probability and Statistics*

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.



English Language Arts Courses

English 6

This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

* Available via Plato Courseware and EdOptions Academy

English 7

English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

* Available via Plato Courseware and EdOptions Academy

English 8

Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

* Available via Plato Courseware and EdOptions Academy

English 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

* Available via Plato Courseware and EdOptions Academy

English 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.



English 11

Each unit in English 11 uses a central theme to teach reading, writing, grammar, and mechanics, providing learners with a cohesive and connected learning experience. Units provide a comprehensive overview of American literature from pre-1800 forward, including early American literature, depression-era literature, and contemporary literature. Assigned readings include American masters, and course discussions provide an opportunity for discourse on specific course concepts and their applications. In this way, the course encourages the development of critical twenty-first-century skills.

* Available via Plato Courseware and EdOptions Academy

English 12

English 12 builds on the reading, writing, grammar, and mechanics concepts developed in English 11. Each unit allows students to learn both reading concepts and writing skills. By reading and analyzing a variety of literature, students learn about elements of fiction, such as theme, plot, and setting. They examine figurative language in poetry and drama and continue to focus on important writing skills, such as sentence and paragraph structure, sequencing, and proofreading. English 12 spans literary history from the Anglo-Saxons and the medieval period through the Victorian age and contemporary literature.

* Available via Plato Courseware and EdOptions Academy

Structure of Writing*

This semester-long course focuses on building good sentences. Students will learn how to put words, phrases, and clauses together and how to punctuate correctly. They will start using sentences in short compositions. As an extra bonus, students will add some new words to their vocabulary, and they will practice spelling difficult words. Near the end of the course, students are to submit a book report. Early in the course, encourage students to start looking for the books they want to read for the book report. They might also preview the introduction to that lesson so they know what will be expected.

* Available via Plato Courseware and EdOptions Academy

Science Courses

Biology

Students develop a clear understanding of the sometimes complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

* Available via Plato Courseware and EdOptions Academy

Chemistry

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.



Earth and Space Science

This course surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth. Students are guided to a better understanding of how the earth and the universe are structured.

* Available via Plato Courseware and EdOptions Academy

Integrated Physics & Chemistry

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

* Available via Plato Courseware and EdOptions Academy

Life Science

Each unit in Life Science uses a central theme to teach Life Science concept, thus providing learners with a cohesive and connected learning experience. The course begins with an overview of scientific inquiry, and subsequent units explore the cellular and chemical bases of life, classification and diversity of life, and genetics.

* Available via Plato Courseware and EdOptions Academy

Physical Science

Beginning with the first unit, Properties and Structures of Matter, Physical Science is a comprehensive exploration of the physical world. of the course studies inanimate matter as well as topics in astronomy and geology, and broadens the student's understanding of the states of matter by applying them to weather and atmosphere. Other units include; Forces and Motion; Energy and its Application; and Chemistry Fundamentals.

* Available via Plato Courseware and EdOptions Academy

Physics

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.



Social Studies Courses

African American Studies*

This semester-long course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture. Although the course proceeds in chronological order, lessons are also grouped by themes and trends in African American history. Therefore, some time periods and important people are featured in more than one lesson.

* Available via Plato Courseware and EdOptions Academy

American Government

American Government is a comprehensive survey of the operation and development of federal, state, county, and city governments. The course examines all aspects of government: its statute making, diplomacy, labor policies, public finance, and the contrasts between national, state and local levels of government. Areas of discussion include the Constitution; civil rights and equality; the legislative, judicial and executive branches; the Federal Reserve System, and foreign policy.

* Available via Plato Courseware and EdOptions Academy

American History 1

Examines the founding and development of the United States from the start of European exploration and settling of the original colonies to how it grew and became a powerful united nation. Topics covered include the pre-colonial cultures of Indigenous peoples, the arrival and impact of Europeans in North America, the Revolutionary War, Manifest Destiny, the Civil War, the Industrial Revolution, the United States in the 20th Century, and the influence of immigration on American society and culture.

* Available via Plato Courseware and EdOptions Academy

American History 2

Building on American History 1, this course develops an understanding of American culture, historical events, and life, learners develop skills to identify, analyze, and evaluate information presented in a variety of formats, including Internet-based research. In addition, learners develop the ability to evaluate and discuss (both orally and in writing) the impact of various events, issues, persons, and trends on American culture, historical events, and life.

* Available via Plato Courseware and EdOptions Academy

Civics

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions, Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.



Economics

This courses leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues.

* Available via Plato Courseware and EdOptions Academy

Geography

Each unit in Geometry builds on the previous unit in a spiraling curriculum manner. Students first explore the basics of geometry and then start to develop proofs related to each of the geometric concepts they have covered. Beginning with examining the role of the geographer and an overview of world geography, the course focuses on U.S. and North American geography before moving on to an examination of Europe, Oceania, and other areas of the world. Engaging content connects students to the physical world around them.

* Available via Plato Courseware and EdOptions Academy

Middle School US History

This semester of Middle School US History covers the people who lived in the Americas before European settlers arrived, how the United States was founded, and how it grew and changed over time. The students may be familiar with some of the topics that appear in these lessons, but others will be new. Students should read all the content and think about it carefully as they work through the course.

* Available via Plato Courseware and EdOptions Academy

Middle School World History*

This is an engaging, course offering students an in-depth but easily understood view of the human experience, from the earliest civilizations through the Age of Enlightenment. Interactive features allow students to apply their mastery of lessons through such activities as customizing maps and designing feudal villages. An audio pronunciation guide assists students' ability to say and remember the names of people and places. Frequent self-check practice questions and homework assignments prepare students for the accompanying assignments.

* Available via Plato Courseware and EdOptions Academy

Native American Studies: Contemporary Perspectives*

This course complements Native American Studies: Historical Perspectives. It explores Native American worldviews, art, media perspectives on Native Americans, and contemporary perspectives and organizations. It concludes by providing a global perspective by examining issues face by indigenous peoples throughout the world.



Native American Studies: Historical Perspectives*

By providing historical perspectives, this course provides a comprehensive understanding of the roots of Native American culture. The topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life as it became increasingly affected by

* Available via Plato Courseware and EdOptions Academy

World History Since 1500

This course follows human history from the Renaissance and the end of the Middle Ages until the present day. Topics covered include the Renaissance, the Enlightenment, the French Revolution, Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students learn about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.

* Available via Plato Courseware and EdOptions Academy

U.S. History A

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. In addition, this course covers the founding events and principles of the United States, the events and implications of the Civil War, and the early industrialization of America.

U.S. History B

Beginning with World War II and its aftermath, this course provides learners with a proven, cohesive, and connected learning experience that builds on U.S History A. At the same time, it provides teachers with a highly flexible course to accommodate a variety of schedule options. While covering historical events from the civil rights movement through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

World History Before 1815*

In this course, students study human events from the first use of agriculture 15,000 years ago through the end of the French Revolution in 1815. Included are lessons on the ancient civilizations of Europe, Asia, Africa, and the Americas. Later lessons examine the great periods of global exploration and expansion, as well as scientific discovery. Also studied are the revolutions in England, America, and France.

* Available via Plato Courseware and EdOptions Academy

World History Since 1815*

This course follows human history from the end of the French Revolution until the present day. Topics covered include the Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students read about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.



Advanced Placement Courses

Challenge your accelerated students and help them achieve even more with 10 semesters of courses that address 100% of the standards defined by the College Board.

AP®* Biology

To generate skills for lifelong learning, 25 percent of the lessons in AP Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction AP approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

* Available via Plato Courseware and EdOptions Academy

AP®* Calculus

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

* Available via Plato Courseware and EdOptions Academy

AP®* Chemistry

AP Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete AP experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, data-based analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

* Available via Plato Courseware and EdOptions Academy

AP®* English Lit & Comp

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

* Available via Plato Courseware and EdOptions Academy

AP®* US History

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes

World Languages

Prepare your students for success in the 21st century world with highly interactive, graphically rich, and visually stimulating language curriculum.

French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Reinforce language learning with game-based practice, available on our French I Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

French II

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our French II Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our German I Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

German II

Students continue their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our German II Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our Spanish I Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Spanish II

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Reinforce language learning with game-based practice, available on our Spanish II Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Spanish III

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Reinforce language learning with game-based practice, available on our Spanish III Mobile App. These supplemental activities improve your students' listening and reading, helping them associate the content in meaningful ways, and incorporate vocabulary and other language structures. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

* Available via Plato Courseware and EdOptions Academy

Elective Courses

Our offering of over 30 diverse and interactive elective courses to keep students motivated and engaged in the learning process. Empowering students to pursue their passions helps each one of them to achieve their potential.

Academic Success

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

Art History and Appreciation*

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

* Available via Plato Courseware and EdOptions Academy

Computer Applications and Technology*

Throughout this course students are presented with a variety of computer applications and technology concepts and demonstrate their understanding of those concepts through practical problem-solving exercises. A course project includes activities related to the course objectives and can be assigned for work throughout the course.

* Available via Plato Courseware and EdOptions Academy

American Literature*

This course surveys American authors and the historical development of literature in America. The course illustrates how the events in history and the cultural heritage of the times influenced the work of authors. The ability to analyze literary works is stressed. Topics include Puritanism, Deism, Neoclassicism, Romanticism, Transcendentalism, Realism, and Naturalism.

* Available via Plato Courseware and EdOptions Academy

Anthropology I: Uncovering Human Mysteries*

Anthropology uses a broad approach to give students an understanding of our past, present, and future, and also addresses the problems humans face in biological, social, and cultural life. This course explores the evolution, similarity, and diversity of humankind through time. It looks at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys are just one of the powerful learning tools utilized in this course.

* Available via Plato Courseware and EdOptions Academy

Anthropology II: More Human Mysteries Uncovered*

This course continues the study of global cultures and the ways that humans have made sense of their world. It examines ways that cultures have understood and given meaning to different stages of life and death. The course also examines the creation of art within cultures and how cultures evolve and change over time. Finally, students apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

* Available via Plato Courseware and EdOptions Academy

Archeology: Detectives of the Past*

The field of archeology helps us better understand the events and societies of the past that have helped to shape the modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

British Literature*

This course provides a comprehensive look at the evolution of British literature from the Anglo-Saxon period through the Modern Age. The course emphasizes the cultural and historical elements that shape literary movements. Twenty-six of the thirty-four lessons focus on literary analysis, while writing lessons focus on real-world applications, analytical essays, and research papers. Language lessons focus on usage, mechanics, and critical thinking. Of course all course readings and literary texts are provided online.

* Available via Plato Courseware and EdOptions Academy

Career Explorations*

Throughout this course, students will practice valuable life and career skills, including resume writing, interview techniques, budgeting, time management, and long-term planning. This course also encourages learners to use a number of employment resources both in print and on the Internet. Practical topics are engagingly presented and include search skills, industry clusters, entrepreneurship, and effective resume preparation and interviewing skills.

* Available via Plato Courseware and EdOptions Academy

Criminology: Inside the Criminal Mind*

Crime and deviant behavior rank at or near the top of many people's concerns. This course looks at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their crimes. Why do some individuals commit crimes and others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors shape the criminal case process?

* Available via Plato Courseware and EdOptions Academy

Digital Photography I: Creating Images with Impact*

Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

* Available via Plato Courseware and EdOptions Academy

Digital Photography II: Discovering Your Creative Potential*

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.



Forensic Science I: Secrets of the Dead*

In this unit, students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence,

* Available via Plato Courseware and EdOptions Academy

Forensic Science II: More Secrets of the Dead*

Although the crime scene is the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within the lab. It examines some of the basic scientific principles and knowledge that guide forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, mineralogy, and spectroscopy will be examined.

* Available via Plato Courseware and EdOptions Academy

Gothic Literature: Monster Stories*

From vampires to ghosts, frightening stories have influenced fiction writers since the 18th century. This course focuses on the major themes found in Gothic literature and demonstrates how core writing drivers produce thrilling psychological environments for the reader. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

* Available via Plato Courseware and EdOptions Academy

Great Minds in Science: Ideas for a New Generation*

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

* Available via Plato Courseware and EdOptions Academy

Health*

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.



International Business: Global Commerce in the 21st Century*

From geography to culture, Global Business is an exciting topic. This course helps students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations are all explored in this course. Students cultivate an awareness of how history, geography, language, cultural studies, research skills, and continuing education are important in business activities and the 21st century.

* Available via Plato Courseware and EdOptions Academy

Introduction to Philosophy: The Big Picture*

This course is an exciting adventure that covers more than 2,500 years of history. Despite their sometimes odd behavior, philosophers of the Western world are among the most brilliant and influential thinkers of all time. As students learn about these great thinkers, they'll come to see how and where many of the most fundamental ideas of Western Civilization originated. They'll also get a chance to consider some of the same questions these great thinkers pondered.

* Available via Plato Courseware and EdOptions Academy

World Religions: Exploring Diversity*

Throughout the ages, religions have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students trace major developments in these religions and explore their relationships with social institutions and culture. The course also discusses some of the similarities and differences among the major religions and examines their related connections and differences.

* Available via Plato Courseware and EdOptions Academy

Law & Order: Introduction to Legal Studies*

From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society.

* Available via Plato Courseware and EdOptions Academy

Music Appreciation: The Enjoyment of Listening*

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course provides students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. Students acquire basic knowledge and listening skills, making their future music experiences more informed and enriching.

Personal & Family Finance*

How do personal financial habits affect students' financial futures? How can they make smart decisions with money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students learn about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

* Available via Plato Courseware and EdOptions Academy

Personal Finance*

This course focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

* Available via Plato Courseware and EdOptions Academy

Personal Psychology I: The Road to Self-Discovery*

Self-knowledge is the key to self-improvement. More than 800,000 high school students take psychology classes each year. Among the different reasons, there is usually the common theme of self-discovery. Sample topics include the study of infancy, childhood, adolescence, perception and states of consciousness. The course features amazing online psychology experiments dealing with our own personal behavior.

* Available via Plato Courseware and EdOptions Academy

Personal Psychology II: Living in a Complex World*

This course enriches the quality of students' lives by teaching them to understand the actions of others. Topics include the study of memory, intelligence, emotion, health, stress and personality. This courses features exciting online psychology experiments involving the world around us.

* Available via Plato Courseware and EdOptions Academy

Physical Education*

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

* Available via Plato Courseware and EdOptions Academy

Real World Parenting*

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Students learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are other topics covered in this course.

Social Issues*

Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.

* Available via Plato Courseware and EdOptions Academy

Sociology I: The Study of Human Relationships*

The world is becoming more complex. How do beliefs, values and behaviors affect people and the world in which we live? Students examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys are an important component of this relevant and engaging course.

* Available via Plato Courseware and EdOptions Academy

Sociology II: Your Social Life*

Sociology is the study of people, social life, and society. By developing a "sociological imagination" students are able to examine how society itself shapes human action and beliefs, and how in turn these factors reshape society itself. Fascinating online video journeys will not only inform students, but motivate them to seek more knowledge on their own.

* Available via Plato Courseware and EdOptions Academy

Veterinary Science: The Care of Animals*

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

* Available via Plato Courseware and EdOptions Academy

World Literature*

World Literature provides students with a survey of some of the world's best and most well-known literature. Lesson notes supplement reading assignments and emphasize common themes found across cultures and historical timelines. Submissions use a combination of objective multiple choice and short answer questions, as well as subjective questions that require students to support their opinions. Finally, two full-length writing assignments ask students to apply their knowledge in essay form.

Career Technical Education (CTE) Courses

Computer Science 1A

An engaging interdisciplinary course, Computer Science 1A provides a fundamental understanding of computer science principles while emphasizing the practical application of computer science to other areas of learning. It encourages critical thinking while developing specific skills in scripting, program structure, logic and languages, functions, and data sets. The course's 14 lessons and five activities are specifically designed to address the relevant standards prescribed by the Computer Science Teachers Association.

Game Development

Are any of your students gamers? That's what we thought. In this course, they'll learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

Introduction to Accounting

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), The Accounting Cycle, and Balance Sheet Elements. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

Introduction to Business Administration

As with all Edmentum Career Technical Education courses, Introduction to Business Administration is specifically designed to provide high school students with the knowledge and skills they need to succeed in high-demand careers. This full semester course includes 15 lessons and five course activities that keep students engaged while online discussions leverage their collective knowledge for the benefit of all learners. The course is both flexible and simple to manage. The wide variety of lessons includes: Entrepreneurship and Management; Organizational Behavior; Fundamentals of Finance; and Quality Management. The course concludes with an end-of-semester assessment.

Introduction to Fashion Design

From Components of Fashion to Haute Couture to Production, this course is focused on the practical aspects of career preparation in the fashion design industry. The 17 lessons in the course provide students with both breadth and depth, as they explore the full gamut of relevant topics in fashion design. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged. Fascinating and practical, Introduction to Fashion design will appeal to, and enrich, many of your students.



Introduction to Marketing

This one-semester course provides a comprehensive overview of marketing principles and practices in today's dynamic digital context. The five course activities are career oriented and encourage the development of critical thinking skills in practical applications. Marketing is a rapidly changing discipline, and this course helps prepare your students for the challenges and excitement of a career in marketing. Lessons include Branding, Segmentation, Advertising Fundamentals, and Online Marketing.

Introduction to Social Media

This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today's economy. Of course they already engage in social media, but this course enhances their skills and knowledge in order to apply them in a practical way in their careers. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

Web Design

Whether they know it or not, almost all of your students have an interest in web design – but this semester-long course takes them inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as Elements of Design, Effects of Color, and Typography help them understand the elements of effective and dynamic web design. The course covers the basics of HTML, CSS, and how to organize content, and helps to prepare them for a career in web design.

Test Preparation Courses

Test preparation courses prepare students for the leading college entrance and placement tests, and for career certifications and work skills examinations. More than a collection of content, these rigorous and engaging courses are subject-specific and aligned to each test's objectives.

Tests Covered Include

ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work.

Courses:

ACT English

ACT Mathematics

ACT Reading

ACT Science Reasoning

* Available via Plato Courseware and EdOptions Academy

SAT

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Courses:

SAT I Language Arts

SAT I Mathematics



ACCUPLACER

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on post-secondary course selection. Courses:

ACCUPLACER Math ACCUPLACER Reading ACCUPLACER Sentence Skills

* Available via Plato Courseware and EdOptions Academy

COMPASS

The COMPASS placement test helps college educators quickly evaluate incoming students' skill levels and place them into appropriate courses.

Courses:

Compass Test Preparation - Mathematics Compass Test Preparation - Reading Compass Test Preparation - Writing

* Available via Plato Courseware and EdOptions Academy

WorkKeys

WorkKeys is a job skills assessment system that helps employers select, hire, train, and retain a high-performance workforce. WorkKeys scores help compare a learner's skills to the skills real jobs require. Course:

ACT WORKKEYS

* Available via Plato Courseware

National Career Readiness Certificate

Based on WorkKeys, the National Career Readiness Certificate is the recognized national standard for measuring fundamental employability skills and is a reliable predictor of workplace success. Courses:

Career Readiness Certificate - Bronze Level Career Readiness Certificate - Gold Level

Career Readiness Certificate - Silver Level

* Available via Plato Courseware

ASVAB

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

Courses:

ASVAB Mathematics

ASVAB Technology and General Science, Part 1

ASVAB Technology and General Science, Part 2

ASVAB Word Knowledge and Paragraph Comprehension

* Available via Plato Courseware



General Educational Development® (GED®)

The General Educational Development® tests measure the skills and knowledge similar to a high school course of study. GED® graduates earn a GED® credential.

Courses:

GED® Mathematics GED® Reading

GED® Science, Part 1

GED® Science, Part 2

GED® Social Studies - Geography and World History

GED® Social Studies - US History, Civics and Economics

GED® Writing

Remediation Courses

Remediation courses improve skills in specific subject areas to advance learners to the appropriate curriculum level for credit bearing course readiness. Each course consists of a series of assessments and prescribes curriculum based on each assessment to determine the level a student needs to reach and help guide and support them to success.

Courses:

Mathematics

Language Arts

Reading Comprehension

* Available via Plato Courseware and EdOptions Academy

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ACCELERATION ACADEMIES

Expect Your Success

Dropping Out: Stereotypes, Reality and Recovery

Addressing the Growing High School Dropout Crisis



For Acceleration Academies, LLC

1.312.600.6829



⊚™Atlantic Research Partners 910 W. Van Buren, Suite 315, Chicago, IL 60607

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A QUIET AND DEADLY REVOLUTION IS TAKING PLACE .. In Traditional American High Schools.

Beginning more than a generation ago, it continues to gain a momentum of disturbing magnitude particularly and disproportionately among children who are low-income, minority, urban, and residing with a single parent or single non-parent relative. This statistically significant development is often obscured by variances in measurement and reporting criteria from state to state.² And its long term implications are inestimable.

"This is a problem we can't afford to accept or ignore. The stakes are too high – for our children, for our economy, for our country. It's time for all of us to come together parents and students, principals and teachers, business leaders and elected officials to end America's dropout crisis."

President Barack Obama

HERE'S WHAT WE KNOW

- The United States high school graduation rate is hovering at 75%; effectively, an approximate onethird of all public high school students in America fail to graduate. Nearly 1 million students leave school without a diploma annually.
- Only 50 percent of minority students (identified as African-American, Hispanic and/or Native American) finish public high school with a conventional diploma.
- Graduation rates for whites and Asians stand at an approximate 77 percent; commensurately, approximately one-quarter of whites and Asians fail to graduate.
- On average, female students graduate at slightly higher rates than males.
- Considerable attention has been placed by notable groups and individuals on the influence of recovery dropouts and improving graduation rates to a national goal of 90%. America's Promise (Colin Powell) and the Bill and Melinda Gates Foundation have made substantial contributions to the focus and work of improving graduation rates.
- Laws in 28 states require free public education to be provided up to age 21 while 10 other states have no age limit or allow local rules and flexibility.
- The Elementary and Secondary Education Act (ESEA) has presented waiver opportunities to 9 who are using 5th and 6th year cohort graduation rates to encourage schools to recover their dropouts.
- Education Week through its Diploma Counts project, estimates there will be 1,037,818 nongraduates in the class of 2013 and 1,752,288 recoverable youth.
- According to the US Census Bureau, a high school graduate will out earn a dropout by 50% overly \$10,000 annually.
- To further the complexities, graduation and dropout rates vary considerably by state and region of the country, sometimes by as much as 30 percentage points.3
- Dropouts are more likely to be unemployed, living on public assistance, homeless, incarcerated, medically neglected, single parents or in unstable relationships. Communities across the nation are compelled to accommodate higher unemployment rates, pay for and provide for increasing prison populations, incur the health care costs associated with underemployed, unemployed and uninsured dropouts.4

To develop a deeper understanding of the specific factors influencing a child's decision to drop out of school, Atlantic Research Partners' compiled existing nationwide data, then conducted a survey of over 1,100 students across 12 states; students who had dropped out but who were at the time of the survey attempting to attain a high school diploma through alternative means. One-on-one interviews were additionally conducted with a substantial number of these students,5 and the results compiled in this Executive Summary.

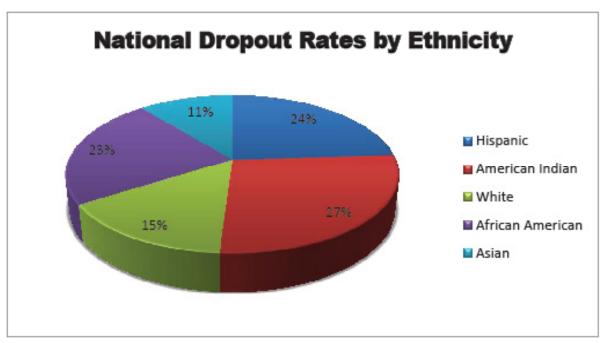
Because this dropout crisis did not arise suddenly, and its effects are not immediate, no ground-swell or sense of public urgency has arisen to confront it. Like budget deficits, the matter is generally viewed abstractly as a problem, but not a catastrophic life-altering tragedy. Because individual students are faceless and nameless in the statistical data, the harm they—and the nation—face simply is not perceived as compelling. This very human tendency (to discount that which is not perceived as urgent) is further coupled with the components of bias and prejudice; the natural propensity to view those "not like us" in any population subgroup as someone else's problem. Finally, there is the data itself; considerable, but often confusing, due to historic and demonstrable underestimations of dropout rates and the overestimations of graduation rates—and varying measurement criteria from state to state.

As Eugene Hickok, former U.S. Department of Education Deputy Director sardonically observed, "Many schools in America can't tell us on any given day who's in school and who's not, nor in any given year how many students have successfully made it through their four years of schooling to graduate, and how many have dropped out." The implications of this sloppiness are sobering:

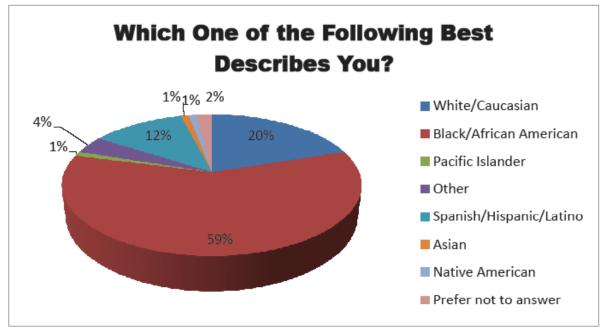
- Minorities are abandoning education at a disproportionately higher rate than non- minorities; the social, political and economic effects of this disparity are substantial—short term and long term.
- Over the course of his or her lifetime, a high school dropout earns, on average, about \$260,000 less than a high school graduate.8
- Dropouts from the Class of 2008 alone will cost the nation more than \$319 billion in lost wages over the course of their lifetimes.⁹
- Dropouts report having more health problems, and on average, die at an earlier age than students who graduate.¹⁰

THE GOAL OF THIS RESEARCH IS THREE PRONGED

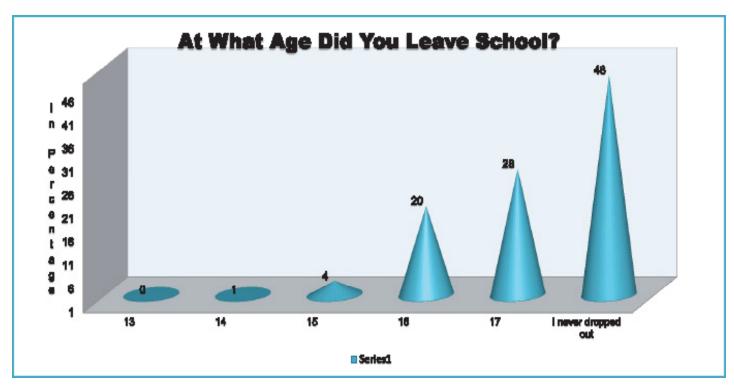
- 1. To identify behavioral indicators of potential drop out risks (through examination of statistical evidence, student survey data and interview/testimonial verifications)
- 2. To pinpoint specific drivers that motivate dropouts to reconsider their options, and
- 3. To make recommendations related to post-dropout alternatives.













No child enters elementary school with the ultimate desire to drop out before reaching adulthood. Regardless of ethnicity, race, socio-economic status or gender, early elementary school students statistically evidence a desire to belong, to fit in, to please. 11 So what happens on the journey from kindergarten to dropout point?

THE CAUSES: WHY DO STUDENTS DROP OUT?

The bottom line is: there is no single answer. However, significant data now establishes a correlation between certain behavioral indicators and subsequent drop out decisions.

(a) Behavioral Indicators of Future Dropping Out Risks include:

- Difficult transition from middle school to high school
- Deficient basic skills upon entering 9th grade
- Lack of student engagement evident even in the student's middle school years
- Low attendance before entering high school
- One or more failing grades before entering high school—in some cases as early as sixth grade.
- Attending more schools than peers at elementary, middle or high school levels (essentially, high student mobility is a major risk factor, at any grade level.)¹³
- The timing of a student's move; changing schools, particularly between grades eight and 10, significantly increases the likelihood of students dropping out compared to non-mobile students.¹⁴
- A "myopic focus on academic development at the expense of social and emotional development," particularly after No Child Left Behind implementation.
- Behavior documented before high school evidencing a pattern of truancy, substance abuse, violence or defiance.¹⁶
- Three or more suspensions in ninth grade.¹⁷

(b) The Ninth Grade Phenomenon

Although substantial data identifies multiple factors during middle school years, research indicates that ninth grade is the pivotal year for future dropouts; it's the year many students attempt to begin high school work and discover that they are wholly unprepared for freshman year academic demands. Most noteworthy:

Up to 40 percent of ninth grade students in cities with the highest dropout rates repeat ninth grade; only 10 to 15 percent of those repeaters go on to graduate.¹⁸

R. Balfanz and N. Legters, Closing Dropout Factories: The Graduation Rate Crisis We Know and What Can BeDone About It, Education Week 25,No. 42 (2006): 42–43

(c) "I Never Dropped Out!"

"First, I did not drop out of school. The reason I did not want to be in those kind of schools anymore is because they were too big of an environment for me and I was not getting any work done nor going to class. I was too stuck on following everyone else. I was basically off-task. I changed my life, got out of the streets and began to go to a better place for me."

Student, March 2010

"I never dropped out of school. I am currently enrolled in [a program in my district]. My reason for coming to DBI is because, I was not focused in regular school. As a result, my grades and my GPA started to trench."

Student, March 2010

I did not drop out I transferred to this school from my high school because that setting was not for me. I could not concentrate on my school work and had no motivation for going to class, but when I came here to the drop back in I had a lot of motivation...it gave me hope.

Student, March 2010

I dropped out of school for a few reasons but one of the biggest would be that, one of my teachers at the time kept putting me down with negative comments, which in return had a negative effect on how I thought about school. 2nd, I wanted to join the marines but quickly found out that I couldn't with a GED.

Student, March 2010

When surveyed, students who had dropped out—but who are currently working towards a diploma through a "recovery/2nd chance" program, self-identified multiple factors affecting their classification as "dropouts." Many viewed the decision to drop out as not one of their own making, but rather a culmination of factors resulting in a non-choice.

IN SUMMARY

Surveys and face-to-face interviews with these "recovered" students revealed the following:

- 1. 68 percent responded that they would have remained in the traditional setting if the teachers were more responsive to their needs.
- 2. 66 percent responded that they wanted more "real-world" context from their teachers.
- 3. 32 percent said the major factor for their dropping out was prior expulsion or multiple suspensions.
- 4. Another 32 percent said a major factor for dropping out had been their own prior absenteeism. When probed on this issue, none identified a lack of self- motivation. Instead, they cited:
 - i. Peer pressure/peer unpleasantness (2%)
 - ii. Discrimination; racial, gender, sexual preference (2%)
 - iii. Dislike of course content (18%) and
 - iv. Feeling disrespected by teachers (6%)
- 5. 25 percent cited "uninspiring classes," "classes lacking in substance,"
- 6. 25 percent said that classes were not interesting and they disliked school. (NOTE: 99% of these respondents flatly stated that education was and is important to their future.)
- 7. 14 percent cited family financial difficulty
- 8. 16 percent cited pregnancy
- 9. 8 percent the need to care for a family member.
- 10. 4 percent responded that classroom and state testing was too difficult.
- 11. 6 percent cited teachers wholly uninterested in them as persons, or in whether they understood concepts;
- 12. 65 percent cited an absence of connections to real world relevance; and
- 13. 4 percent cited prior academic failure.

SPECIFIC DRIVERS THAT MOTIVATE DROPOUTS TO RECONSIDER THEIR OPTIONS

Preface

As a result of statistical analysis, nationwide research, student surveys and student testimony, the following actions appear warranted as interventions before a student drops out:

1. Establish Behavioral, Academic and Attendance Drop Out Indicators at the Middle School Level or Earlier.

Behavioral, academic and attendance indicators provide very clear early warning signs of impending abandonment of any formal educational goal well before a student reaches 9th Grade. Establish the "look fors" before a child reaches 9th Grade.

2. Identify At-Risk Students Before They Reach 9th Grade.

Using the behavioral, academic and attendance indicators to identify at risk students is crucial at the middle school (or even elementary school) level and critical if appropriate interventions are to be implemented.

3. Intervene With At-Risk Students Before They Reach the 9th Grade.

Notable in the research is a consistent theme when it comes to student dropout behaviors: students at risk of dropping out perceive, as early as 6th Grade, that they are different from their peers, and less respected by both peers and teachers. Early Intervention is pivotal for any program seeking to reach dropouts; a dropout's perception of respect (or a lack of respect) continues to be a driving force behind the decision to attain or forgo a high school diploma.

4. Provide Intense Supports for At Risk Students As They Transition From Middle School to 9th Grade

As previously identified, the greatest risk-period for dropouts isn't the year the ultimate decision to abandon school is made; it is the year they enter and attempt to complete the 9th Grade. Supports for those identified as at risk (i.e. frequent absences in middle school, one or more failing grades, etc.—See above, Section a (1)) are of paramount importance in 9th Grade. Personal, individualized interventions and constant monitoring are statistically the most impactful interventions related to dropout prevention.

(b) Student Voice: What Could Have Been Done to Help Me Stay in School?

Students who have dropped out provide extensive insight into what could have been done differently to prevent their dropout decision. When asked to complete the following sentence, dropouts surveyed/interviewed responded:

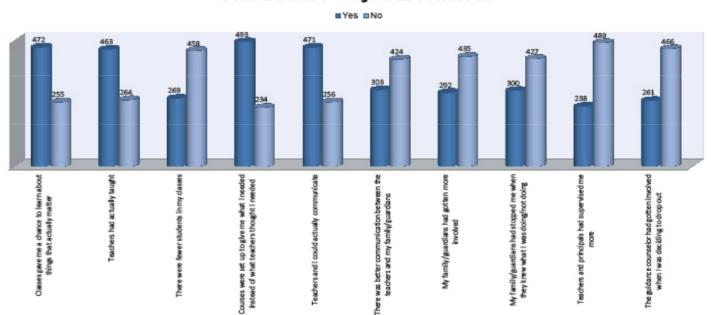
"I would have stayed in school if . . ."

- 1. Classes gave me a chance to learn about things that actually matter (65%)
- 2. Courses were set up to give me what I needed, instead of what teachers thought I needed (68%)

THE FOLLOWING COMPLETE DATA CONTINUES TO DEMONSTRATE WHAT WOULD HAVE KEPT STUDENTS IN SCHOOL......

and Perhaps More Interesting, What Were Not Factors.

I Would Have Stayed in School if:





NOTABLE DEVIATION FROM EXPECTATIONS

The "NO" responses set forth above are inconsistent with public perception, and bear scrutiny: Students who dropped out stated that the following did NOT play a significant role in their decision to drop out:

- Regular communication with home (58% said no)
- School involvement (60% said no)
- Family involvement (59% said no)
- Adult supervision (or lack thereof) (67% said no)
- Guidance counselor involvement (or lack thereof) (64% said no)

Multiple adults and educators would not have accurately predicted the responses set forth above. The question these dropout responses raise, however, is compelling:

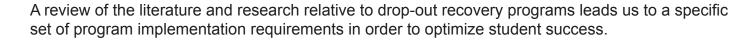
> How many dropout prevention funding allocations have been made without consideration of the student voice?

Further . . . When asked for the specific reasons for their dropping out, students currently enrolled at a recovery program site responded that they did not consider themselves to be "dropouts" after leaving school before completion.

Further . . . When subsequently asked why they left traditional school (as opposed to dropping out), the following responses were given:

- "I can come here and finish quicker"
- "I hated [traditional high] school"
- "I got expelled" (When questioned further, many stated that they were expelled for a variety of infractions but also added recognition of the value and the need to return to school. Other expelled respondents stated that they had been provided an option to be expelled or to enroll at an alternative school/site. Note: additional anecdotal/individual responses may be found in endnotes)¹⁹

PROGRAM IMPLEMENTATION RESEARCH



1. Flexible scheduling

Programs serving dropouts should provide flexible scheduling because students are more likely to need to work. Schedules which allow early morning or later afternoon enrollment options present more flexible options for working students.

2. Blended delivery

Students who have failed or opted-out of traditional "sit and get" education can benefit greatly to blended and technologically enhanced educational options, particularly when they can learn at their own pace according to the Innosight Institute.

3. Benefits for students, families, the school district and community

The Alliance for Excellent Education has determined that high school graduates earn, on average over \$10,000 more annually than dropouts. For school districts, where accountability requires the inclusion of graduation rates in all state accountability plans, the benefits are both measures of accountability for educational purposes but community and social justice. Within communities, the benefits are not only economic (graduates having over \$500,000 more of economic impact in their lifetimes) but also lower rates of incarceration and recidivism. The Center for Labor Market Studies found that 22% of daily jailing rates in Boston were African American male dropouts. Further, female dropouts were six times as likely to have given birth than their peers who were graduates.

4. Highly engaging instructional models

Dropouts should be provided engaging instructional models that include opportunities best possible instructional tactics and strategies. Further, they should frequently be surveyed regarding their engagement levels with data shared with instructors and students.

5. Wrap around supports

Behavioral, social emotional, career planning and health needs should be coordinated to provide a slate of services for at risk populations, particularly those who have dropped out and returned to an instructional program to minimize the non-instructional barriers to success.

6. Proof of concept and continuous improvement

Continuous improvement requires ongoing action research and prototyping to study the educational environment, student attainment and engagement.

7. State of the art technology

State of the art technologies including learning and content management systems are necessary for blended learning models. Further, adequate help-desk support and connectivity must be enacted so student frustration or other technological barriers are minimized.

Project and competency based learning 8.

In order to ensure that students connect their learning to their career and college readiness aspirations, project based learning should be implemented to see their attainment having outcomes. Further, competency based learning must be implemented to show that time is the only variable in learning rather than content and attainment.

9. Transcript and learning style review; individual student plans

Each student should have a customized learning path based on their academic needs after carefully reviewing their transcript for learning pathways to graduation. Where credit recovery is necessary, a learning pathway should include a plan to both provide remediation as well as rigorous traditional coursework.

10. Personalized learning through customized pathways

The customized learning plan should include a pathway to career and college readiness but also provide multiple pathways based on the students needs and interests.

11. Career and college ready supports

Students should be engaged in career and college ready supports that include interest inventories and active career and college planning programs. Students should take career and life planning sessions to develop a 10-year career plan that aligns career interests, opportunities, inventories, supply/demand, training and median salaries to learn what their choices would mean for long term planning.

12. Formative and summative assessments

State accountability tests and formative assessments (e.g., NWEA) should be utilized to monitor both student achievement with state standards as well as student progress and instructional strategy planning for all students.

13. Alternative locations

Students who return to the high school or location from which they dropped out have a far lesser chance of graduating. Of the 1352 students who dropped out of San Bernadino, CA, public schools, fewer than 1/3 returned and ultimately only 77 (6%) graduated according to a study by West Ed. The report urges school districts to encourage the use of neutral or off-site recovery locations.

A SOLUTION

Based on research and collective experience, *Acceleration Academies LLC* has designed a recovery program for at-risk students and the school districts who want to support them.

We call this program Acceleration Academy.

Our Acceleration Academies offer the following:

- · No district funding required for the academic success centers
- Led by highly proficient educators with strong records in driving student achievement
- Backed by the faculty of experts from Atlantic Research Partners
- Common core aligned curriculum and instructional support
- Providing mastery-based completion of high school graduation requirement--not seat-time
- Utilizing the most engaging blended instruction and technically enhanced content available.

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4. STEP Leadership Handbook





System for Transformative Educator Practice (STEP) Leadership Handbook

An Instructional Performance Management System of Measures and processes for quality classroom observation and coaching

$System\ for\ Transformative\ Educator\ Practice\ (STEP)$

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Introduction

Educator Quality

NCLB's emphasis on every child redefined teachers from general practitioners to highly-specialized technicians. From implementing balanced classroom assessment systems that monitor student progress toward standardized learning targets, to evaluating and analyzing achievement data, to differentiating instruction to meet the diverse of needs for a continuum of learners, to effectively responding to struggling students with a tiered system of interventions, the competencies of highly effective teaching are more rigorous than ever. Thus, the need for professional development and coaching to support teachers has been immense.

Standards for high-quality professional development maintain that activities to enhance educator practice must be sustained, intensive and classroom-focused in order to have a lasting impact and to ensure implementation of the knowledge and skills learned by the teachers. Joyce and Showers (2002) reminds us that the application of skills is much higher when professional development includes theory, demonstration, practice with feedback, and peer coaching with follow-up.

The Acceleration Academy, LLC (AA, LLC) seeks to positively impact the quality of professional development and daily instruction, and thereby positively impact the level of student achievement and progress, through an intensive instructional coaching model rooted in research-based practices of data analysis, classroom assessment, and differentiated instruction and intervention. The agency works carefully to develop its products and services to be in alignment with the Ohio Department of Education's Standards for Educators that include teachers, principals, and professional development.

Educator Development, Assessment, and Leadership

System for Transformative Educator Practice (STEP)

In the next decade, the United States will need approximately two million new teachers. It is in our best interest both locally and nationally to place a primary focus on educator quality as we work to meet this demand. Transforming educator quality should include focus on teacher retention, development, assessment, and compensation. To address these needs effectively, school leaders can look to multiple levels of responsibility for teachers, clinical studies of instruction that include performance appraisal, and job embedded professional development relative to the needs of the individual school. The Ohio

Educator Standards benchmark educator performance from early career *proficient* levels to multiple career leadership options for *accomplished* and *distinguished* levels. The System for Transformative Educator Practice (STEP), aligned to the Ohio educator standards, utilizes formative data collection from both teachers and students so that both student and teacher need is identified and then used to lead informed work to improve practice and raise student achievement.

Interested organizations are provided ESC technical assistance to plan the implementation of a Pre-STEP year relative to school readiness in the areas of instructional design, clinical learning communities, and the Ohio Educator Standards implementation. Subsequent training and development includes preparation for leadership in a STEP school, STEP performance appraisal training and certification, and STEP summer institutes.

Accordingly, the Center for Achievement and Leadership Services at the Acceleration Academy, LLC provides 7 *levels* of technical assistance to district teams, schools building teams, and boards of education related to educator development, performance assessment, and compensation management all in service to increased student achievement. (Appendix A-9)

1. Joyce and Showers (2002) Student Achievement Through Staff Development





Instructional Planning

Standards Alignment/Content Knowledge

What is Standards Alignment/Content Knowledge?

A standards-based curriculum is one that reflects or is aligned with national, state, and district content and performance standards (McLaughlin & Shepard, 1995:NCREL. 2000). Clear, common learning standards--manageable in number--promote better results. They are essential to focus and to coherence. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place. Marzano (1999)

A perfectly aligned instructional plan includes a curriculum that addresses the state content standards and instruction that is based on the curriculum. Consequently classroom tasks and assignments are aligned with the content standards teachers are expected to teach and that are assessed by the state.

Teachers are designers, and as teachers we are guided by national, state, district, or institutional standards that specify what students should know and be able to do. These standards provide a useful framework to help us identify teaching and learning priorities. Wiggins and McTighe (2005)

Content knowledge is the concepts, principles, relationships, processes, and applications a teacher should know within a given academic subject, appropriate for the developmental age/grade level he/she is responsible for teaching. In order to teach all students according to today's standards, teachers need to have a deep understanding of the content they are to teach and be flexible so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers must understand the connection across content to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 1987).

What is the Impact of Standards Alignment/Content Knowledge on Student Learning?

Consider a school where teachers know exactly what essential skills and knowledge students should learn that year and a school where they know their colleagues are teaching to the same manageable standards. Because of this knowledge, all teachers can collaborate on lessons and units. This in turn leads to proven, standards-referenced instructional materials--lessons, units, and assessments perfected through action research.

Such an alignment leads inevitably to better short- and long-term results on local and state assessments as well as on norm-referenced, alternative, and criterion-referenced assessments. Student learning in the context of a standards-based curriculum means that the curriculum is based on the same expectations for all students (Lachat, 1999).

Descriptors under the "5" category for Standards Alignment/Content Knowledge are:

Instructional plans always reflect:

- Learning targets aligned to state content standards.
- Logical sequencing and segmenting of new learning that promotes learning efficiency for all students.
- Teacher's knowledge of all key concepts of skill or content being taught
- Teacher's ability to articulate characteristics of exemplary student work for all concepts/skills

Descriptor: Learning targets aligned to state content standards.

Learning targets are descriptions of observable student behavior or performance that are used to make judgments about learning - certainly the ultimate aim of all teaching. Any skill is learned more effectively if the learner understands the reason for learning and practicing it. Standards clarify the intent of instruction for the teacher. Begin with the end in mind.

- What do you want the students to learn from this lesson?
- How will each student demonstrate that he/she has learned it?
- What standards are you meeting?
- What does the state or your district require?
- What do you need the students to know and be able to do at the end of the lesson?

Additionally, the learning target of the lesson must be explained in "student-friendly" terms so students will have a clear understanding of what they are to know and be able to do. The exemplary teacher understands the significance of teaching students the wording/terminology they will be required to know in addition to putting the learning targets in "student-friendly" terms.

When aligning the learning targets with state content standards the teacher can ensure that they are linked to specific skills that are targeted for determining school wide growth.

Descriptor: Logical sequencing and segmenting of new learning that promotes learning efficiency for all students.

Efficiency is a measure that means getting more done with the same amount of effort or the same amount with less effort. With so much to be learned, it should be obvious that instructional efficiency is paramount. After learning targets are identified, teachers can design appropriate sequencing and segmenting of learning activities and instructional strategies that provide feedback on student learning.

Graves and Fitzgerald (2003) note "effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners" (p.98) Douglas Fisher and Nancy Frey Better Learning Through Structured Teaching

If teachers are charged with developing independent learners, each part of a lesson plan should fulfill some purpose in communicating the specific content, the learning target, the learning prerequisites, the sequence of student and teacher activities, the materials required, **and** the actual assessment procedures.

Taken together, these parts constitute an end (the learning target), the means (the student and teacher activities), and an input (information about students and necessary resources). At the conclusion of a lesson, the assessment tells the teacher how well students actually met the learning target.

Appropriate sequencing and segmenting includes the preparation of several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As teachers plan instruction and student activities, it is important for them to estimate how much time each will require. Time for extended explanation should be provided but teachers should also be prepared to adjust instruction as needed which can mean moving on to different applications or problems, as well as adjusting instructional strategies. Therefore checks for understanding between segments of the lesson must be planned also. Smooth transitions between segments will maximize learning time.

Descriptor: Teacher's knowledge of all key concepts of skill or content being taught.

Shulman in 1986 distinguished three kinds of content knowledge: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge.

- 1. Subject matter content knowledge is what a content specialist knows, for example what a mathematician knows about mathematics.
- 2. Pedagogical content knowledge is specialized knowledge needed for teaching the subject, such as understanding how key ideas in mathematics are likely to be misunderstood by learners, and multiple ways of representing important ideas in the domain.
- 3. Curricular knowledge is knowledge of materials and resources for teaching particular content, including how subject matter content is structured and sequenced in different materials.

In order for teachers to move students toward higher levels of achievement, it is imperative that teachers have a deep knowledge of all concepts of the skill being taught. When teachers have a high level of knowledge they are able to facilitate student inquiry based learning by helping them move from basic understanding to complex understanding.

Descriptor: Teacher's ability to articulate characteristics of exemplary student work for all concepts/skills.

A primary reason for having learning targets are to communicate to students what they are expected to learn from instruction. This means that the teacher must first see the end of his own instruction prior to teaching. Keep the end in mind!

In order to do this successfully, teachers must ask themselves, "What would count as evidence of successful learning?" Before teachers plan the activities, their first question must be, "What assessment of the desired result am I looking for, and specifically, what counts as evidence of the understanding sought?" Wiggins and McTighe (2005)

As part of the planning process, the most effective teachers have considered the question, "What would an exemplary response from a student sound like for the intended learning in this lesson?" These teachers begin the planning process with a clear understanding of exactly what "exemplary" is based on the standards.

Criteria for Standards Alignment/Content Knowledge

- The learning targets clearly state what the students are to know and be able to do by the end of the lesson.
- All teacher instruction and student activities are sequenced and segmented in a logical progression and aligned with the learning targets.
- Evidence of successful learning is identified prior to the lesson creation.

Examples and Non-Examples of Standards Alignment/Content Knowledge

Example

1. <u>Standard:</u> Standard 6 – Students will understand essential concepts about nutrition and diet. 6a – Students will use an understanding of nutrition to plan appropriate diets for themselves and others.

<u>Learning Target</u>: Students will be able to . . .

- Read and interpret nutrition information on food labels.
- Analyze diets for nutritional value.
- Plan balanced diets for themselves and others.

<u>Desired Understandings:</u> Students will understand that. . .

- A balanced diet contributes to physical and mental health.
- Dietary requirements vary for individuals based on age, activity level, weight, and overall health.
- Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits.

Guiding Question: What is healthful eating?

Evidence of Student Understanding:

- Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience.
- The menu must meet the USDA food pyramid recommendations.
- Include one modification for a specific dietary condition (diabetic or vegetarian)

Wiggins and McTighe (2005)

Non-Example

•

2. <u>Standard:</u> Standard: 9.20a - Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.

<u>Learning Target:</u> Students will explain how industrialization affected the environment and the impact it had on the conservation movement.

Guiding Question: What was the impact of industrialization on the American environment?

Coaching/Reflection Questions

- How do you decide on the standards/objectives you will teach?
- How do you ensure that learning targets are aligned to the state content standards?
- When planning a lesson, how do you decide on the sequencing of the instruction?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- What impact will thinking about the evidence of successful learning, prior to creating the lesson, have on lesson design and student achievement?
- Why is it important to clearly communicate the characteristics of exemplary student work to students prior to their completion of the assignment?
- How are the characteristics of exemplary student work aligned to the standards and high stakes test?

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Assessment

What is Assessment?

Assessment is the process of documenting, in measurable terms, knowledge, skills, attitudes and beliefs. Assessment should be valid and reliable. A valid assessment is one which measures what it is intended to measure. Reliability relates to the consistency of an assessment. In educational research, learning targets are very important for defining what learning should be assessed. Academic Kids(2005)

Assessment is an on-going process of gathering and analyzing data on the extent to which student learning outcomes have been attained and using the results to improve teaching and learning. Assessment information comes from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Assessment results must be used to improve subsequent learning.

There are two popular terms for assessment; traditional and authentic. Traditional assessment refers to the forced-choice measures of multiple-choice tests, fill-in-the-blanks, true-false, matching and the like that have been and remain so common in education. Students typically select an answer or recall information to complete the assessment. These tests may be standardized or teacher-created. They may be administered locally or statewide, or internationally. In the traditional assessment model the curriculum drives assessment. "The" body of knowledge is determined first. That knowledge becomes the curriculum that is delivered. Subsequently, the assessments are developed and administered to determine if acquisition of the curriculum occurred.

Authentic assessment drives the curriculum. That is, teachers first determine the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as *planning backwards* (e.g., McDonald, 1992).

A teacher does not have to choose between authentic assessment and traditional assessment. It is likely that some mix of the two will best meet the needs of all teachers and students.

When we assess our students' learning, we force the questions, "What have our students learned and how well have they learned it?" "How successful have we been at what we are trying to accomplish?" Classroom assessments can include a wide range of options -- from recording anecdotal notes while observing a student to administering tests. The options can be roughly divided into two categories -- formative assessments and summative assessments. In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. Formative assessment and

summative assessment share a common goal of evaluating student knowledge. The key distinction between the two is the purpose for which the evaluation is carried out.

- Formative assessment is intended to inform and guide adjustments to instruction on an ongoing basis.
- Summative assessment is intended to monitor progress and evaluate the overall success of both students and instructional programs on a long-term basis.

What is the Impact of Assessment on Student Learning?

Major reviews of the research on the effects of classroom assessment indicate that it might be one of the most powerful weapons in a teacher's arsenal. As a result of 250 studies, Paul Black and Dylan Wiliam (1998) describe the impact of effective classroom assessment in the following way:

The research reported here shows conclusively that formative assessment does improve learning as measured by summative assessments. The gains in achievement appear to be quite considerable, and as noted earlier, amongst the largest ever reported for educational interventions. Black, P., & Wiliam, D.,(1998)

Evidence shows that high quality formative assessment does have a powerful impact on student learning. Formative assessment methods have been important to raising overall levels of student achievement. Quantitative and qualitative research on formative assessment has shown that it is perhaps one of the most important interventions for promoting high-performance ever studied. In their influential 1998 review of the English-language literature on formative assessment, Black and Wiliam concluded that:

"... formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions. As an illustration of just how big these gains are, an effect size of 0.7, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an 'average' country like England, New Zealand or the United States into the 'top five' after the Pacific Rim countries of Singapore, Korea, Japan and Hong Kong." (Beaton et al., 1996, Black and Wiliam, 1998, p. 61)

Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs -- needs that are often unpredictable and that vary from one pupil to another. Teachers can find out what they need to know in a variety of ways, including observation and discussion in the classroom and the reading of pupils' written work. Information from assessments must be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.

Descriptors under the "5" category for Assessment are:

- Aligned to state content standards and lesson's learning target.
- That have specific measurement criteria that have been communicated to students.
- That are formative and summative and a variety of assessment tools.
- Aligned to the content and format of district and state accountability measures.

Descriptor: Aligned to state content standards and lesson's learning target.

Setting clear and achievable targets is the starting point for creating assessments. In other words, you need to determine what exactly your students should know and be able to do. If you do not set clear targets, you will never know if the instruction and experiences in the classroom resulted in a "bull's-eye" or if they missed the mark completely.

Misaligned curriculum, instruction, and assessment is one factor that leads to poor student achievement. Standards-led alignment should use local content standards as the focal point to:

- foster the use of multiple assessment sources and methods,
- describe how classroom and accountability assessment relate to each other,
- align accountability and classroom assessment with learner outcomes, and
- ensure that teachers and administrators use appropriate forms of assessment, are skilled in interpreting data, can plan for re-teaching activities using data, and can evaluate the impact of specific programs and instructional strategies. Linn & Herman (1997),

Creating or selecting an assessment without having a plan for alignment can result in mismatches between instruction and assessment. The assessment probably will not measure what you intend it to measure, which is known as a *validity* problem. From an assessment quality point of view, this is a bad thing. If you have ever faced an exam yourself that did not match the instruction you received, you know what that feels like from the student's point of view. Analyze assessments to determine their match to the intended learning targets. When teachers make a plan for an assessment, whether they intend to create the assessment or just copy it, they are making the advance decisions about validity—what the assessment will cover and how much weight each learning target will get. (Stiggins, Arter, Chappuis, J., Chappuis, S., 2004)

Teachers must ask themselves:

- 1. Assess why?
- 2. Assess what?
- 3. Assess how?
- 4. How important?

Descriptor: Specific measurement criteria that have been communicated to students.

Clear criteria must be developed for marking each assessment task and must be communicated and made available to students. Criteria can be stated in many ways. These depend on the type of assessment task. Sometimes specific criteria for assessment cannot be stated in advance without defeating the purpose of the assessment (by informing the learner of what is to be tested). However, it is desirable that the criteria should be made explicit at some stage (e.g. after the work has been marked). For example, if an examination requires the solving of a mathematical problem, the examiner may require the use of logical methods or particular processes. Students should know this, preferably before, but at least after, they have taken the examination. If an essay is intended to test a student's ability to organize an argument logically, this should be stated and preferably a statement about what constitutes the various levels of performance should be provided (e.g. prior to the completion of the work).

In drafting assessment criteria, it is important to refer to the student learning outcomes and to give some thought as to how the criteria can be justified and how it will inform feedback to students. When

designing criteria, it is also important to check that the performance levels are achievable by students undertaking the subject.

Criteria for assessment should be:

- specific to each task
- clear and sufficiently detailed so as to provide guidance to students undertaking assessment task
- transparent (i.e. stated in advance)
- justifiable (i.e. linked to learning objectives) and achievable
- appropriate to weightings
- where appropriate, supported by a verbal or written statement about what constitutes the various levels of performance

Example: 9th Grade Social Studies

Assignment 1: Essays summarizing Articles of the *Universal Declaration of Human*

Rights that are violated through Poverty

Due date: Day 4 Weighting: 30%

Length: Up to 1500 words

Students are required to prepare an essay, which critiques **Articles of the Universal Declaration of Human Rights** that are violated through poverty.

- Conformance with Human Rights standards (ie. vocabulary, structure/content, messaging and security) and
- the extent to which Human Rights are violated through poverty.

Grading of assignments will be according to the following criteria.

Range of Performance			
Criterion	Marginal	Approaching	Excellent
Addresses the questions Responsiveness to questions/issues	Does not focus on question	Generally focused	Interprets question innovatively and maintains focus throughout
Use of readings			
Evidence of awareness of key ideas or facts brought	Little or no mention of ideas from readings	Mentions key ideas or thoughts from the readings	Discusses and critically analyses ideas and theories as applied to assignment

out in readings			(citations helpful)
Justification of conclusions Conclusions clearly linked to concepts developed within the essay	Little logic between conclusions and content of paper	Conclusions mainly summaries issues raised in paper	Conclusions draw main concepts of paper together in a unifying manner; expressed succinctly; makes recommendations for further action
Presentation and Structure Organization and presentation of ideas	Difficult to follow. Sequence hard to see	Clear, crisp logical response.	Innovative organization. Use of charts, diagrams and other materials.

Descriptor: That are formative and summative and a variety of assessment tools.

Comparison of Formative and Summative Assessments				
	Formative assessments	Summative Assessments		
	To improve instruction & provide student feedback	To measure student competency		
Purpose				
When administered	Ongoing throughout unit	End of unit or course		
How students use results		To gauge their progress toward		
		course or grade-level goals and		
	To self-monitor understanding	benchmarks		
How teachers use results	To check for understanding	For grades, promotion		

Fisher, D., & Frey, N., (2007)

Formative assessments are ongoing assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and provide student feedback through the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, he or she can design a review activity to reinforce the concept or use a different instructional strategy to reteach it. At the very least, teachers should check for understanding every 15 minutes. The results of formative assessments are used to modify and validate instruction. Fisher, D., & Frey, N., (2007)

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a predetermined time. The goal of summative assessments is

to judge student competency after an instructional phase is complete. For example, the Florida Comprehensive assessment Test administered to students in Florida once a year is a summative assessment of each student's ability at certain points in time. Summative evaluations are used to determine if students have mastered specific competencies and to indentify instructional areas that need additional attention. (Fisher, D., & Frey,N., 2007)

Examples:

Formative Assessments	Summative Assessments
Anecdotal records	Final exams - End-of-unit or chapter tests and End-
	of-term or semester exams
Quizzes and essays	State Benchmark Tests
Diagnostic tests	National tests
Self and peer assessment	Entrance exams (SAT & ACT)
Questioning	Scores that are used for accountability for schools
	(AYP) and students (report card grades).

Garrison, C., & Ehringhouse, M. (2007)

Ideally, formative and summative assessments are complementary. The *process* of formative assessments should be an important component in summative evaluation

Descriptor: Aligned to the content and format of district and state accountability measures.

In 1994, the Improving America's Schools Act and Title 1 of the Elementary and Secondary Education Act required states to create clear expectations for student learning (content standards), assessments that measure those standards, and systems that held school systems accountable for student achievement. The act required that all students be tested once during each of the following grade spans: 3-5, 6-9, and 10-12. By the 1999-2000 school year, 48 states had adopted state-level tests in reading and math for one grade level in each of the grade spans (Goertz, Duffy, & Le Floch, 2001).

Classroom assessment differs from tests and other forms of student assessment in that it is aimed at content improvement, rather than at assigning grades. The primary goal is to better understand your students' learning and so to improve your teaching. However, teachers are *encouraged* to teach to the test. Students need to learn how to perform well on meaningful tasks. To aid students in that process, it is helpful to show them models of good (and not so good) performance. Furthermore, the student benefits from seeing the task rubric ahead of time as well. By knowing what good performance looks like, and by knowing what specific characteristics make up good performance, students can better develop the skills and understanding necessary to perform well on these tasks. Schools are finding it just makes sense to align curriculum and assessment. Bushweller (1997)

Teaching to the test is another way of saying curriculum alignment, and it means teaching knowledge and skills that are assessed by tests designed largely around academic standards set by the state. "There is a big difference between teaching to the test and teaching the test," says Nancy Grasmick, Maryland's state superintendent of schools. "If you're teaching to the test and you're mirroring good teaching that will enhance learning, then we don't see anything wrong with that."

David Shane, president of Community Leaders Allied for Superior Schools (CLASS), which works to bring community resources to Indianapolis area schools, echoes Bibbs. Shane says that with the nation

heading toward a more knowledge-based, technologically savvy economy, it will be difficult for schools to justify developing a unique curriculum while ignoring what is necessary to remain accountable. These days, he says, the main ingredient for remaining accountable is good performance on standardized tests. "You can't opt out of measuring results," Shane says.

Howard Everson, vice president of the teaching and learning division and chief research scientist of the College Board, which created the Advanced Placement curriculum and administers the Scholastic Assessment Test (SAT) as well as other standardized assessments says, "A good test has a mixture of multiple-choice and essay (or extended-response) questions. Fortunately, he says, standardized exams are moving in that direction. Teaching to the test is exactly the right thing to do as long as the test is measuring what you are supposed to learn." Bushweller (1997)

Criteria for Assessment

- Assessments should measure exactly what the students will know and be able to do.
- The concept, skill, or knowledge being assessed should be apparent to students.
- Determine the level of performance being assessed prior to delivery of the lesson.
- Determine type of knowledge being assessed: reasoning, memory, or process.
- Identify the standard required to meet the objective.
- Limit the number of performance criteria to those that can be observed during a pupil's performance.
- Express the performance criteria in terms of observable pupil behaviors or product characteristics.
- Use concise language that is understandable to all students.
- Arrange the performance criteria in the order in which they are likely to be observed.

Links Among Achievement Targets and Assessment Methods Chart

Target to	Assessment Method			
Be Assessed	Selected Response	Extended Written	Performance	Personal
		Response	Assessment	Communication
Knowledge	Good match for	Good match for	Not a good	Can ask questions,
Mastery	assessing mastery	tapping	match—too time	Evaluate answers
	of elements of	understanding	consuming to	and infer
	knowledge.	of relationships	cover	mastery—but a
		among elements of	everything.	time-consuming
		knowledge.		option.
Reasoning	Good match only	Written	Can watch	Can ask student
Proficiency	for assessing	descriptions	students solve	to "think aloud" or
	understanding of	of complex	some problems	can ask followup
	some patterns of	problem solutions	and infer reasoning	questions to probe
	reasoning.	can provide a	proficiency.	reasoning.
		window into		
		reasoning		
		proficiency.		

^{*} The criterion describes the quality in the assessment task that will be judged during marking.

Skills	Not a good match. Car of the knowledge prere performance, but cann tap the skill itself.	equisites to skillful	Good match. Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; not a good match otherwise.
Ability to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself	Not a good match

Source: Adapted from Student-Involved Assessment for Learning, 4th ed. (p. 69), by R. J. Stiggins, 2005, Upper Saddle River, NJ:

Merrill/Prentice Hall. Copyright ©2005 by Pearson Education, Inc. Adapted by permission of Pearson Education, Inc.

Coaching/Reflection Questions

- 1. What evidence will you use to determine if students have demonstrated mastery of the objective?
- 2. How will you communicate the assessment criteria to all students?
- 3. Does the assessment data indicate student mastery of the objective? How do you know?
- 4. How often should you check for mastery of the learning target during the course of a lesson?
- 5. What assessment tools should you use in order to get a clear understanding of whether or not the majority of the students mastered the objective?
- 6. How do you design assessments that are specific to each task?
- 7. How will your assessments be used as predictors of students' future performance on benchmark or state tests?

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Knowledge of Students

What is Knowledge of Students?

"A person cannot teach what he or she does not know." But understanding the content is not sufficient. The content must be transformed through instructional design into creation of activities that make it accessible to students. All elements of the instructional design -- learning activities, assessments, and strategies must be appropriate to both the content and the students.

Regardless of a teacher's instructional techniques, he/she must have sufficient knowledge of a subject to guide student learning. This requirement is independent of a teacher's approach: Even those who embrace a constructivist or inquiry approach to instruction must understand the content to be learned, the structure of the discipline of which that content is a part, and the methods of inquiry unique to that discipline.

Pedagogy is how teachers orchestrate classroom learning. It is the act, process, or art of imparting knowledge and skill." An effective teacher must spend much time on strategic questions - pedagogy - how to manage and manage well, how to reach child individually and give her or him the lesson needed. To maximize student learning, teachers must know their content, its accompanying pedagogy and their students.

What is the Impact of Knowledge of Students on Student Learning?

If teachers know their students well and plan for instruction in order to meet their needs, student performance is improved. Teachers change student performance by determining what each student needs and which strategies will work to unlock patterns that have not been working. Effective teachers are very good at diagnosis and the customization of instruction. They keep checking for understanding and they keep searching for the intervention that will enable each student to succeed. (McKenzie, 2003)

Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Knowledge acquired through memorizing information and procedures is not permanent and is generally retained only until it is tested or until its use is ended. And if such knowledge is not fully understood, it is easily dislodged. Part of knowing students is knowing which ones require additional assistance in learning parts of the curriculum or which ones must demonstrate knowledge in unique ways.

In a study by Paul Cobb, he and colleagues provided opportunities for teachers to examine new curriculum materials, solve mathematics problems that they would teach to students, and then study student learning. At the end of the school year, these teachers' students did better on conceptual understanding. (Cobb, 1991)

Educator, John Dewey stated categorically that pedagogy and content are inseparable. Method means the arrangement of subject matter which makes it most effective when in use. Never is method something outside of the material' (p. 194). "The teacher should be occupied not with subject matter in itself but in its interaction with the pupil's present needs and capacities" (p2. 15). Dewey also believed that highly developed subject matter understanding is a prerequisite for effective teaching. (Bond, Smith, Baker, Hattie, 2000)

Links between teacher pedagogical content knowledge and student learning are found in a study that compared teachers who obtained National Board Professional Teaching Standards certification and teachers who applied for the certification, but did not obtain it. Certified teachers outperformed their counterparts on a measure of deep representation of the subject matter, and skillfulness in monitoring and providing feedback to students. Students of those teachers in turn exhibited a more integrated coherent and abstract understanding of their concepts. (Bond, Smith, Baker, Hattie, 2000)

Descriptors under the "5" categories for Knowledge are:

Instructional plans always reflect:

- The creation of activities and assessments that are appropriate for the age, knowledge, and interests of all students
- Opportunities for students to make choices and take ownership of their learning
- Opportunities for students to progress at an appropriate pace based on their individual needs and district/state accountability measures.

Descriptor: The creation of activities and assessments that are appropriate for the age, knowledge, and interests of all students.

Differentiated instruction, according to <u>Carol Ann Tomlinson</u> (as cited by Ellis, Gable, Greg, & Rock, 2008, p. 32), is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning". Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests (Anderson, 2007).

Each age group has certain developmental characteristics intellectual, social, and emotional. Teachers' knowledge of their students should include the students' stage of developmental understanding. Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Students come to the school environment with social and cultural characteristics that influence how they see the world, participate in learning activities, and absorb new information.

All learning activities must be appropriate to students' grade level and emotional/psychological readiness. Teachers can assess this through simple interaction with the students and by learning about their academic and personal backgrounds. Students should always be challenged to stretch their abilities to the limits and push themselves farther than they thought they could go. This can be achieved through the use of

differentiated instruction and by the teacher providing extra enrichment and remediation activities related to the topic being studied.

A classroom in which a teacher uses one instructional strategy every single day is a classroom in which students become disengaged, withdrawn, and bored. They go into the classroom knowing exactly what to expect, and it is not exciting to them. Teachers that vary instructional strategies and gear them towards student interest and learning styles of the classroom captivate their students and leave them wanting more. In a classroom with diverse learners, the effective teacher challenges all levels of students in ways that aid in the enhancement and development of higher order thinking skills.

Commonalities in the assessment results lead to grouping practices that are planned designed to meet the students' needs. "How" a teacher plans to deliver the instruction is based on assessment results that show the needs, learning styles, interests, and levels of prior knowledge. The grouping practices must be flexible, as groups will change with regard to the need that will be addressed. Regardless of whether the differentiation of instruction is based upon student readiness, interests, or needs, the dynamic flow of grouping and regrouping is one of the foundations of differentiated instruction. (Nunley, 2004)

By using differentiated instruction, educators can meet all individual student needs and help every student meet and exceed established standards (Levy, 2008). According to Tomlinson, the perceived need for the creation of activities and assessments that are appropriate for the age, knowledge, and interests of all students lies in the fact that students vary in so many ways and student populations are becoming more academically diverse. (Tomlinson, 2007)

Descriptor: Opportunities for students to make choices and take ownership of their learning.

Learning opportunities implies that the teacher provides access to learning and creates an optimal environment but that the students must seize those opportunities for learning to occur. Bigelow and Vokoun, longtime middle school teachers, describe several scenarios in which they offered middle school students choice within classroom structures and routines, ways to meet required standards, and assignments. From asking students to create classroom rules to giving them free rein in reading choices, their experiences reveal that handing learners more control over their own learning is a complex undertaking. Although many students rise to the challenge of freedom in how to complete their assignments, others take this as an opportunity to do the bare minimum. The effective teachers shows perseverance, clarity in expectations, and creative guidance to make choice work. (Bidelow & Vokoun, 2008)

Malone and Lepper (1983) suggest that providing explicit choices among alternatives can enhance intrinsic motivation. Schiefele (1991) identified two components of interest: feeling-related and value-related valences. Feeling-related valences are feelings attached to a topic. Value-related valences relate to the importance of the topic to an individual. Value-related valences are associated with "constructing meaning" and are discussed later in this chapter. Feeling-related valences are the degree of enjoyment that an individual has toward a topic or object. If students are allowed to select a task that they personally enjoy doing, their motivation to learn increases. When students are given choices to select assignments that are close to their personal interests, their motivation to do the work should increase.

Descriptor: Opportunities for students to progress at an appropriate pace based on their individual needs and district/state accountability measures.

Differentiation is not an instructional strategy, but rather a way of thinking about teaching. It is a philosophy based on a set of beliefs that students of the same age differ in readiness, interest, and

experience. These differences make major impacts on student learning, including the pace at which they learn. Students learn best from supportive adults making them work slightly beyond their normal achievement level, while making connections between curriculum and life experiences. No two children are alike. No two children learn in the identical way. An enriched environment for one student is not necessarily enriched for another. In the classroom we should teach children to think for themselves." (Diamond, 2004)

Differentiation of Instruction is a teacher's response to learner's needs guided by general principles of differentiation (respectful tasks, on-going assessment, and adjustment and flexible grouping) where teachers can differentiate content, process and product according to readiness, interest and learning profile. (Tomlinson, 1997)

- Content What the student should know, understand, and be able to do as a result of a lesson or unit
- Process Activities in which the student engages in order to make sense of or to master the content
- Product The vehicle through which a student shows, applies, or extends what he or she has come to understand and can do as a result of a lesson or a unit

To provide opportunities for students to progress at a pace based on their individual needs teachers must consider the content, process, product in the classroom.

1. Differentiating the Content/Topic

Content can be described as the knowledge, skills and attitudes we want children to learn. Differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction. Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem. This strategy is often referred to as compacting the curriculum. Another way to differentiate content is simply to permit apt students to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

2. Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

3. Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking. There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of product.

Criteria for Knowledge of Students:

- 1. Teacher uses varied approaches to learning in instructional planning.
- 2. Teacher displays knowledge of typical developmental characteristics of age group.
- **3.** Teacher's plan includes activities for students who progress at various paces in order to meet their individual needs.
- **4.** Teacher displays knowledge of students' interests.

Examples and Non-Examples of Knowledge of Students

Example:

Tiered lesson planning is one of the many ways to differentiate instruction in a classroom. Tiered instruction can come in the form of an individual lesson, a group project, or the approach for an entire unit. A tiered activity, no matter the length or type, can address **content**, a standard, a concept, a key or essential question, an objective, and the like -- but it will offer students multiple conduits for learning the material.

• An easy example I can provide, that I have actually used in my classroom, involves similes and metaphors. I teach similes and metaphors through short stories, but I choose three different short stories based on the three levels of reading ability in my classroom. The actual **content** is the same, but the materials I use in my **process** are different. The final **product**, which is a simple paper-and-pencil graphic organizer, is also the same. I adjust or tier my process to achieve maximum learning.

Non Example:

It's a high school language arts class, and students are reading a novel. The daily objective is practicing inference and application of this skill. They are writing a brief essay predicting what the character Crooks from Steinbeck's *Of Mice and Men* might do next. They must pull textual evidence from the book to support their predictions and claims.

But Diana is seated over there, frustrated. She is struggling with the concept of inference, partly because she is reading below her grade level. Knowing this about her reading abilities, and other challenges indicated on her IEP, do I expect her to stay the course, or do I admit that success for her with this assignment as it stands is not likely? I decide to let Diana work with a partner and copy whatever her partner pulls from the text. (adapted from Rebecca Alber's Defining Differentiated Instruction)

Coaching/Reflection Questions

• How do you determine the various learning preferences of your students and incorporate these into your lessons?

- How do you identify the needs of your students and vary your plans according to these needs?
- How do you modify your instructional plans to include differentiated instructional methods?

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Section 2

Instructional Delivery

Clear Learning Targets

What is Clear Learning Targets?

Clear learning targets are statements of what we want students to know and be able to do by the end of a lesson. Students who can identify what they are learning significantly outscore those who cannot. (Robert J. Marzano- 2009) The importance of generating learning targets that are clear and focused and then communicating those learning targets in such a way that students understand them and can see classroom activities as a means to accomplishing specific learning targets is immeasurable.

The starting place for all effective instruction is designing and communicating clear learning targets. Once learning targets are clearly identified, they should be stated in a form that provides clear direction for students. If we don't begin with clear statements of intended learning, we won't end up with sound assessments.

*Other names for learning targets are objectives, benchmarks, goals, grade level expectations, etc.

What is the Impact of Clear Learning Targets on Student Learning?

Providing students with a list of the most important learning targets prior to the start of instruction increases clarity. This excerpt comes from a book by Rick Stiggins (2004) in which he describes a teacher's recollection of the benefits of student friendly targets in the classroom:

"All children, across the ability range, talked about the learning intention, explaining how their teacher wrote it up on the board and provided examples of the learning intentions from that day. Brighter children said that it helped them focus on the aspect at hand and not get distracted by other things. Students who had been struggling said that they looked up at the learning targets—and especially the success criteria—to remind themselves of what they were supposed to be doing."

-Classroom Assessment for Student Learning p. 59

Descriptors under the "5" category for Clear Learning Targets are:

- The learning target is communicated to students.
- The learning target is focused on a limited set of skills with clear measurement criteria that is communicated to students.
- The learning target is aligned to grade level standards that are communicated to students.
- The learning target is part of a logical sequence of learning.

- All students demonstrate mastery of the intended learning target or progression towards mastery of sub-objectives.
- Instructional plans are made based on levels of student mastery.

Descriptor: The learning target is communicated to students.

Students are much more likely to reach specific expectations for an assignment if the learning targets are provided at the outset. How do students know what we want from them? How do they know what criteria we will apply to evaluate the work they do for us? How do they know when their work meets our expectations or is good enough? These questions pertain to the performance targets and learning outcomes, elements of quality of student work, and standards for performance that we hold for our students. When we communicate the answers to these questions - when we make the targets for learning and performance clear (e.g., Stiggins, 1994, chap. 4) -- students can understand what we expect them to know and be able to do.

Communicating learning targets does not mean merely writing the objective on the board or telling students what the objective is in a sentence or two. What is meant by sharing learning targets and criteria for success, however, is that students comprehend what those objectives mean. For example, a reading target might be that students can identify the main idea in passages of a certain type and level. What we want is more than students being able to say "identify main idea." We want students to understand that they will learn how to get a better grasp on the meaning of what they read, why that should be a target for them, and what it feels like to do that. For the student, this means both understanding the learning target and knowing what good work on the assignment looks like. It's not a target if the student can't envision it. (Brookhart & Moss – 2009)

The single most important method for routinely sharing learning targets is using assignments that match—*really* match. It is in the assignment that the teacher translates the learning target into action for the student. Teachers should always share their targets for students' learning—both by telling or writing the targets and by giving assignments and activities that embody them—and then check for students' understanding. It is not enough to ask students, "Do you understand?" They'll say yes, of course! Rather, teachers should use strategies that help assess students' comprehension of the meaning of learning goals and their comprehension of what good work looks like. (Brookhart & Moss – 2009)

Teachers are likely to hold misconceptions about sharing learning targets.

Misconception #1: Informing the students of the learning target by telling them what it is or by writing it on the board is sufficient. This is probably the most common misconception teachers might hold about sharing learning targets. Often teachers are required to write their objectives on the board, and supervisors observe to make sure the teachers do so. The assumption behind this practice is that writing the objective on the board puts the objective inside the students' heads. This is not a good assumption.

Having students be able to recall or recite the objective is necessary but not sufficient for their understanding it.

Clear learning targets direct both teachers *and students* toward specific goals. Students can meet goals only if they are actually working toward them, and they can't work toward them until they understand what they are. Teachers can help students understand learning targets by the same means they use to help students understand anything: telling, showing, or discovering. (Moss and Brookhart – 2009)

Descriptor: The learning target is focused on a limited set of skills with clear measurement criteria that is communicated to students.

Learning targets should be written in terms of an observable, behavioral outcome. They will specifically state what the student will know and be able to do by the end of the lesson. When writing the target in performance terminology, the selection of an effective action verb is of utmost importance. The use of a clear, targeted verb provides directions about the expectations of student performance at the completion of instructional activities. Because the verb provides the desired direction of emphasis, it is important to choose a verb that is focused and targets a level of performance appropriate for the lesson.

Learning targets must be specific and target one expectation or set of skills. The conditions of the target should communicate the situation, tools, references, or aids that will be provided for the student.

Each learning target should be measurable and include the criteria for evaluating student performance. Generally, standards provide information to clarify to what extent a student must perform to be judged adequate; thus effective learning targets indicate a degree of accuracy, a quantity of correct responses or some other type of measurable information. Targets serve the dual purpose of informing students of performance expectations and providing insight as to how achievement of these expectations will be measured. (Stiggins 2010)

Tips:

- Learning targets have two parts: an action verb and a content area.
- Keep statements short and focused on a single outcome.
- To ensure that learning targets are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.

Descriptor: The learning target is aligned to grade level standards that are communicated to students.

State standards documents----which define the content that students are expected to master----are completely intimidating to parents and students (and sometimes teachers, too!). (Marzano - 2006) What is the point of writing a standard on the board. However, research proves that when aligning, writing and communicating the state standards in student friendly learning targets, students have clear understanding of what is being expected.

Explaining the intended learning in student-friendly terms at the outset of a lesson is the critical first step in helping students know where they are going...Students cannot assess their own learning or set goals to work toward without a clear vision of the intended learning. When they do try to assess their own achievement without understanding the learning targets they have been working toward, their conclusions are vague and unhelpful.(Stiggins, Arter, Cahappuis & Chappius, 2004, pp. 58-59)

State standards are very complex statements. Oftentimes, one standard can include several different skills that students are supposed to master. We have to deconstruct standards to determine exactly what skill we are targeting. Only then can we sufficiently communicate to students exactly what we want them to know and be able to do at the end of the lesson.

Descriptor: The learning target is part of a logical sequence of learning.

One way you will know that you have clear and usable targets is if you can determine what kind of learning target is being called for. Then all instruction and classroom activities are aimed at specific learning targets. When student activities described in the lesson plan do not contribute in a direct and effective way to the learning target, students cannot master the target. Students should not be engaged in activities just to keep them busy. Whatever you have your students do should contribute in a direct way to their accomplishing the learning target of the lesson. Additionally, the learning target must be part of a logical sequence of learning

Each part of a lesson plan should fulfill some purpose in communicating the specific content, the objective, the learning prerequisites, what will happen, the sequence of student and teacher activities, the materials required, **and** the actual assessment procedures. Taken together, these parts constitute an end (the target), the means (what will happen and the student and teacher activities), and an input (information about students and necessary resources). At the conclusion of a lesson, the assessment tells the teacher how well students actually attained the objective. (**Kizlik** -2010)

"Choose activities likely to facilitate the achievement of specific learning outcomes...Learning occurs primarily through the learner's activity, rather than through passively receiving information". **Dalgarno**, **1998**

You've heard the old Chinease Proverb:

"If you tell me I will forget

If you show me I might remember

But if you involve me, I will learn"

It's important to arrange the student activities in a logical sequence in order to facilitate learning and for students to master the learning target. There are several methods to sequence the student activities.

1. Sequence the students' activities chronologically:

Before Class

Activities

Help students prepare for the lesson by giving them assignments such as readings, article reviews, problems, etc. Have them answer questions or submit major points.

During-Class

Activities

Give students opportunities to practice the skills and knowledge learned within class discussion and give prompt feedback.

After Class

Activities

Allow students to reflect on what they have learned by activities such as group discussions, submission of the three most important points of class or "fuzziest concept."

2. Sequence the student activities logically:

"Each individual activity should build synergistically on students' previous learning activities and prepare them for future activities." (Fink-no date)

Descriptor: All students demonstrate mastery of the intended learning target or progression towards mastery of sub-objectives.

Learning targets describe the skills students must master to succeed in courses. Assessments are tools such as presentations, quizzes, projects, check-lists, observations or other instruments used to measure whether students have gained the new knowledge or acquired the skills described in the learning targets.

Learning targets also provide consistency, clarity, and truth about individual student progress. Proficiency is simply a measure of a student's progress toward mastery of a specific learning target. Learning targets represent the various steps towards mastery of the standards and the criteria and evidence you will collect to ensure that students are indeed making progress.

Assessment for learning promotes increase in achievement, which occurs during learning, and helps teachers diagnose and respond to student needs. The primary motivator is the belief that success in learning is achievable. (Stiggins, 2006)

To know what comes next in the learning, one must know where the students are in the learning. Formative assessments must be used continuously while the learning is happening. Over time, the student masters progressive levels of prerequisite learning (sub-objectives) that accumulate to mastery of the standard. Ongoing classroom assessment must tract that progress in order to know what comes next in the learning. This is essential to a balanced classroom assessment system.

The greatest value to ongoing formative assessment is the improvement in real-time teaching and learning at every turn.

Descriptor: Instructional plans are made based on levels of student mastery.

Formative assessment delivers information *during* the instructional process, *before* the summative assessment. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning. It is an ongoing, dynamic process that involves far more than frequent testing, and measurement of student learning.

When teachers know what specific learning target each question or task on their test measures, they can use the results to select and reteach portions of the curriculum that students haven't yet mastered. Carefully designed common assessments can be used this way as well.

Students, too, can use summative test results to make decisions about further study. If the assessment items are explicitly matched to the intended learning targets, teachers can guide students in examining their right and wrong answers in order to answer questions such as these:

- What are my strengths relative to the standards?
- What have I seen myself improve at?
- Where are my areas of weakness?
- Where didn't I perform as desired, and how might I make those answers better?
- What do these results mean for the next steps in my learning, and how should I prepare for that improvement?

For students to make maximum use of these questions to guide further study, however, teachers must plan and allow time for students to learn the knowledge and skills they missed on the summative assessment

and to retake the assessment. Lack of time for such learning is one of the biggest hindrances to formatively using summative classroom assessments. This is formative assessment at its most valuable. Called assessment *for* learning, it supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield immediate benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning. (Stiggins, Arter, Chappuis, & Chappuis, 2006)

Assessment for learning can take many different forms in the classroom. It consists of anything teachers do to help students answer three questions (Atkin, Black, & Coffey, 2001):

- 1. Where am I going?
- 2. Where am I now?
- 3. How can I close the gap?

(Atkin, Black, & Coffey, 2001)

Criteria for clear Learning Targets

- 1. Teacher uses formative assessment to determine next steps in student learning.
- 2. Teachers deconstruct standards in order to identify specific skills to target.
- 3. Teachers communicate learning targets through logical sequencing of activities.
- 4. Learning targets are measurable and include the criteria for assessment.
- 5. Ongoing assessment of learning targets are used to determine next steps in lesson planning.

Examples and Non-Examples of Clear Learning Targets

Examples:

Learning goals or objectives state what students should learn over the course of a unit (or a lesson or an entire semester). Consider the following list: (Marzano -2009)

- Students will understand key aspects contributing to the outcomes of World War I and World War II.
- Students will be able to factor and simplify quadratic equations.
- Students will understand plot, theme, conflict, and resolution of the novel.
- Students will be able to create a reasonable hypothesis for a simple experiment and compare their hypothesis to the experiment's outcome.

Non-Examples:

Everything in the list represents something students will do to help them learn new information or new skills. We call these activities or assignments. (Marzano -2009)

- Students preview the chapter on the adverse effects of smoking before reading it.
- Students compare and contrast the use of technology in World War I and World War II.
- Students complete the word problems at the back of Chapter 4.
- Students read a chapter of a novel and write a brief summary.
- Students read about the experiment for tomorrow's class and create a hypothesis as to its outcome.

Coaching/Reflection Questions

- 1. How will students show progress towards meeting the learning goals?
- 2. What will the teacher and students be doing during the lesson?
- 3. What concepts have to be mastered in advance to accomplish the lesson objectives?
- 4. What must students be able to do before they can engage in the lesson's activities? What information from prior learning needs to be activated?
- 5. How will the teacher connect to students' interests and experiences and motivate them be engaged?
- 6. How will the teacher model and explain his/her expectations?

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Student Cognitive Engagement

What is Student Cognitive Engagement

Cognitive development refers to the development of the ability to think and reason. A substantially engaged student is one who not only attends to the procedures of instruction but also interacts with the content of the lesson in a deep and thoughtful manner. Therefore, students are cognitively engaged when they give sustained, engaged attention to a task requiring mental effort.

The highest form of cognitive engagement is self-regulated learning (Corno & Mandinach, 1983), where learners plan and manage their own learning and have a high degree of personal control and autonomy. A learner's cognitive engagement and her or his motivation are inextricably linked together. The amount of cognitive effort expended by the learner is an appropriate measure of her or his motivation as it relies on the learner focusing on mastering the learning task and maintaining a high sense of personal efficacy (Shunk, 1989).

What is the Impact of Student Cognitive Engagement on Student Learning?

Research shows that engaged students do better academically than less attentive students because during engagement, attention and mental processes are focused on a certain task or activity. Pintrich and DeGroot (1990) have reported that students are more likely to become cognitively engaged during academic tasks when they believe they are capable (i.e., self-efficacious), when they are motivated to learn because of the intrinsic value of a task, and when they believe that their school work is interesting and important.

The following student cognitive engagement strategies are proven to have a positive impact on student learning.

- Include adolescents in discussions about a variety of topics, issues, and current events.
- Encourage adolescents to share ideas and thoughts.
- Encourage adolescents to think independently and develop their own ideas.
- Assist adolescents in setting their own goals.
- Stimulate adolescents to think about possibilities of the future.
- Compliment and praise adolescents for well thought out decisions.
- Assist adolescents in re-evaluating poorly made decisions for themselves.

In the *Handbook for the Art and Science of Teaching* by Robert J. Marzano and John L. Brown, five areas are identified as necessary elements for promoting student engagement:

- High energy
- Missing information
- The self-system
- Mild pressure
- Mild controversy and competition

Descriptors under the "5" categories for Student Cognitive Engagement are:

- All students are held accountable to ask questions and formulate responses to other's questions aligned to the learning.
- All students are able to explain the purpose for the intended learning.
- All students are able to explain how the intended learning connects to relevant situations in their own lives, to other disciplines, AND to prior learning.
- All students are able to explain their thinking (schema) verbally or in writing.
- Students reflect on the thinking processes they applied as part of the new learning.

Descriptor: All students are held accountable to ask questions and formulate responses to other's questions aligned to the learning.

When students are encouraged to ask good questions, their ability to understand and remember material is enhanced (Palinscar and Brown, 1984). Because questions kick off the processes of integration and generalization, and therefore ultimately have an impact on the issue of long-term retention of information, it is important to understand what conditions lead students to ask questions. It is important to recognize that it is internally generated questions that drive memory and hence drive learning. Once a question has been generated by memory, memory is set to learn since it knows where to place any answer it finds.

Students learn to ask questions by asking questions. Students learn to ask good questions by asking questions and then receiving feedback on them. A student asking a question is at that moment a self-motivated learner. Student generated questions indicate the level of understanding and thinking about what is being taught. If encouraged, students will ask questions about concepts they do not understand. These questions give the teacher immediate feedback when the information being presented is unclear and should be used as a formative assessment to modify instruction.

The effective teacher encourages and guides students in generating questions that support their own learning. Additionally, it is equally important to encourage students to respond to other's questions about the learning. The more answers they find to these questions, the more satisfying their learning will become. Therefore, students should continually ask questions and seek out answers through reading, research, reflection and, certainly, discussion.

Descriptor: All students are able to explain the purpose for the intended learning.

Students learn best when they intend to learn, when they become personally involved and interested in the learning they are to do. Learning should be purposeful. Students need to know what they are being asked to do and why and how they are to do it. Student intention to learn becomes engaged when they become

curious or puzzled by things they are to learn. Students will find solutions to problems when the purpose is clear.

Research shows that engaged students are able to explain the purpose for the learning, and they experience greater satisfaction with school experiences. Researchers have also found that student engagement results in other, less obvious, benefits such as approaching tasks eagerly and persisting in the face of difficulty. The teacher structures tasks, elicits students' prior knowledge and supports them to make connections to past learning experiences. They present a purpose for learning, determining challenging learning goals and making assessment and performance requirements clear. The teacher assists students to consider and identify processes that will support the achievement of the learning goals.

Descriptor: All students are able to explain how the intended learning connects to relevant situations in their own lives, to other disciplines, and to prior learning.

One of the most important challenges teachers in all disciplines face is to help students see the larger connections of a course--to understand how a discipline interconnects not only with other disciplines, but within students' lives. Teachers know that students learn best when they are connected to the subject matter--when they develop a personalized value for and understanding of the material.

To draw students into the depth and complexity of a subject, teachers must look for topics that relate to students' lives. (Perrone 1994) A rigorous and relevant education is a product of effective learning, which takes place when standards, curriculum, instruction, and assessment interrelate and reinforce each other. Education should increase students' understanding of the world around them. Unfortunately, there has been little or no connectivity or integration between disciplines. As students move from class to class and progress to the next grade, they must be taught how what they learn in one class relates to another or its application in the world outside of school.

When students are cognitively engaged in the learning process, real achievement takes place, and their chances to excel at what they do increase. Often, all that is required is a change of attitude and the willingness to restructure education so that it prepares students for life, not just the state test or for more school. Teachers should take an interest in students' lives, drawing on their real-world experiences and current understandings to build new knowledge.

Descriptor: All students are able to explain their thinking (schema) verbally or in writing.

Although thinking is innate and spontaneous, *skillful* thinking must be cultivated. One way to enhance such thinking is to get students intrigued by relevant, generative, conceptual knowledge. Cognition and content are inseparable. One cannot think about "nothing," and deep conceptual understanding requires such cognitive skills as comparing, analyzing, applying, translating, and evaluating (Wiggins & McTighe, 1998). Further, the deeper knowledge a learner has, the more analytical, experimental, and creative are that learner's thought processes (Willingham, 2007).

When confronted with perplexing, ambiguous situations, skillful thinkers engage in an internal mental dialogue that helps them decide on intelligent actions. We can get students into the habit of such mindful probing by using self-reflective questions like these:

- How can I draw on my past successes to solve this new problem? What do I already know about the problem, and what resources do I have available or need to generate?
- How can I approach this problem flexibly? How might I look at the situation from a fresh perspective? Am I remaining open to new possibilities?

- How can I make this problem clearer, more precise, and more detailed? Do I need to check out my data sources? How might I break this problem down into its component parts and develop a strategy for approaching each step?
- What do I know or not know? What might I be missing, and what questions do I need to ask?
- What strategies are in my mind now? What values, beliefs, and intentions are influencing my approach? What emotions might be blocking or enhancing my progress?
- How is this problem affecting others? How might we solve it together, and what can I learn from others that would help me become a better problem solver?

Teachers can encourage metacognition by directing students to verbalize plans and strategies for solving challenging problems, and by urging students to share their thinking as they monitor their progress, evaluate their strategies, and generate alternative strategies. (Costa 2008) Only then will students be capable of explaining their thinking whether verbally or in writing.

Descriptor: Students reflect on the thinking processes they applied as part of the new learning.

Learning is enhanced when individuals develop the capacity to reflect on, and refine their existing ideas and beliefs. In the reflection, evaluation and metacognition dimension, students learn to reflect on what they know and develop awareness that there is more to know. They learn to question their perspectives and those of others. They evaluate the validity of their own and others' ideas. They also develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies. Reflective thinking helps learners develop higher-order thinking skills by prompting learners to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies to new tasks, and d) understand their own thinking and learning strategies.

What distinguishes humans from other species is our capacity for metacognition—the ability to stand back and examine our own thoughts while we engage in them. Although the human brain is capable of generating this reflective consciousness, generally we are not very aware of how we are thinking. Not everyone uses his or her capacity for metacognition equally (Csikszentmihalyi, 1993).

There are many ways to reflect. Reflection may occur individually, in groups, in teacher-led discussion, or during student-to-student dialogues. Reflection may occur at any time during the learning process; it does not have to wait until the end.

Examples of ways to provide opportunities for student reflection

- Provide enough wait-time for students to reflect when responding to inquiries.
- Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
- Prompt students' reflection by asking questions that seek reasons and evidence.
- Provide some explanations to guide students' thought processes during explorations.
- Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view and establish their own learning goals. Periodically, provide time for students to reflect on their progress towards meeting their goals.
- Provide reflective journal for students to record what they are learning and challenges or questions they may have about new concepts.

Criteria for Student Cognitive Engagement:

- 1. Teacher monitors efforts to integrate new material with previous knowledge and to monitor and guide task comprehension through the use of cognitive and meta-cognitive strategies.
- 2. Students are making active responses to the learning tasks presented (e.g., active student responses, such as asking relevant questions, solving task-related problems, and participating in relevant discussions with teachers/peers).
- 3. Students are motivated and committed to learning as represented by student engagement.
- 4. Students have the opportunity to express thoughtful ideas and answers, as well as ask questions that are relevant or appropriate to learning.
- 5. Students can describe the purpose of the lesson.
- 6. Students work on complex problems, create original solutions, and reflect on the quality of their work.

Examples and Non-Examples of Student Cognitive Engagement

Example:

A teacher has her 5th graders compare and contrast two versions of the story of Pocahontas and John Smith by reading the fictionalized account *The Double Life of Pocahontas* (Fritz, 1987) and watching the Disney movie *Pocahontas*. Students will work in groups to take notes about the characters, setting, plot, and events depicted in the movie and to extract details from the text.

The teacher will direct student groups to draw conclusions about the accuracy of historical events after they identify significant patterns in the similarities and differences of the two sources (Reagan, in press). As each group shares its conclusions, the teacher should reinforce the skill of valuing others' viewpoints by reminding all students to paraphrase, clarify, or question what their peers in other groups report, so that they can better understand each group's conclusions rather than judging them. Following the discussion, students might reflect in their journals about skills to keep in mind when striving for accuracy and searching for truth; the value of listening to and empathizing with a speaker; how well they think they listened and empathized in this activity; and situations in school, home, and life that require them to strive for accuracy and listen with understanding and empathy. (Costa 2008)

Non Example:

The teacher states to the students that in Hyperbolic Geometry the sum of the angles of a triangle is less than 180. She shows examples. She then states to the students that in Hyperbolic Geometry, all the axioms for neutral geometry hold, but the *parallel postulate* is restated as follows: Through any point P not on a line *l*, more than one line can be drawn through P parallel to *l*. She tells students the main differences between Euclidean and Hyperbolic Geometry. The main differences between them are the properties of ``straight" lines in each geometry. She then tells students to copy examples from the board into their notebook.

Coaching/Reflection Questions

- 1. How do you keep students focused on the learning experience?
- 2. How do you support students in making connections to prior learning and their lives?
- 3. How do you plan for student involvement that provides opportunities for sharing opinions, asking question, and reflecting on complex problems?
- 4. How do you hold students accountable for asking questions?
- 5. How do you plan for opportunities that allow students to formulate responses to other's questions?

6. How do you plan for opportunities that allow students to explain their thinking?

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Lesson Structure and Delivery

What is Lesson Structure and Delivery?

The effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time. One of the primary roles that you will perform as a teacher is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the structure and delivery of their daily lessons. All teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward attainment of learning targets. Therefore, an essential act of our profession is the crafting of lessons and learning experiences that meet specific purposes (Wiggins and McTighe, 2005).

Teachers need more than a vague, or even a precise, notion of educational goals and learning targets to be able to sequence these learning targets or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to structure a plan to provide *direction* toward the attainment of the selected learning targets. The more organized a teacher is, the more effective the teaching, and thus the learning, is.

What should be included in delivery of a well structured lesson?

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•	<u>Pace</u>	Must be appropriately paced to maintain interest and for pupils to make
		maximum progress – short episodes help here.
•	Engagement	Poor engagement is a sign that YOU have got it wrong! –wrong level,
		inappropriate expectations, poor materials, or relationship with class.
•	<u>Challenge</u>	Too low leads to misbehaviour and boredom; too high to disengagement and
		apparent apathy. If you see these signs, act!
•	Questions	Know Bloom's taxonomy of difficulty and select questions in advance.
•	Explanations	Take care with technical language – use word wall.
		Modelling is a useful device.

The most common lesson plan structure used for direct instruction is a model developed by Madeline Hunter (1982).

The model consists of seven parts:

- Anticipatory set get the students' attention
- Objectives tell the students what they will be learning
- Instruction present new content
- Modeling demonstrate its application
- Check for understanding ask questions to informally assess learning
- Guided practice help students practice skills or apply what was learned
- Independent practice assign homework or use a test or quiz to formally assess learning.

What is the Impact of Lesson Structure and Delivery?

Research indicates that all students benefit from, and appreciate well-structured lessons. In a well structured lesson, students are guided and supported through learning activities that serve as interactive bridges to get them to the next level. Thus the learner develops or constructs new understandings by elaborating on their prior knowledge through the support provided by more capable others (Raymond, 2000).

In the mid-1990s, Newmann (1996) and others conducted a study of restructured schools at the elementary, middle, and high school levels. This study measured how well 24 restructured schools implemented authentic pedagogy (strategies of instruction) and authentic academic performance approaches in math and social studies, and whether schools with high levels of authentic pedagogy and academic performance significantly increased achievement over those that measured at low levels. Authentic pedagogy and performance were measured by a set of standards that included higher-order thinking, deep knowledge approaches, and connections to the world beyond the classroom. Lesson design was held to a high level of complexity – moving from simple to complex. Students in classrooms with high and low levels of authentic pedagogy and performance were compared. The results were striking. Students in classrooms with high levels of authentic pedagogy and performance were helped substantially whether they were high or low achieving students. Another significant finding was that the inequalities between high and low performing student were greatly decreased when normally low performing students used authentic pedagogy, performance strategies and assessments.

Descriptors under the "5" category for Lesson Structure and Delivery are:

- Lesson structure contains the elements of introduction, presentation of learning, application of learning, and closure which promote student ownership of learning.
- Pacing of lesson is appropriate for all elements of the lesson.
- Teacher appropriately models procedures and meta-cognition aligned to learning target and student assignment in all aspects of lesson.
- Teacher and students incorporate the use of a variety of non-linguistic representations aligned to learning target which students adapt and use.
- Teacher incorporates the use of multiple examples aligned to learning target.
- Presentation of new learning by teacher is succinct, accurate, and logically sequenced and segmented to learning target and individual students.

Descriptor: Lesson structure contains the elements of introduction, presentation of learning, application of learning, and closure which promote student ownership of learning.

Standard lesson structures include:

- beginning attract attention, explain topic benefits to audience, draw attention to the learning outcomes, outline talk, set out any ground rules (whether you expect students to take notes, when to ask questions etc)
- middle the substance of the topic, ask audience questions to keep attention and carry discussion forward
- end summarize main points

The **beginning** of the lesson includes the introduction to a lesson. The introduction of a lesson is often overlooked and taken for granted. A good introduction, though, will engage students, tell them what to expect from the lesson and provide a framework from which each student can work. Make sure that you know

exactly why you are teaching this lesson. Does it correspond to a state or district academic standard? What do you need the students to know after the lesson is completed? After you're perfectly clear on the learning target of the lesson, explain it in "kid-friendly" terms so that the students will know where they're headed as well.

An effective lesson introduction will do these things:

- Communicate the learning target.
- Capture the students' attention and interest.
- Inform students what they will be learning.
- Provide a foundation or framework from which students can begin.

The lesson introduction should be prepared in such a way as to provide a solid foundation for learning to take place during the body of the lesson. It is during the introduction where students are provided a glimpse into what learning will take place. The purpose of the introduction is to:

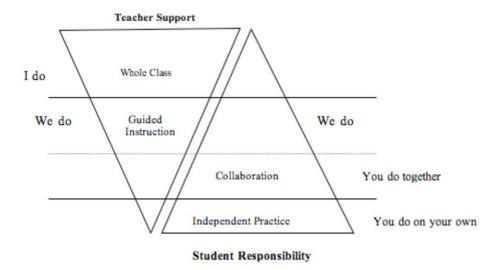
- Provide continuity from previous lessons.
- Review familiar concepts and vocabulary as a reminder and refresher.
- Tell students briefly what the lesson will be about.
- Gauge the students' level of collective background knowledge of the subject to help inform your instruction.
- Activate the students' existing knowledge base.
- Whet students' appetite for the subject at hand.
- Briefly expose the students to the lesson's objectives and how they will display mastery.

Examples:

Objective: Students will investigate and understand the basic relationships between plants and animals.

- Remind students of animals and plants they have studied earlier in the year.
- Ask the class to raise their hands to contribute to a discussion of what they already know about
 plants. Create a list of the characteristics students name, while prompting them and offering ideas and
 comments as needed. Repeat the process for a discussion of the characteristics of animals. Point out
 major similarities and differences.
- Tell students it is important to learn about plants and animals because we share the earth with them and depend upon each other for survival.

The **middle** of the lesson includes presentation of learning and application of learning. Presentation of learning should include, Gradual Release of Responsibility, which is a research-based instructional model developed by Pearson and Gallagher (1993). In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student.



Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan of instruction that includes demonstration, prompt, and practice. This graphic, from the work of Doug Fisher and Nancy Frey (2007), takes the model a step further by defining the specific stages in greater detail.

Don't let the students sit there bored while you "do" your lesson. The person, who does the work, does the learning. Get your students engaged with hands-on activities that enhance your lesson's objective. Use whiteboards, small group discussion, or call randomly on students by pulling cards or sticks. Teachers who are able to keep the students "on their toes" with their minds moving are many steps closer to meeting and exceeding their lesson's goal.

Learners must have opportunities to apply learning. In application of learning, students will demonstrate that they have grasped the skills, concepts, and modeling that is presented to them during the Direct Instruction portion of the lesson. Application is essential for learning. As Chickering and Ehrmann, wrote:

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

During the "We Do" and "You Do" phase of the Gradual Release Model the teacher circulates throughout the classroom to provide assistance and to question students on a given activity or topic (worksheet, illustration, experiment, discussion, or other assignment). The students should be able to perform the task and be held accountable for the lesson's information. The application activities can be defined as either individual or cooperative learning. Teachers should assess students' level of mastery of the material in order to inform future teaching. Additionally, provide focused support for individuals needing extra help to reach the learning goals. Correct any mistakes you observed.

Example:

Objective: Students will demonstrate understanding of scientific classification which groups all plants and animals on the basis of certain characteristics they have in common.

- Students will be split into pairs to work collaboratively on a drawing which demonstrates their understanding of scientific classification.
- On a piece of paper, students will draw a picture of plants, incorporating characteristics they learned about in this lesson (listed on board).
- On the other side of the paper, students will draw a picture of animals, incorporating characteristics they learned about in this lesson (listed on board).

Closure is the time when the teacher wraps up a lesson plan and helps students organize the information into meaningful context. A brief summary or overview is appropriate. Another helpful activity is to engage students in a quick discussion about what exactly they learned and what it means to them now. The closure should always reconnect to the learning target.

During the closure the teacher should look for areas of confusion that can quickly be made clear. Reinforce the most important points so that the learning is solidified for future lessons. It is not enough to simply say, "Are there any questions?" in the closure section. Closure can help the teacher decide:

- 1. if additional practice is needed,
- 2. if concepts need to be retaught,
- 3. what concepts need to be taught in the next lesson?

Example:

- Discuss new things that the students learned about plants and animals.
- Summarize the characteristics of plants and animals and how they compare and contrast.
- Provide an exit ticket where the student name two similarities and two differences in plants and animals.

Descriptor: Pacing of lesson is appropriate for all elements of lesson.

When planning a lesson for various types of learners it is important to pay attention to the speed at which a lesson is delivered. This is known as lesson pacing. There are many things a teacher should consider when ensuring the pacing of a lesson is appropriate for the content and students.

- 1. Be aware of your natural pace. Is it too fast? Is it too slow?
- 2. Be aware of what the students are doing during the lesson. Watch for reactions throughout the presentation. If students appear bored it may be necessary to speed the lesson up. Likewise, if students become fidgety or agitated they may not understand the content and the teacher may need to slow down or stop the lesson.
- 3. Transition! Lessons do not have to be completed all at once. Segment lessons into smaller sections. This can curb the feel of being bombarded with work or the boredom associated with long lessons. Transitions should be seamless.

- 4. Brain breaks, simple exercises designed to equip teachers with tools to manage the physiology and attention of the class, give the students opportunities to internalize what they have learned up to a given point.
- 5. Incorporate variety into a lesson. If the teacher presents information in the same predictable pattern the students will naturally become bored and unfocused. The same goes for constantly reiterating the same information (unless students are not grasping the concepts). Teachers who keep things interesting keep the students attention.
- 6. Paperwork is boring. Teachers don't like doing it, so why would the students? Try mixing things up instead. This can be accomplished by alternating teaching strategies and student activities that incorporate all learning modalities.
- 7. Have all materials and resources needed for the lesson organized and easily accessible. When the teacher must stop the lesson to search for misplaced materials, the door for interruptions is opened because the pace of the lesson has slowed or stopped.

Students learn more when their lessons are conducted at a brisk pace. A brisk pace of instruction enhances student attention and increases the number of response opportunities—two factors that are strongly associated with increased learning. Some research also suggests that a brisk pace of instruction may actually decrease disruptive classroom behavior. (Lignugaris-Kraft, and Rousseau, 1982).

Descriptor: Teacher appropriately models procedures and meta-cognition aligned to learning target and student assignment in all aspects of lesson.

The teacher both describes and models the skill/concept, and describes features of the concept or steps in performing the skill. The concept/skill is broken into learnable parts while engaging students in learning through demonstrating enthusiasm, through maintaining a lively pace, through periodically questioning students, and through checking for student understanding.

Learning a complex skill mandates that a person properly demonstrate the skill, with attention to the many variations in implementation the skill may require. In addition, acquiring a complex skill demands extensive practice during which time one learns the skill to a level at which it can be executed with little conscious thought. So how do students know what is expected of them? Through explicit teacher modeling, the teacher provides students with a clear example of a skill or strategy. The teacher provides a structure to guide students by:

- Describing the skill or strategy
- Clearly describing features of the strategy or steps in performing the skill
- Breaking the skill into learnable parts
- Describing/modeling using a variety of techniques
- Engaging students in learning through showing enthusiasm, keeping a steady pace, asking concise questions that are aligned to the learning target, and continually monitoring student understanding

The teacher makes sure to clearly describe the concept, then models the desired outcome by using visual, auditory, tactile, and/or kinesthetic instructional techniques while thinking aloud. The teacher can provide examples and non-examples to show students the expectations and stop frequently to get student input or ask questions. This technique of modeling provides high levels of student-teacher interaction. (Wilhelm, 2001).

The following steps are important for effective modeling:

- 1. Make sure students have the appropriate background knowledge and prerequisite skills to perform the task.
- 2. Break down the skill into small manageable segments.
- 3. Make sure the context of the skill is grade appropriate.
- 4. Provide visual, auditory, kinesthetic, and tactile ways to illustrate important pieces of the concept/skill.
- 5. Think aloud, sharing the decision making process, as each step is demonstrated.
- 6. Make the connections between steps.
- 7. Check for student understanding along the way and re-model the steps that might be causing confusion.
- 8. Make sure the timing is at a pace where students can follow along but not become bored and lose focus.
- 9. Model the concept/skills as many times as needed to ensure all students are ready to apply it.
- 10. Allow opportunities for students to ask questions and get clarification.

The time it takes to model a concept or skill is dependent on the size of the task students are being required to do. Modeling some skills may take just a few minutes while other, more complex skills, may take extended teaching time. It's important that the teacher knows ahead of time what students need to know as a result of the modeling, so when students are set out to work on their own they know expectations and requirements. Specifying the desired behaviors before modeling them also makes assessment more constructive and accurate.

Thinking aloud is one way teachers can model complex thinking. Think alouds are a way for teachers to make their thinking "visible" to students. The teacher models the skill or strategy by verbalizing his/her thinking at each step. Posing questions and ideas along the way to get students to think about their ideas is another piece of think alouds. Think alouds are an effective way to model thinking skills for students so they can "see" what goes on in the teacher's mind as they are listening to a story, learning a new skill, or developing understanding of a new concept.

Think Aloud Example:

The teacher will "think out loud" to demonstrate her thinking as she makes text to self connections.

Teacher: As I read this story about immigrants coming over to America, I can't believe what they had to go through on the ships. I would be so scared to leave my family and home. I think you have to be really brave to do that. I would also be excited about coming to a New World and seeing a new place. I predict that the little boy in this story will make it to America and meet his uncle. I think he will like it once he gets there. When I write in my journal today, I am going to write about the rats and how we have to eat stale bread and water while on the ship. Yeah. I'm also going to write about how I miss my family so much and how it's been hard to sleep with the ship rocking back and forth. I wonder if I will make it to America? I know some ships never do. (The teacher could actually write this while thinking aloud on a piece of chart paper for students to follow along.)

Teacher directions to the students: After modeling has occurred, have students ask questions and give their ideas. Give clear directions for the reading and journal writing, check for understanding by having

one or two students restate the directions in their own words, and then set students out to work independently.

Thinking aloud by the teacher and more capable students provide novice learners with a way to observe "expert thinking" usually hidden from the student (Rosenshine and Meister, 1992).

Descriptor: Teacher and students incorporate the use of a variety of non-linguistic representations aligned to learning target which students adapt and use.

Knowledge is stored in two forms - a linguistic form and an imagery form. The more we use both forms the better we are able to think about and recall knowledge. Studies show teachers primarily use linguistic representations to present new information (talking about content and reading content). The non-linguistic form is the imagery mode of representation; primarily mental pictures and physical sensations. Using non-linguistic representations will help students increase knowledge with mental images.

Marzano's (2001) recommendations for classroom practice include:

Creating graphic representations through organizers - Organize information into general statements with supporting examples about people, place, things or events and provide examples related to general statements.

Making physical models - Concrete representations help create "images" of understanding in the students' minds. The physical model should be connected to the knowledge that the students are learning.

Generating mental pictures – Visualization.

Drawing pictures and pictographs - Representing knowledge in a picture or symbolic picture.

Engaging in kinesthetic activities – Physical movement.

Teaching students to use graphic organizers is perhaps the most common way to help students generate nonlinguistic representations, but other visual, mental, and physical strategies can be also be useful. Effects on achievement are strong when teachers help students create nonlinguistic representations of knowledge. Nonlinguistic representations help learners "add to" knowledge; they understand it in greater depth and can recall it much more easily A variety of classroom activities/strategies can help students create nonlinguistic representations. "It has been shown that explicitly engaging students in the creation of nonlinguistic representations stimulates and increases activity in the brain." (see Gerlic & Jausovec, 1999)

Examples:

- 1. Making physical models:
 - science fair projects
 - hands on equations
- 2. Graphic representations through organizers:
 - thinking maps
- 3. Generating mental pictures:

- comparisons
- screen images

4. Drawing pictures and pictographs:

- drawing or coloring the skeletal system
- drawing or coloring the solar system
- science notebooks
- geometer's Sketchpad

5.Kinesthetic activity:

- using body parts to show examples of geometric shapes and measurements
- role playing such as how an electric circuit works, the way planets move around the sun, the exchange of carbon dioxide molecules in the body, adding and subtracting or how a computer network operates.

Descriptor: Teacher incorporates the use of multiple examples aligned to learning target.

Teachers need to provide more concrete examples, linked to the learning target, to indicate the kind of transfer sought. Teachers must clarify and rationalize the learning target in order to help students become clear about and mindful of the expected performances that will reveal the extent of their understanding. It is essential that students understand what the "learning" requires them to eventually do. The expected work, its purpose, and the final learning obligations must all be transparent to the learner. (Wiggins & McTighe, 2005)

Progression in learning is usually from the concrete to the abstract. Young people can learn most readily about things that are tangible and directly accessible to their senses—visual, auditory, tactile, and kinesthetic. With experience, they grow in their ability to understand abstract concepts, manipulate symbols, reason logically, and generalize. These skills develop slowly, however, and the dependence of most people on concrete examples of new ideas persists throughout life. Concrete examples are most effective in learning when they occur in the context of some relevant conceptual structure. The difficulties many students have in grasping abstractions are often masked by their ability to remember and recite technical terms that they do not understand. As a result, teachers—from kindergarten through college—sometimes overestimate the ability of their students to handle abstractions, and they take the students' use of the right words as evidence of understanding. (Rutherford and Ahlgren, 1990)

Example:

Third grade science:

Unit goal: Students will examine, identify, and record cumulus, cumulonimbus, cirrus, and stratus cloud formations.

The teacher displays pictures and discusses the characteristics of the various cloud formations. Each day, students go outside to observe the clouds. During this time students identify cloud types and create drawings with labels of each types observed. Students return to the classroom to share and explain their drawings in groups of three. Students' drawings serve as a record of their observations and log of the different types of clouds observed.

Descriptor: Presentation of new learning by teacher is succinct, accurate, and logically sequenced and segmented to learning target and individual students.

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, examples, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. (Fink, 2005)

The purpose of lesson sequencing and segmenting is to create smooth and seamless transitions between parts of the lesson in order to meet the learning targets and to achieve optimal learning outcomes. Well-organized and logically sequenced and segmented lesson plans allow for a smother functioning classroom; classroom disruptions are minimized, the stress on the teacher is reduced and the learning environment is optimized for the students.

Some of the other benefits to be gained from effective lesson sequencing and segmenting include, the following:

- Smoother transitions: Careful planning allows the teacher to be aware of the end goals of the learning target. As a result, the order in which material is presented; that is, lesson sequencing, must be carefully planned. When the teacher can plan what is intended to happen during each lesson he/she will be able to make the transitions between lessons as smooth as possible. This will benefit the students, as well, since they will be better prepared to absorb new material when it is presented in an orderly manner.
- Facilitates scaffolding: Clear learning targets and sequenced lessons allow teachers to anticipate difficulties and problem areas. Additional supports; such as, specific exercises and activities, can be provided to assist students meet the challenge of more difficult concepts. The teacher can scaffold the subject matter, so that as the tasks grow more complex and difficult the students will have more resources and insight to draw upon in order that they meet the challenge successfully.
- Plan for differentiation: A teacher, who plans for sequences and segments, will know in advance what will be covered in a particular lesson. Lesson sequencing has some additional benefits as well; for example, if the class progresses through the material more quickly than anticipated, the teacher will be able to move on to more advanced tasks very readily since they have already been planned. In addition, if the students do not progress through the material at the same rate, the teacher will be able to set up a differentiated lesson plan to accommodate faster and slower learners since the whole package of lessons have been prepared.
- Assessment checks: Since the lesson plans have been prepared in advance, the teacher will be
 able to identify the optimal points for checking the students' understanding of the material and
 also how best to structure these assessments. These assessments will then help teachers plan for
 future lessons.

Consider the following questions as you begin to plan for instruction.

- What student needs, interests, and prior learning are a foundation for this lesson?
- What curriculum connections will I make in this lesson with other topics I teach?
- What instructional practices, learning activities and tasks will I use with this lesson? Look for a balance between teacher-led and student-centered activities.
- What questions will I ask to prompt students' thinking about the concept's purpose and significance?
- How will I give directions for the tasks so that all students understand performance expectations?
- How will I manage transitions?

- What problems do I anticipate and how will I plan for these?
- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students do to engage with the topic and to demonstrate mastery for the learning target?

Criteria for Lesson Structure and Delivery

- 1. Concept/skill is broken down into critical features/elements.
- 2. Teacher clearly describes concept/skill.
- 3. Teacher clearly models concept/skill and gradually transfers responsibility to the student.
- 4. Multi-sensory instruction (visual, auditory, tactile, kinesthetic) is used.
- 5. Teacher thinks aloud as she/he models.
- 6. Teacher models examples and non-examples.
- 7. There is a clearly identifiable beginning, middle, and end to the lesson.
- 8. High levels of teacher-student interaction are included.
- 9. The teacher incorporates a variety of non-linguistic representations.
- 10. The pacing of the lesson is appropriate for all learners.
- 11. The teacher uses multiple examples to make the learning meaning and purposeful.
- 12. The lesson is logically sequenced and segmented.

Coaching/Reflection Questions

- How did the lesson encourage students to take responsibility for their own learning?
- How did the activities promote higher level thinking and provide ways for students to demonstrate learning through active engagement?
- How did students show mastery of the learning targets?
- Were all students actively engaged in the lesson?
- Was the learning target communicated in kid-friendly language?
- What prior knowledge did students need to know in order to master the learning target?
- What learning modalities (audio, visual, tactile, kinesthetic, etc.) could have been used to meet the learning styles of all students?
- What materials (books, videos, pneumonic devices, visual aids, props, etc.) are available for effective reinforcement of the learning target?
- What knowledge, skill, tasks, and questions did students have to master in order to demonstrate understanding?

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Monitoring Student Learning

What is Monitoring Student Learning?

Monitoring is defined as activities pursued by teachers to keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress. Generally classroom monitoring refers to the following teacher behaviors: (Cotton, 1998)

- Questioning students during class discussions to check their understanding of the material being presented.
- Circulating during seatwork and engaging in one-to-one conversations with students about their work.
- Assigning, collecting, and correcting homework; recording completion and grades.
- Conducting periodic reviews with students to confirm their grasp of learning materials and identify gaps in their knowledge.
- Administering and correcting tests.
- Reviewing student performance data.

The only way for teachers and schools to identify which students can demonstrate proficiency on state content standards is to continuously assess and monitor students as part of their classroom instruction. Teachers must know on a day to day basis where their students are in relation to the content standards in order to have the necessary information to inform instruction. It is simply too late to wait until the spring to know which students will be successful on standardized tests. Monitoring student learning is "NOT" the final exam or the state achievement tests. Rather, monitoring student learning is a systematic approach to formative assessment (Fisher & Frey, 2007).

What is the Impact of Monitoring Student Learning?

The act of monitoring or checking for understanding, not only corrects misconceptions; it can also improve learning. In a study by Vosniadou, Ioannides, Dimitrakopoulou, and Papademetriou (2001), two groups of students participated in a physics lesson. With one group of students, the researchers checked for understanding before moving on to the next part of the lesson. They did so by presenting students with a brief scenario and asking them to predict and explain the outcome. The other group participated in the exact same lesson but without any pauses to check for understanding. As you might expect, the finding clearly demonstrated that the first group had a significantly greater increase in post-test over pretest performance on assessments of content knowledge.

Successful students enjoy the rewards of their own success at learning. Their successes keep them striving, and teachers can continue to rely on those successes as motivators. Wise teachers use the classroom assessment process as an instructional intervention to teach the lesson in small increments of progress. We can use student involvement in the assessment, record-keeping, and communication processes to modify lessons. In short, student-involved assessment helps learners see and understand our vision of their academic success. The results are classrooms in which there are no surprises and no excuses. This builds trust and confidence.

In their 1998 research review, Black and Wiliam examined the research literature on assessment world-wide. Their investigation focused on finding evidence that proved that improving the quality and effectiveness of use of student-involved formative assessments raised student achievement as reflected in summative assessments. They uncovered over 250 articles that addressed the issue. Upon pooling the information on the estimated effects of student-involved classroom assessment on summative test scores, they uncovered positive effects, reporting effect sizes of a half to a full standard deviation. Further, Black and William reported that "improved [student involved] formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall." (p. 141) This result has direct implications for districts seeking to reduce achievement gaps between and among subgroups of students. (Stiggins, Arter, Chappius & Chappius, 2004)

Descriptors under the "5" category for Monitoring Student Learning are:

- Teacher continually assesses during lesson to measure progress of all students towards mastery of learning target based on sub-objectives.
- Teacher adjusts instruction based on student feedback.
- Teacher circulates throughout lesson to assess cognitive engagement of students.
- End of lesson assessment is aligned to learning target and assesses student thinking.
- Students self-evaluate their learning based on specific criteria.

Descriptor: Teacher continually assesses during lesson to measure progress of all students towards mastery of learning target based on sub-objectives.

Learning targets must be aligned with the standards and match the learning by clearly expressing what students should know, understand and be able to do. Targets must be specific enough that students and teachers understand how they might be measured at the conclusion of the lesson. The progression of learning should clearly articulate the sub-objectives of the ultimate learning target. These learning progressions show the course students should follow to achieve goals within the "big picture" of the content.

Once the learning target and progression of learning is clearly articulated to the students, the teacher must monitor students' attainment of learning in order to affirm mastery. The use of formative assessments must be part of the instructional process. Formative Assessment is an ongoing assessment process that provides students and teachers with feedback on progress toward instructional goals. When formative assessments are incorporated into classroom practice, they provide the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students' achievement of the standards-based learning targets.

Descriptor: Teacher adjusts instruction based on student feedback.

Black and Wiliam (1998) identify what makes for effective feedback from teachers, such as opportunity for students to express their understanding, classroom dialogue that focuses on exploring understanding, and feedback which includes opportunities to improve and guidance on how to improve. Not only should teachers provide feedback, they must also accept feedback. Teachers must adjust and enhance instruction based on the feedback they get from students. They use the information collected from students to correct misunderstandings, reinforce learning, or to extend learning. Therefore feedback become formative when the information is used to adapt teaching and learning to meet student needs.

When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. In classrooms where assessment for learning is practiced, students know at the beginning of a unit of study what they are expected to learn. At the beginning of the unit, the teacher will identify students' prior knowledge of the content as well as to identify any gaps or misconceptions. As the unit progresses, the teacher and students work together to assess students' knowledge in order to determine what improvements need to be made, how to extend understanding, and how the students' can best get to the point of mastery. Assessment for learning occurs at all stages of the learning process (Stiggins, 2002).

Examples may include, but are not limited to:

- Using formal and informal assessment data to determine key learning needs and guide instruction.
- Using students' homework assignment responses to determine which students need additional direct instruction in small groups, and which students can benefit from independent practice.
- Re-teaching a lesson using another instructional strategy, activity, or learning modality after realizing that most students did not meet the intended learning target.
- Recognizing when the lesson isn't working, and making immediate adjustments to ensure student understanding.
- Expecting all students to study the same content, but allowing for variation in learning experiences and demonstration of mastery.

Descriptor: Teacher circulates throughout lesson to assess cognitive engagement of students.

Cognitive engagement is sustained behavioral involvement in learning activities accompanied by a positive emotional tone. Students select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks. (Skinner & Belmont, 1993).

However, research has shown that students who work independently are off-task over 70% of the time (Mastropieri & Scruggs, 2000). Therefore, during the part of the lesson where students take control of their learning, working as partners or independently, teachers circulate through the room checking with individuals or small groups of learners to monitor comprehension and to clarify misunderstandings. This is a teacher's chance to meet with students one-on-one for targeted instruction.

Examples:

- Teachers express high expectations.
- Teachers use a variety of space, student and room arrangements.
- Teachers link to prior knowledge and experience.
- Teachers plan and address allocated time, engaged time and academic learning.

- Teachers ask clarifying and probing questions.
- Teachers provide continual assessment, redirect and feedback.
- Teachers seek evidence of participation and engagement of all students.
- Teachers articulate rules for participation.
- Teachers use list of evidence checks.
- Teachers structure tasks in rigorous, active and accountable ways.

Descriptor: End of lesson assessment is aligned to learning target and assesses student thinking.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process.

The list is long, but here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

Just as we understand that formative assessments are assessments "FOR" learning, the key is to think of summative assessment as assessment "OF" learning. Summative assessments are a means to gauge, at a particular point in time, student learning relative to content standards. Because they are spread out and occur *after* instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions *during* the learning process. It takes formative assessment to accomplish this.

Compared with state and district tests, teacher made end of lesson assessments can more readily be adapted to formative use because their results are more immediately available and their learning targets have been more recently taught. When teachers know what specific learning target each question or task on their test measures, they can use the results to select and re-teach portions of the curriculum that students haven't yet mastered.

These assessments can be used as a springboard for conversation between the teacher and student. These assessments can guide students in examining their right and wrong answers in order to answer questions such as:

- What are my strengths relative to the standards?
- What have I seen myself improve at?
- Where are my areas of weakness?
- Where didn't I perform as desired, and how might I make those answers better?
- What do these results mean for the next steps in my learning, and how should I prepare for that improvement?

For students to make maximum use of these questions to guide further study, however, teachers must plan and allow time for students to learn the knowledge and skills they missed on the summative assessment and to retake the assessment. Lack of time for such learning is one of the biggest hindrances to formatively using summative classroom assessments. (Chappuis and Chappuis, 2007)

Descriptor: Students self-evaluate their learning based on specific criteria.

Learners can play an important role in formative assessment through self-evaluation. To be truly helpful to students, formative information should be focused on the task, not the student; and the student must understand the feedback so as to make use of it. To really succeed, however, students must learn to self-assess" so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve."

Two experimental research studies have shown that students who understand the learning objectives and assessment criteria and have opportunities to reflect on their work show greater improvement than those who do not (Fontana & Fernandes, 1994).

What does this look like? Regular use of some sort of exit slip at the end of a lesson or teaching segment helps students get into the habit of reflecting on their own learning. Students might be asked to think of or explain their progress toward mastery of the targets. Using cooperative learning structures throughout the lesson is also an effective way to reflect on learning targets and gives the teacher a quick picture of student understanding.

Criteria for Monitoring Student Learning.

- 1. Teachers use assessments that guide and encourage effective approaches to learning.
- 2. Teachers use assessments that validly and reliably measure expected learning outcomes.
- 3. Assessment and grading defines and protects academic standards.
- 4. Teachers use assessment results throughout the lesson to monitor and adjust.
- 5. Summative assessments are aligned to the learning target.
- 6. Teachers elicit and provide timely and quality feedback in order to make adjustments in instruction.
- 7. Students use specific criteria to self-evaluate their learning.
- 8. Teachers circulate and assess students' cognitive engagement throughout the lesson.

Examples and Non-Examples

Formative Assessments	Summative Assessments	Non-Examples
Q & A during lessons	State assessments	 Planning a one size fits
Observing students during an activity	 District benchmark or interim assessments End-of-unit or chapter tests 	 all lesson Continuing with the lesson exactly as planned despite a noticeable lack
 Responding in to students' impromptu conversations Short Tests and Quizzes 	 End-of-term or semester exams Scores that are used for accountability for 	of student response, or obvious confusion • Using the same set of lesson plans year after year without

Homework exercises	schools (AYP) and students (report card	incorporating revisions based on student
	grades).	feedback, teacher
Observation protocols		reflection and changes in the discipline
In class assignments or activities		•
• In or out of class projects (e.g., science fair, essay)		
Simulation (role play) activities		
Checklists		
Student Conference		

Coaching/Reflection Questions

- 1. How do you decide on the type of feedback you provide to students?
- 2. How do you use student feedback to make adjustments to your instruction?
- 3. How do you determine if your students' are making good, reasonable or slow progress with this learning target?
- 4. How would you define and describe proficient performance for this learning target?
- 5. How do you determine if students' understand the targets?
- 6. How would you characterize the feedback you usually give students?
- 7. How do students usually respond to your feedback?
- 8. How can you adjust your lesson plan to make content relevant and accessible to each student?
- 9. How could you revise plans based on formal and informal student assessment?
- **10.** How could you modify your plans to ensure opportunities for all students to learn and synthesize information?

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Questioning

What is Questioning?

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. (Cotton, 1988)

Questioning has a long and venerable history as an educational strategy. And indeed, the Socratic method of using questions and answers to challenge assumptions, expose contradictions, and lead to new knowledge and wisdom is an undeniably powerful teaching approach. In addition to its long history and demonstrated effectiveness, questioning is also of interest to researchers and practitioners because of its widespread use as a contemporary teaching tool. Research indicates that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.

What is the Impact of Questioning on Student Learning?

A teacher's questions impact student achievement, retention and participation. They fulfill numerous instructional purposes including: assessing understanding, reviewing and summarizing, developing critical and creative thinking skills and inspiring interest and motivation. Research has shown that an absence of questioning during teaching results in lower achievement levels than instruction that features questioning (Cotton, 1989).

In 1912, Stevens stated that approximately eighty percent of a teacher's school day was spent asking questions to students. More contemporary research on teacher questioning behaviors and patterns indicate that this has not changed. Teachers today ask between 300-400 questions each day (Leven and Long, 1981). Brophy and Good (1986) reported that one of the differences between effective and less effective teachers was the frequency of questions. The effective teachers asked approximately three times as many questions as the less effective teachers.

Teachers ask questions for several reasons (from Morgan and Saxton, 1991):

- the act of asking questions helps teachers keep students actively involved in lessons;
- while answering questions, students have the opportunity to openly express their ideas and thoughts;
- questioning students enables other students to hear different explanations of the material by their peers;
- asking questions helps teachers to pace their lessons and moderate student behavior; and
- questioning students helps teachers to evaluate student learning and revise their lessons as necessary

Teachers know questions to be one of their most powerful teaching tools. But if observations are accurate, much of classroom inquiry is low-level, short, even exclusive or harsh. Moreover, these qualities turn out to be remarkably resistant to change. Thus, an early study of questioning done in 1912 (Stevens 1912) found that two-thirds of classroom questions required nothing more than direct recitation of textbook information. Now, more than 70 years after the original study, research suggests that 60 percent of the questions students hear require factual answers, 20 percent concern procedures, and only 20 percent require inference, transfer, or reflection (Gall 1970).

In a research review on questioning techniques, Wilen and Clegg (1986) suggest teachers employ the following research supported practices to foster higher student achievement:

- phrase questions clearly;
- ask questions of primarily an academic nature
- allow three to five seconds of wait time after asking a question before requesting a student's response, particularly when high-cognitive level questions are asked;
- encourage students to respond in some way to each question asked;
- balance responses from volunteering and non-volunteering students;
- elicit a high percentage of correct responses from students and assist with incorrect responses;
- probe students' responses to have them clarify ideas, support a point of view, or extend their thinking;
- acknowledge correct responses from students and use praise specifically and discriminately.

Additionally, studies have found that asking higher-cognitive questions increases students' critical thinking. Moreover, cognitive classification methods seem helpful as training tools to improve teachers' questioning strategies toward a higher cognitive level (Gall, 1970; Martino & Maher, 1999; Vacc, 1993; Woolfolk, 1998).

Descriptors under the "5" category for Questioning are:

- Questions are frequently asked that are logically scaffold by sub-objectives of learning target.
- Questions are logically scaffold from remembering to creating.
- All students are held accountable to formulate responses to the majority of questions, especially those on higher levels of Blooms.
- Students generate questions that further their learning of the learning target.
- Wait time is provided according to student need and level of question and students are taught to provide wait time for peers.

Descriptor: Questions are frequently asked that are logically scaffold by sub-objectives of learning target.

Well-crafted questions are a great way for teachers to determine what their students know, need to know, and misunderstand. When a teacher effectively scaffolds questions that are purposeful and coherent, then students' responses may become an assessment in determining which students have mastered the learning target. We can effectively guide students to mastery of the learning target by scaffolding our questions by sub objectives of the learning target. Consequently, questions designed to help students obtain a deeper understanding of content will eventually increase their interest in the topic. (Marzano 2001)

The essential question is focused on the learning target and the one that you want students to be able to understand the answer to, and probably to be able to give an oral answer to, by the end of the lesson or that stage of the lesson. In other words, it is your main aim converted into a question they don't know the answer to at the beginning of the lesson but need to by the end. When that essential question should be introduced depends on the difficulty of the question, what teaching technique you are going to use, how well the students can cope with a question they can't answer straightaway etc. Before and after introducing the essential question, you can use additional questions to lead students up to the answer to the essential question, get their interest, remind them of previous knowledge that is relevant, check their understanding and approach the same topic another way (for example, to cater for different kinds of preferred learning styles in the class). Another way of looking at essential questions and others is to think of the key question as the final point you want to get to and the other questions as leading up to that point and that build on prior knowledge.

Example: Essential Question – "How do we make the Passive voice?"

Sub Objective Questions – "How do we know which tense to put 'be' into?"

"How does the word order change from the active to the passive?"

Case (2009)

Descriptor: Questions are logically scaffold from remembering to creating.

High-level-cognitive questions can be defined as questions that require students to use higher order thinking or reasoning skills. By using these skills, students do not remember only factual knowledge. Instead, they use their knowledge to problem solve, to analyze, and to evaluate. It is popularly believed that this type of question reveals the most about whether or not a student has truly grasped a concept. This is because a student needs to have a deep understanding of the topic in order to answer this type of question.

Questions should focus on the important content to be learned in order to maximize understanding and not distract from it (Marzano et al, 2001; Cotton, 1989). Teachers need to be aware of the level of questions they ask according to the revised version of Bloom's Taxonomy (Cotton, 1993; Cotton, 1989):

Skill	Sample prompts	Purpose	Level
Remembering	recognize, list, describe, identify, retrieve, name	memorize and recall facts	
Understanding	describe, explain, estimate, predict	understand and interpret meaning	LOWER
Applying	implement, carry out, use, apply, show, solve	apply knowledge to new situations	
Analyzing	compare, organize, cite differences, deconstruct	break down or examine information	
Evaluating	check, critique, judge hypotheses, conclude, explain	judge or decide according to a set of criteria	HIGHER
Creating	design, construct, plan, produce	combine elements into a new pattern or product	

*See appendix A.1 and A.2 for more information.

Example: Third Grade Social Studies

Learning target:

Students will use absolute and relative locations to identify locations on a map.

Questions:

Remembering -

Which lines on the map are the lines of latitude and which are the lines of longitude?

Understanding -

What location on the map is identified by 43 N and 153 E on the map?

Applying -

Given a representative fraction of 1:24,000, how many miles is it from point 1 to point 2?

Analyzing –

Cite specific evidence on the topographic map for the presence of glacial, coastal, river (you choose) landforms. What processes are responsible for creating two of the four landforms that you picked?

Evaluating –

Based on the public's need for accurate, realistic portrayals of the earth's surface what elements on a map are critical for accurate representation?

Creating -

Include all critical elements and design a map that would be useful to a newcomer to your town.

Descriptor: All students are held accountable to formulate responses to the majority of questions, especially those on higher levels of Blooms.

When students' work is monitored in relation to high standards, student effort and achievement increase. The definition of "high standards" differs across studies, but generally, researchers indicate that students should be able to experience a high degree of success (on assignments, during classroom questioning, etc.) while continually being challenged with new and more complex material.

Establishing expectations and guidelines for students 'participation in formulating responses to questions and following through with rewards/sanctions facilitates learning and enhances achievement. Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective. Clarity about expectations, formats, and other aspects of direction-giving bears a positive relationship to the achievement of the students doing the work, responding to classroom questioning, etc.

Answering questions are positively related to achievement, because student answers produce useful information to teachers and students and because they communicate to students that teachers are serious about effort and completion of assignments. Providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. (Cotton, 1988)

Here are a few simple strategies to get students to respond to questions or participate more:

- 1. Give students a clue regarding the kind of response that you are expecting.
- 2. Give students a minute to write their thoughts before anyone is called upon.
- 3. Break students into small groups to discuss the answer, and then bring them back to the whole group.

- 4. Use non-verbal means to invite people to participate sit close to students, make eye contact with them individually, move around the room, or sit in different locations.
- 5. Allow the students to have a say in who is chosen to answer questions.
- 6. Use signals such as thumbs up thumbs down for active responses.

Descriptor: Students generate questions that further their learning of the learning target.

Students learn to ask questions by asking questions. Students learn to ask good questions by asking questions and then receiving feedback on them. A student asking a question is at that moment a self-motivated learner - a researcher. This is the behavior we are trying to nurture. Scardamalia and Bereiter (1985) and Garcia and Pearson (1990) suggest that question generation is one component of teaching students to carry out higher level cognitive functions for themselves. One of the most valuable effects that this cognitive strategy can produce, however, is improving comprehension of texts across the content areas. (Rosenshine, Meister, and Chapman, 1996)

A teacher cannot encourage questions solely by standing at the front of the class and asking, "Are there any questions?" There is so much pressure forcing students NOT to ask questions that it cannot be overcome by this single act. Research shows that it is important for teachers to provide students with procedural prompts in the form of signal words or generic question stems and scaffolding that includes modeling and think aloud and a gradual increase in difficulty and independence (Rosenshine et al, 1996).

The only way to encourage questions is to create a complete "question-asking environment" in the classroom. You must encourage questions constantly, using a variety of techniques. A good question-asking environment is a fragile and delicate thing. It must be nurtured every day. Once a good environment is created however, it can make a significant contribution to the quality of your class.

Descriptor: Wait time is provided according to student need and level of question and students are taught to provide wait time for peers.

The concept of "wait-time" as an instructional variable was invented by Mary Budd Rowe (1972). The "wait-time" periods she found--periods of silence that followed teacher questions and students' completed responses--rarely lasted more than 1.5 seconds in typical classrooms. She discovered, however, that when these periods of silence lasted at least 3 seconds, many positive things happened to students' and teachers' behaviors and attitudes. To attain these benefits, teachers were urged to "wait" in silence for 3 or more seconds after their questions and after students completed their responses (Casteel and Stahl, 1973; Rowe 1972; Tobin 1987).

Increasing wait-time beyond three seconds is positively related to the following student outcomes:

- (1) Improvements in the student achievement
- (2) Improvements in student retention, as measured by delayed tests
- (3) Increases in the number of higher cognitive responses generated by students
- (4) Increases in the length of student responses
- (5) Increases in the number of unsolicited responses
- (6) Decreases in students' failure to respond
- (7) Increases in the amount and quality of evidence students offer to support their inferences

- (8) Increases in contributions by students who do not participate much when wait-time is under three seconds
- (9) Expansion of the variety of responses offered by students
- (10) Decreases in student interruptions
- (11) Increases in student-student interactions
- (12) Increases in the number of questions posed by students

Increasing wait-time beyond three seconds is positively related to the following teacher outcomes:

- (1) In flexibility of teacher responses, with teachers listening more and engaging students in more discussions
- (2) Increases in teacher expectations regarding students usually thought of as slow
- (3) Expansion of the variety of questions asked by teachers
- (4) Increases in the number of higher cognitive questions asked by teachers.

Criteria for High-Quality Questioning?

- **1.** Wait; give the students time to think.
- 2. Students generate quality, higher-level questions.
- 3. Questions are scaffold from remembering to creating.
- 4. Questions target sub-objectives of the learning target.
- 5. All students are held accountable for answering questions.

Examples of Questioning:

Example:

An English teacher introduces a lesson on Shakespeare's play, Hamlet. She begins by asking basic factual questions such as; "What is the name of the Shakespeare play about the Prince of Denmark?", etc. She has the students read the opening lines of the play and then asks the question; "Let's see if we can make any generalizations about the play as a whole from the nature of the opening lines." While reading the play, students are asked to make predictions and discuss them with their shoulder partner. By doing this, each student has the opportunity to generate questions that he/she wants answered and is held accountable for answering questions. Upon completion of the play the teacher asks questions that bring the students to higher levels of thinking and deeper levels of understanding. These types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition -- comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known. Example: On reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in one direct statement in the text of Hamlet. Here the reader must make simple inferences as to why she committed suicide.) The teacher continues to use questions that are scaffold from remembering to creating. Examples of these types of questions are: "In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death?", and "What are the similarities and differences between the deaths of Ophelia when compared to that of Juliet?"

Coaching/Reflection Questions

- 1. How do you plan for questions that target the sub-objectives that are aligned with the learning target?
- 2. How do you provide for wait time during a lesson?
- 3. How will you model for students how to ask higher-level questions?
- 4. How to you plan for student generated questions?
- 5. How do you plan questions that move student thinking from remembering to creating?
- 6. How do you plan for questions that keep students actively involved in the lesson?
- 7. How will you solicit responses from students in a way that holds all students accountable to formulate responses?
- 8. How do you use questions as an evaluation tool?

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Academic Feedback

What is Academic Feedback?

Feedback (that is academically focused) provides students with information regarding their progress toward that target (the new learning, objectives, and goals). Marzano (2007)

Feedback (academic) is a teacher's response to student work with the intention of furthering learning. Feedback can be written or oral, or it can be a demonstration. Moss and Brookhart (2009)

Academic feedback is an important component of formative assessment when it is based on a student's work and when it provides the necessary information to students so they have clear understanding of what they have done successfully and what they need to do to continue growing. High quality feedback provides information that the student can use.

What is the Impact of Academic Feedback on Student Learning?

Academic feedback is an incredibly powerful teaching tool. Put quite simply, students who are given specific information about the accuracy and quality of their work will spend more time working on their academic assignments. Academic feedback is not about praise, or blame or disapproval; feedback is value-neutral. Good feedback describes what a student did or did not do for the purpose of changing or maintaining performance. Effective academic feedback should provide students with an explanation of what they are doing correctly and what steps they must take to continue to make progress. When teachers provide constructive feedback, students begin to develop the skills of self-assessment and self-adjustment. Marzano (2007)

Schooling is much like a spaceship launch pad. All the life-support systems remain attached to the command center until the moment of liftoff when the spaceship is suddenly on its own. So, too, are students launched from school into life, internalizing the lessons they have learned in the classroom so they can successfully navigate on their own. Skillful navigation depends, however, on effective feedback systems. Students need to learn how to guide themselves along the way, monitor their progress toward a specific destination, and make small maneuvers and midcourse corrections. Thus, school becomes the launch pad for a life of self-directed learning. Costa and Kallick (2004)

Descriptors under the "5" category for Academic Feedback are:

- Feedback provided is consistently high quality and aligned to learning target.
- Academic feedback is consistently provided throughout the lesson.
- Students engage in providing each other academic feedback based on specific criteria aligned to the learning target.

Descriptor: Feedback provided is consistently high quality and aligned to learning target.

High-quality feedback contains information a student can use. The most useful feedback focuses on the qualities of student work or the processes or strategies used to do the work. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners is potent if students hear it in a way that makes them realize they will get results by expanding effort and attention. *Feedback is directly aligned to Standards alignment; Teacher's ability

to articulate characteristics of exemplary student work for all concepts/skills. While most Academic Feedback may be spontaneous, the teacher must anticipate areas where feedback will be the most valued and the most needed. Prepare for feedback prior to delivery of the lesson.

Effective feedback describes the student's work, comments on the process the student used to do the work, and makes suggestions for what to do next. General praise ("Good job!") or personal comments don't help. The student might be pleased you approve, but not sure what was good about the work, and so unable to replicate its quality. Being positive doesn't mean being artificially happy or saying work is good when it isn't. It means describing how the strengths in a student's work match the criteria for good work and how they show what that student is learning. Brookhart (2008)

Descriptor: Academic feedback is consistently provided throughout the lesson.

For feedback to be high-quality it must be provided throughout the instructional process. When feedback is provided after the instruction has occurred, students are unable to apply it to their work for the purpose of making adjustments or improvements.

Students should get feedback while they are still mindful of the learning target and while there is still time for them to act on it. Feedback should be given as soon as possible for right/wrong questions and as soon as feasible for more complex products like papers or projects. Moss and Brookhart (2009)

Descriptor: Students engage in providing each other academic feedback based on specific criteria aligned to the learning target.

Students evaluate the work of their peers and provide feedback that is corrective or directive and can be used by their peers to support them in meeting the performance expectations for the lesson. For students to provide feedback in a purposeful and coherent manner, the teacher must establish clear criteria by which students evaluate each other's work.

Students benefit from giving each other feedback in at least three ways: they receive more feedback from others; they are able to deepen their understanding of the learning objective, and their cognitive engagement in the content increases. When students develop the ability to provide each other with academically focused feedback, they think on a higher level (evaluative), work more collaboratively, and learn from each other. This provides the teacher with more opportunities to deliver specialized feedback to struggling students.

Example: A learning target is for students to write a paragraph that includes a topic sentence, at least three supporting sentences, and a summary statement at the end. After the students have completed their writing, the teacher pairs them for the purpose of conferencing with each other on their writing. To ensure students know her expectations for the conference, she pairs with a student herself and models the questions and type of feedback she would provide to the student. Within this model she explains that it is important for students to clarify why an area of the writing is strong and how another can be strengthened as it relates to the criteria on a writing rubric. She does this by providing high-quality feedback that is focused on the learning target of writing a topic sentence, supporting details, and/or a summary statement. The students then form pairs and proceed to critique each other's work in an academically focused way.

Criteria for High-Quality Feedback

- Feedback contains language of the learning target or criteria being applied to student work.
- Feedback contains the vocabulary students need to use when providing feedback to one another.
- Feedback is timely. It is given during the instruction so students can use it to make adjustments.
- Feedback is individualized to student's response or work.
- Feedback is corrective or directive. Students can use the feedback to make adjustments and to know when they are progressing towards the learning target.

Examples and Non-Examples of High-Quality Feedback:

Feedback Analysis of Feedback Quality "This report is better than your last This is an example of high-quality feedback that uses selfone. You've made it clear that you referenced comparisons in conjunction with descriptive think we should recycle newspapers. information about the task to show struggling students that their What would make it even better is work is improving. Then, when the teacher suggests what they more facts about what would need to do next, they will be more likely to believe they can do it as the feedback lets them know they are progressing toward the happen if we did recycle - more about how many trees we would learning goal. The teacher makes one suggestion, not multiple save or other facts related to ones. Giving feedback on small steps can help students who may be overwhelmed by having to improve in many areas at once. recycling. "Your report was the shortest one This is an example of ineffective feedback. The teacher aims to in the class. You didn't put enough communicate the same feedback message as in the previous content in it." example. Saying it this way however, implies that the student is competing with others (as opposed to aiming for a learning target) and that the reason the work is poor is that the student "did something bad." The student ends up feeling judged and not motivated to improve or take risks. "The chart that starts at the trees This is an example of high-quality feedback. It focuses on an and ends up at the recycling plant interesting, positive feature of a student's report. The teacher's (instead of back at the trees) is very comments require the student to reflect on how he or she came up effective in demonstrating your with the idea. Having the student name the strategy used will point. It follows the relevant section strengthen the student's ability to self-monitor and self-direct their of your report and illustrates the learning. complete cycle so clearly. How did you come up with that idea?" "Your report is the best one in the This is an example of ineffective feedback. It does not tell the class! You can have a "free pass" student what is good about the report and it rewards the student for your homework tonight." by changing an unrelated assignment. Feedback like this is a missed opportunity to reinforce a student's strength and ask them to reflect on their work.

Brookhart (2008)

Coaching/Reflection Questions:

- How will I ensure that students receive feedback that is corrective and directive?
- How will I provide feedback throughout each portion of the lesson?
- Will feedback be provided orally or in writing?
- How will I use academic feedback to continually communicate the criteria for student mastery?
- How will I engage students in providing quality feedback to one another?
- How will I model language for students to use when providing feedback to one another?

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Grouping

What is Grouping?

Grouping is defined as a planned arrangement of things, people, etc., within a group. Effective grouping occurs when teachers and students work together to accomplish shared goals and when positive structures are in place to support that process (Johnson & Johnson, 1989). As part of a national push for citizens who can think, solve problems, work with others, and learn on the job, educators are taking a close look at the implications of using whole-group and small-group instruction. Teachers are discovering that informally grouping and regrouping students in a variety of ways throughout the school day can make a teacher's job easier and students more productive.

Various names have been given to small group instruction: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circle, study groups, cooperative groups, and work groups. (Johnson, Johnson, and Smith, 1991)

What is the Impact of Grouping on Student Learning?

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes. (Davis, 1993)

Benefits of students working together:

- Students learn to work with all types of students regardless of background or culture.
- Students learn to acknowledge peers' individual differences.
- Students have the opportunity to develop interpersonal skills.
- Students have opportunities to become more actively involved in their own learning.
- Students have opportunities to receive personal feedback from their peers.
- Student learning and academic achievement is promoted.
- Student retention is increased.
- Student satisfaction with their learning experience is increased.
- Students develop skills in oral communication.

Appropriate use of student groups for learning has been shown to yield significant learning improvement across disciplines (Johnson & Johnson, 1989). There may be no other instructional strategy that simultaneously achieves such diverse outcomes as cooperative grouping. Slavin (1995) examined several dozen studies that lasted four or more weeks and that used a variety of cooperative-learning methods. Overall, students in cooperative-learning groups scored about one-fourth of a standard deviation higher on achievement tests than did students who were taught conventionally.

Descriptors under the "5" category for Grouping are:

- Teacher consistently varies grouping arrangements and composition to enhance learning.
- Grouping arrangements are always appropriate and support student learning.
- All students in each grouping arrangement are held accountable for cognitive engagement and completion of assigned tasks.
- Students set goals for group and individual learning and evaluate progress towards meeting these goals.

Descriptor: Teacher consistently varies grouping arrangements and composition to enhance learning.

Teachers place different configurations of students in classroom instructional groups, assign the groups different sorts of learning goals and tasks, evaluate student performance in different ways and maintain group membership for different periods of time. Effective teachers use more than one type of grouping configuration. Teacher presentation of new information and skills should be done in a whole-class, direct instruction setting. Various small group configurations should be used for review, drill and practice activities or for expanded investigation of subject areas. (Ward, 1987)

Grouping arrangements must be purposeful. Students must be grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Teachers form the groups themselves, taking into account students' prior knowledge and achievement, levels of preparation, work habits, ethnicity, and gender (Connery, 1988).

Teachers who use grouping strategies often employ several organizational patterns for instruction. They include whole-class, small group, and individual instruction. These organizational patterns are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. The descriptions of these grouping configurations are as follows:

- Whole-Class Instruction Whole-class instruction is often used to introduce new materials and strategies to the entire class. Working with the whole class to introduce new concepts can build common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition. This type of grouping is essential for effective communicating of expectations for new learning. It is also beneficial for administering formal/summative assessments.
- Small-Group Instruction Small groups can provide opportunities for cooperative learning. Cooperative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. It is appropriate to use cooperative learning in order to:
 - Enhance student understanding
 - Provide for student to student interaction
 - Provide for peer support
 - Increase processing time for students
 - Provide for guided practice
 - Monitor learning by teachers and students
- Students Working Alone in Teacher-Directed Activities Although learning to work cooperatively constitutes an important educational goal, students must also learn to work independently. Individual responses may prove especially helpful for students in refining their own thoughts. For example, after sharing strategies in small, student-led groups, each student might reflect on the group's problem-solving methods and formulate a personal problem-solving strategy.

Frequent and regular review of group composition and changes in students' group assignments are essential. They counteract the tendency to maintain student placement in an inappropriate ability group and reduce the student domination and interpersonal conflicts that tend to build up when groups remain stable. (Ward, 1987)

Descriptor: Grouping arrangements are always appropriate and support student learning.

Instructional grouping decisions must depend on a teacher's instructional goals. All students, regardless of group, receive similar instruction. Making decisions about instructional grouping depends upon the purpose and goal for the lesson. Teachers consider many factors when forming and organizing groups, among them ongoing assessments. As students show growth, new groups can be formed, added to, and blended together; students are not labeled and tracked into one group for the whole year. Also, as instructional purposes change, so do grouping arrangements. Teachers will find appropriate occasions for various types of grouping, including whole group, small group and individual learning. It is instructional intent (purpose) that guides decisions about grouping.

Interesting commonalities in the evidence across disciplines suggest the power of well-designed grouping strategies, of classroom discourse that allows students to express their ideas and questions, and of offering students challenging tasks which supports student learning. Quality teaching provides a space for both the individual, partnerships, small groups and whole class arrangements. All such organizational structure can provide the context for social and cognitive engagement. Effective teachers use a range of organizational processes to enhance students' thinking and to engage them more fully in the extension of knowledge. While whole group and small group instruction can be beneficial, studies have shown that all students need some time alone to think, reflect, and work quietly away from the demands of a group. The effective teacher constantly monitors, reflects upon, and makes necessary changes to, those arrangements on the basis of their inclusiveness and effectiveness for the support of all students.

Descriptor: All students in each grouping arrangement are held accountable for cognitive engagement and completion of assigned tasks.

The goal of teaching should be to empower students to become independent learners. Students need skills that foster their independence as learners. With these skills, they can meet the cognitive and academic challenges of school and become successful. While whole group does not lead directly to learner independence, approaches that do foster independent learning can be incorporated into it.

In whole group instruction the emphasis is on the word "teacher," for the teacher is in charge and assumes responsibility for explicitly teaching what is to be learned. In whole group the teacher is showing, telling, modeling, demonstrating, leading, teaching, testing, the component parts of the skills and information that students are to learn. Teachers hold students accountable during whole group instruction in several ways.

- Teachers observe students use of skills through scaffold questions and answers.
- Teachers call on every student and provide high quality feedback to support and build upon successes and clarify misunderstandings.
- Teachers follow up on prior instruction for accountability and depth of understanding through "hook" activities.
- Teachers explain and model strategies for note taking, summarization of materials presented, etc. and observe as students apply them.

The reasons why teachers put students in cooperative learning groups is so all students can achieve higher academic success individually than were they to study alone. Consequently, each must be held

individually responsible and accountable for doing his or her own share of the work and for learning what has been targeted to be learned. Therefore, each student must be formally and individually tested to determine the extent to which he or she has mastered and retained the targeted academic content and abilities. (Stahl, 1994)

There is a difference between "having students work in a group" and structuring students to work cooperatively. A group of students sitting at the same table doing their own work is not structured to be a cooperative group as there is no positive interdependence. There needs to be an accepted common goal on which the group will be assessed for their efforts and level of mastery. In the same way, a group of students who have been assigned to do a report where only one student cares, does all the work and the others go along for a free ride, is not a cooperative group. A cooperative group has a sense of individual accountability that means that all students need to know the material for the group to be successful. Putting students into groups does not necessarily gain positive interdependence and/or individual accountability; it has to be structured and managed by the teacher.

In small group configurations, teachers must structure learning tasks so that students come to believe that they sink or swim together--that is, their access to rewards is as a member of an academic team wherein all members receive a reward or no member does. Essentially, tasks are structured so that students must depend upon one another for their personal, teammates', and group's success in completing the assigned tasks and mastering the targeted content and skills. (Stahl, 1994)

If all students in each grouping arrangement are to be held accountable for cognitive engagement and completion of assigned tasks, the teacher must consider and communicate the following:

- How will individual student performance be assessed and how will groups know how each member is progressing? Groups need to know who needs more assistance in completing the assignment, and members need to know they cannot let others do all the work while they sit back. Teachers can hold all students accountable with the use of spot quizzes to be completed individually and calling on individual students to present their groups progress. (Johnson, Johnson, and Smith, 1991)
- How will students be given an opportunity to evaluate the effectiveness of their group? Periodically during the group work task, the teacher should ask group members to discuss two questions: What action has each member taken that was helpful for the group? What action could each member take to make the group more effective and collaborative? At the end of the project, ask students to complete a brief evaluation form on the effectiveness of the group and its members. The form could include items about the group's overall accomplishments, the student's own role, and suggestions for changes in future group work. Rau and Heyl (1990) have developed a form that can be used for an interim or final evaluation. (Johnson, Johnson, and Smith, 1991)
- How will all members of the group be assessed? Some teachers assign all students in the group the same grade on the group task. Grading students individually, they argue, inevitably leads to competition within the group and thus subverts the benefits of group work. Other teachers grade the contribution of each student on the basis of individual assessments or the group's evaluation of each member's work, or an average of teacher score, whole group evaluation and individual evaluation of self. If you assign the same grade to the entire group, the grade should not account for more than a small part of a student's grade in the class. (Davis, 1993)

There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must

be involved in the learning or project, and no one can "piggyback." The success of the group depends on the successful work of every individual.

One attribute of using specific tasks is that they don't call for voluntary participation. In the traditional classroom, the teacher asks students a question, and only those who know the answer, or who are daring enough to respond, raise their hands. The rest of the class can opt out. When students have the option of nonparticipation, many don't participate. This is especially true for shy students, lower achievers, and early language learners. The result: They don't learn as much or as quickly. (Kagan, 2009)

*See Appendix A-3 for examples of grouping activities.

*See Appendix A-4 for examples of cooperative group roles.

Independent activities should contribute to every student's growth in skills, knowledge, work habits and attitudes. The things which students do when they are working without the direct guidance of the teacher should be as meaningful and fruitful as the things they accomplish when the teacher is with them. (Wilcox, 1956) Most evaluations of independent student performance are in the form of weekly quizzes or essays, mid-term or final examinations, lab reports, term papers, and the like.

It is very important that an explanation of the standards is clear. Most students use grading criteria to determine what they should concentrate on. By making grading policies clear, students' focus their attention on what is most important for them to learn, because grades communicate the relative weight of goals and assignments, and because grades in any subject may have great influence on students' future academic work. Most students are very sensitive about grades and the criteria on which they are based: "Will this be on the test? How much does the quiz count toward the final grade?" are typical questions? Standards should be explained clearly and applied consistently.

Descriptor: Students set goals for group and individual learning and evaluate progress towards meeting these goals

It is not sufficient for teachers to select outcome objectives: students must perceive these objectives as their own. They must come to comprehend and accept that everyone in the group needs to master the common set of information and/or skills. In selected strategies where groups select their own objectives, all members of each group must accept their academic outcomes as ones they all must achieve. (Davis, 1988)

An essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together.

*See Appendix A-5 for group evaluation forms

Criteria for Grouping

- Individuals in the group understand that they are accountable to each other and to the group as a distinct unit.
- Group members are aware of the group's processes.
- Group arrangements are varied for specific purposes.
- The grouping configuration (whole class, small groups, pairs, individual) is purposeful, and appropriately and consistently supports student learning.
- Individuals in groups know their roles, responsibilities, and group work expectations.
- Individual in groups set goals, reflect on, and evaluate their progress towards meeting the goals. .

Example: Teacher's role and examples of activities in various group settings.

TEACHER-LED GROUPS				
Grouping Options	Teacher's Role	Activities		
Whole Class	 Explains procedures Provides instructional scaffold Facilitates discussion Provides explicit instruction Affirms student diversity Models expectations Provides examples Uses formative assessments to continually and effectively assess students in order to adjust and plan instruction 	 Outlining day's agenda/schedule Giving an overview of concepts Sharing student work Presenting strategies Developing background knowledge Using a "think aloud" to model expectations. 		
Individual	 Guides individual development Encourages individual student interests Provides academic feedback 	 Applying key concepts, strategies and skills Composing written responses Completing understanding Creating own investigation Self-reflection and evaluation 		
Small Groups	 Describes students' roles Describes students' interpersonal skills Encourages student interaction Monitors group effectiveness Guides understanding Affirms student diversity Facilitator Coach 	 Collaborative project Collaborating on projects Sharing group projects Discussing students' evaluation of group's success Applying key strategies and concepts Discussing different 		

	perspectives

Coaching/Reflection Questions

- 1. When moving from whole group to independent work, how will feedback be provided to students?
- 2. What portion of the lesson will be teacher directed?
- 3. How will student participation be maximized to ensure mastery?
- 4. How will all students understand their roles and responsibilities?
- 5. How will students be held accountable (individually and as a group) for the assigned task?
- 6. How will student learning be enhanced by the grouping arrangement?
- 7. How will student learning be assessed?
- 8. Do students have the foundation necessary for student-to-student interaction to enhance mastery?
- 9. Will student' learning be enhanced by working with others?
- 10. Is the task structured so that all students are held accountable?
- 11. Is participation equal for all students in each team/group?
- 12. How will cooperative groups be arranged?

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Teaching of Thinking and Problem Solving

What is Thinking and Problem Solving?

Most teachers define thinking as the sort of mental activity that uses facts to plan, order, and work toward an end; seeks meaning or an explanation, is self-reflective; and uses reason to question claims and make judgments. (Noddings, 2008) Thinking is more than developing a collection of isolated skills; it is an integrative process that happens when one is confronted with a real problem. (Berman, 2001)

Problem solving is an activity we encounter every day of our lives. It might involve finding a parking space, evading unpleasant responsibilities or deciphering a sentence. Experts agree that problem solving is strongly related to context. Problem solving always entails the appropriate application of knowledge in a specific situation. The context often determines what types of action are appropriate and what impact those actions have. In education, problem solving refers mostly to those classroom-based activities that are intended to accomplish two goals: to improve how students think and to link school-learned knowledge with everyday contexts outside of school. (Lochhead & Zietsman, 2001)

What is the Impact of Thinking and Problem Solving on Student Learning?

Thinking and problem solving play an important role in all curriculums and should have a prominent role in the day to day education of K-12 students. However, knowing how to incorporate problem solving meaningfully and purposefully into the curriculum is not necessarily obvious to teachers. Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education....If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever-changing world. (Robinson, 1987)

There is a growing realization that we need to teach not only cognitive skills and strategies but also develop the higher metacognitive functions involved in meta-cognition. This involves making learners aware of themselves as thinkers and how they process/create knowledge by 'learning how to learn'. (Fisher, 2005) To advocate thoughtful teaching and learning, Noddings believes that teachers must think critically about what and how they are encouraged to teach. "If teachers want students to think, they must think about what they themselves are doing." (Noddings, 2008)

Educators now generally agree that it is in fact possible to increase students' creative and critical thinking capacities through instruction and practice. (Ristow, 1988) A broad, general finding from research is that nearly all of the thinking and problem solving programs and practices investigated were found to make a positive difference in the achievement levels of participating students. Studies which looked at achievement over time found that thinking and problem solving instruction accelerated the learning gains of participants, and those with true or quasi-experimental designs generally found that experimental students outperformed controls to a significant degree. Reports with such findings include: Barba and Merchant 1990; Bass and Perkins 1984; Bransford, et al. 1986.

Descriptors under the "5" category for Thinking and Problem Solving (scored over time) are:

- There is evidence that the teacher has taught the thinking process needed for all types of thinking (i.e. analytical, practical, research-based and creative)
- Students are required to apply these thinking processes to all problem solving skills.

* It is important to note that teachers may not be teaching each type of thinking behavior in every lesson. However, the occurrence of all behaviors over the course of multiple lessons throughout the school year should be readily observable. This may mean that one lesson has two types of thinking embedded within a lesson, and on another visit the teacher teaches a different type, and so on. It is important to note that this indicator states over the course of multiple *observations*.

Descriptor: There is evidence that the teacher has taught the thinking process needed for all types of thinking (i.e. analytical, practical, research-based and creative).

Teaching students the steps and procedures of particular thinking skills is not enough to ensure their success. So what does "teaching for effective thinking" mean? Teachers can catalyze learners to think by making thinking skills explicit. Teachers should use cognitive terminology and label and identify cognitive processes, saying, for example, "So as you're analyzing this problem. . ." (Costa & Marzano, 2001). Teachers should also employ thinking maps and visual tools (Hyerle, 2004) and model problem solving, decision making, and investigating (Swartz, et al., 2007).

Learning to think begins with recognizing "how" we are thinking – by listening to ourselves and our own reactions and realizing how our thoughts may encapsulate us. Meta-cognition involves the whole of us: our emotions, bodily sensations, ideas, beliefs, values, character qualities, and the inferences we generate from interaction with others. We can get students into the habit of such mindful probing by using self-reflective questions. Arthur L. Costa, The Thought-Filled Curriculum

During the teacher model it is important for teachers to make their thinking "visible" to students. The teacher models the skill or strategy by verbalizing his/her thinking at **each step** of the strategy or skill. It is critical for students to "see" what goes on in the teacher's mind as they are listening to a story, learning a new skill, or developing understanding of a new concept. This thinking needs to include how decisions are made and the questions one asks in their head as they proceed through the skill or strategy.

Teachers are expected to implement the following four types of thinking regularly and consistently.

Analytical Thinking

Analytical thinking is the abstract separation of a whole into its constituent parts in order to study the parts and their relations. It includes organizing the parts of a problem or situation in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, and causal relationships.

Analytical problem solving requires students to analyze, evaluate, compare and contrast, judge, and critique. In this type of problem, one might evaluate the validity of a theory, compare and contrast the personalities of two literary characters, critique a work of art, or analyze a mathematical proof. This is the kind of problem solving most frequently encountered in school settings. (Sternberg, 2001)

Practical Thinking

Practical thinking means thinking with a view to action. That is, only focusing on thoughts that work and can be applied in the real world. Any other thoughts would be impractical or abstract thinking. When

students think "practically", they connect learning to real life making the new learning meaningful and relevant.

Practical problem solving requires students to use, apply, put into practice, and implement. Students might think about the implications of a scientific phenomenon such as gravity for their daily lives, use a lesson learned from a novel to solve a problem they have, or show how to apply a lesson of past international conflicts to a current international conflict. *Unless we give students practical problems to solve, they may never learn how to take what they learn in school and apply it to their lives.* (Sternberg, 2001)

Research-based Thinking

Students explore and review a variety of ideas or models in order to come to solutions that are well-supported and make sense. Research-based thinking is not limited to the location of new information but can be the "researching" of previously obtained information to come to a solution that is well-supported.

Research-based problem solving requires students to interact with multiple kinds of research in order to develop new understanding. It is important that research is used to develop students' thinking skills which are needed to survive in an ever-changing, information-driven society. Students must be able to pose questions, analyze relevant information, and then construct and communicate new understandings and ideas.

"We have found that the process of conducting research provides rich opportunities for students to develop these essential life skills," (Marien, Vislocky, and Chapman, 2001).

As students participate in research-based problem solving they are identifying and clarifying a problem, devising and carrying out a plan, distinguishing between relevant and irrelevant information, and then evaluating their solution or conclusion. This process engages students in "purposeful thinking in the pursuit of meaningful learning" (Beyer, 1997)

Creative Thinking

Creative thinking is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, whole new ways of understanding and conceiving of things. The products of creative thought include some obvious things like music, poetry, dance, dramatic literature, inventions, and technical innovations. But there are some not so obvious examples as well, such as ways of putting a question that expand the horizons of possible solutions, or ways of conceiving of relationships that challenge presuppositions and lead one to see the world in imaginative and different ways. In order to encourage creative thinking, teachers must reformalize the theory behind pedagogical instruction. More open ended questions, varied student responses should be encouraged and explicit skills should be taught. Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence. (Bloom)

Creative problem solving requires students to create, invent, discover, imagine, and suppose. Students might design an experiment to test a theory, invent something, create a work of art, imagine that a novel ended in a different way, or suppose that temperatures continue their steady rise and then consider the consequences. Students need to face this kind of problem solving more often in school because it is so

important to success in a rapidly changing and often unpredictable world. (Sternberg, 2001)

Descriptor: Students are required to apply these thinking processes to all problem solving skills.

To be effective in their personal lives, students must be able to solve problems to make effective decisions; they must be able to think critically and problem solve. Teachers must give students the opportunity to hone their thinking and problem solving skills by: 1) promoting critical thinking by infusing instruction with opportunities for students to read widely, to write, and to discuss; 2) frequently using course tasks and assignments to focus on an issue, question, or problem; and 3) promoting metacognitive attention to thinking so students develop a growing awareness of the relationship of thinking to reading, writing, speaking, and listening. (Tama, 1989.) Thinking skills are important because they enable students "to deal effectively with social, scientific, and practical problems. Simply put, students who are able to think critically are able to solve problems effectively.

Research has found that students may not be getting enough practice or exposure to thinking and problem solving. Educators should make sure they're incorporating challenging, scenario-based problems into their curriculum. Studies are finding that increased thinking and problem solving exposure will allow students to achieve an increased quality of work. Participation in problem solving scenarios will provide students the opportunity to practice all thinking processes during problem solving.

Criteria for Thinking and Problem Solving.

- 1. Clearly state the goals of thinking instruction.
- 2. Teachers develop activities that allow students the opportunity to use all types of thinking.
- 3. Problem solving should be purposeful.
- **4.** Difficult problem solving necessitates thinking; yet do not always result in clear outcomes.

Examples of Thinking and Problem Solving:

*See Appendix A-6 – Thinking and Problem Solving Examples and Appendix A-7 – Problem Solving Activities.

Coaching/Reflection Questions

- 1. How do you teach the different types of thinking?
- 2. How do you design lessons and/or activities that provide students the opportunity to practice the different types of thinking or problem solving?

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Differentiation

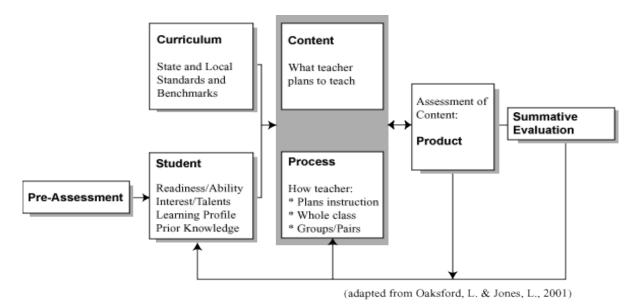
What is Differentiation?

Differentiation means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching. Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. (Tomlinson, 2003, p. 151)

Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Differentiation is not an instructional strategy by itself; it is a climate of learning created in a classroom by using best practices in teaching, learning, and lesson design. According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products.

- 1. Content is "what" the teacher plans to teach, and what the student should know, understand, and be able to do as a result of a lesson or unit.
- 2. Process is "how" the teacher plans to deliver instruction and the activities in which the student engages in order to make sense of or to master the content.
- 3. Product is "assessment" of the content, or the vehicle through which a student shows, applies, or extends what he or she has come to understand and can do as a result of a lesson or a unit.



Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction

This graphic organizer depicts the connections between: Content: what teacher plans to teach, Process: How teacher: Plans instruction; Whole class; Groups/Pairs; Individually, Curriculum: State and Local Standards and Benchmarks, Student: Readiness, Assessment of content, and Product. (Hall, Strangman, & Meyer, 2003)

What is the Impact of Differentiation on Student Learning?

The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student. (Tomlinson, 2003)

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction tasks, activities, and assessments with their students' interests, abilities, and learning preferences.

Descriptors under the "5" category for Differentiation are:

- The teacher consistently differentiates content based on knowledge of students
- The teacher consistently differentiates process based on knowledge of students
- The teacher consistently differentiates assessments based on knowledge of students

Descriptor: The teacher consistently differentiates content based on knowledge of students

Content can be described as the knowledge, skills and attitudes we want children to learn. *Content consists of ideas, concepts, descriptive information, facts, rules and principles that are presented to the learner.* The content of instruction should address the same concepts with all students but be adjusted by degree of complexity for the diversity of learners in the classroom. (Hall 2002)

However, where extreme disparity of readiness exists such as, with English language learners, students with learning disabilities, and advanced students, the content should be changed. (Tomlinson 2003)

Differentiation of content offers students the chance to start at different places in the curriculum and/or proceed at different paces. This is known as student-aware teaching. The first and most important step in differentiating content is determining what students already know so as not to cover material students have mastered, or use methods that would be ineffective for students. A pre-assessment is necessary and can be in the form of a quiz, game, discussion, or other activity that asks students to answer some of the questions that would be used to evaluate their performance at the end of an upcoming unit or lesson.

Differentiation calls for teachers to have clear learning goals that are rooted in content standards but crafted to ensure student engagement and understanding. When a teacher differentiates content he/she may adapt what they want the students to learn or how the students will gain access to the knowledge, understanding and skills (Anderson, 2007).

Teachers can differentiate content in multiple ways.

- Acceleration- Providing the opportunity for students to move more rapidly through a particular curricular sequence without regard to age or setting.
- *Compacting* Assessing students before beginning a unit of study or development of a skill. Students who do well on the pre-assessment do not continue work on what they already know. The teacher eliminates work and/or instruction for content that has already been mastered.
- Variety-Ideas and content areas should be extensions of the regular curriculum.
- Reorganization- Selecting new arrangements of content e.g., functional similarities, categorical groups, descriptive similarities, in place of the typical chronological organization.
- Flexible pacing- Allowing for individual characteristics to determine the pace students progress through the content.
- Use of more advanced or complex concepts and materials- Posing more challenging questions or situations that force the learner to deal with the intricacies of the content.
- Use of abstractions-Going beyond the facts and the obvious to the conceptual framework, underlying ideas, symbolism, and hidden meaning of the content.

Descriptor: The teacher consistently differentiates process based on knowledge of students

Differentiating by process refers to how a student comes to understand and assimilate facts, concepts, and skills (Anderson, 2007). Process differentiation refers to the presentation of content and the use of diverse activities, the questions asked, as well as the teaching methods and thinking skills that are varied to meet student interests or preferences for learning. Differentiation of process recognizes the many learning styles within any group of students.

Differentiated is an instructional process that has excellent potential to positively impact learning by offering teachers a means to provide instruction to students. No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class. Regardless of this diversity, students are expected to master the same concepts and skills.

Teachers vary the methods that they use to convey information, often within the same class period. A teacher may introduce concepts using a game requiring movement, switch to a traditional lecture, and then direct students to create a flowchart from a textbook reading during the same 40 minute class period. This lesson addresses three learning preferences: kinesthetic (movement), auditory (lecture), and visual (flowchart). Teachers may also provide students with process choices during class periods by offering different stations, each calling upon a different learning preference, for students to visit independently. *Teachers can differentiate process in multiple ways.*

- Higher Levels of thinking- Emphasizing questions that enable the learners to analyze synthesize, or evaluate.
- Open-endedness- Asking questions that promote critical and creative thinking.
- Inquiry and discovery- Providing opportunities for the learner to arrive at self-drawn conclusions or generalizations.
- Active exploration- Providing opportunities for movement and learner-driven exploration.
- Inductive and Deductive reasoning- Asking the learner to cite the sources, clues given, and logic used in drawing conclusions.
- Freedom of choice- Providing opportunities for self-directed activities such as independent study.
- Group interactions/simulations- Using structured simulations for group problem solving.
- Variety- Implementing a variety of teaching strategies and student tasks.

- Pacing- The rapidity with which content is presented; the extension of time and deadlines so that further integration of ideas may take place; and/or flexibility in time allowance.
- Flexible grouping Have students assigned to alike groups. Students could have a choice to work
 in pairs, groups or individually, but all students are working towards the same standards and
 objectives.

Descriptor: The teacher consistently differentiates assessments based on knowledge of students

Differentiated instruction and assessment go hand in hand. Marzano (2000) clarifies the goals of assessment and instruction as follows:

- Assessment should focus on students' use of knowledge and complex reasoning rather than their recall of low-level information.
- Instruction must reflect the best of what we know about how learning occurs.

To support this high level of instruction and assessment, the teacher needs a constant stream of assessment data. Differentiated assessment is an ongoing process through which teachers gather data before, during, and after instruction from multiple sources to identify learners' needs and strengths. Students are differentiated in their knowledge and skills, the ways and speeds at which they process new learning and connect it to prior knowledge, and in the ways they most effectively demonstrate their progress. Giving students choices in how they will demonstrate what they have learned to the teacher, class, or other audience is a common way of differentiating assessments. Differentiating product is used to meet the required learning objectives or outcomes sought by a teacher while allowing expression in students' areas of strength. Giving different assignments to different students increases motivation and results in an interesting variety of work products. (Tomlinson, 2003)

An effective teacher plans instruction to accommodate the differences among students' designs or selects the best pre-assessment tools in order to gather data before instruction. This reveals students' unique knowledge, prior experiences, abilities, learning styles, multiple intelligences, motivations, behaviors, interests, and attitudes. The results are used to strategically customize instructional plans, provide students with multiple ways to show their learning, keep them on the right track, and accelerate their learning.

Differentiation calls on teachers to vigilantly monitor student proximity to content goals during the learning cycle. The teacher needs to know what each student knows and is able to do at a given moment. Formative assessments must be analyzed and utilized on a regular basis in order for teachers to effectively differentiate.

There are many ways teachers assess student skill and content proficiency after instruction: tests, reports, student-created pictorials, model creation, and dramatic performances are some examples. Formal testing emphasizes assessment of learning. It is an evaluation of a student's progress at the end of a lesson. Varying assessments provides students with opportunities to capitalize upon their talents and to challenge them to strengthen areas of weakness. (Chapman & King, 2005)

Teachers strategically apply differentiated assessment strategies in multiple ways.

- Analyze individual strengths and needs.
- Strategically plan for each learner to improve and excel.
- Set new objectives.
- Explore abilities.
- Supply assistance and appropriate materials.

- Stress growth.
- Monitor for immediate intervention.
- Empower with self-directed assessments.
- Translate needs and strengths into active learning. (Chapman & King, 2005)

Criteria for Differentiation

- Analyze student readiness, interests, and learning styles to determine instructional decisions.
- Modify the pace and level of instruction based on student need and rate.
- Incorporate flexible grouping and regrouping of students according to instructional objectives and student needs.
- Present multiple levels and kinds of learning materials.
- Implement multifaceted, continual assessments to guide instructional decisions and focus student learning goals.
- Incorporate students' interests and provide students choice to increase their motivation to learn and to maximize individual potential.
- Customize process to seek ways for all students to succeed in learning.

Examples:

The chart below shows general strategies that can be applied in most classrooms.

Strategies for Diff	erentiating Instruction
Based on Content	 Utilize pre-tests to assess where individual students need to begin study of a given topic or unit. Encourage thinking at various levels of Bloom's taxonomy. Use a variety of instructional delivery methods to address different learning styles. Break assignments into smaller, more manageable parts that include structured directions for each part. Choose broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.
Based on Process	 Provide access to a variety of materials which target different learning preferences, interests, and reading abilities. Develop activities that target auditory, visual, and kinesthetic learners. Establish stations for inquiry-based, independent learning activities. Create activities that vary in level of complexity and degree of abstract thinking required. Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.
Based on Assessment	 Use a variety of assessment strategies, including performance-based and open-ended assessment. Balance teacher-assigned and student-selected projects.

- Offer students a choice of projects that reflect a variety of learning styles and interests.
- Make assessment an ongoing (before, during, and after instruction), interactive process.

(Willoughby, 2000-2005)

*Appendix A-8 – Examples of Differentiation

Coaching/Reflection Questions

- 1. How do you plan for the differentiation of content?
- 2. How do you differentiate assessments?
- 3. How do you differentiate the process?
- 4. Why is differentiation important for the success of all students?
- 5. How do you determine where the students are in their knowledge of the content being delivered?
- 6. How do you provide differentiated instructional methods within your lessons?
- 7. How do you determine students' interests and use this data to motivate and engage students?
- 8. How do you determine students' learning styles?
- 9. How do you differentiate for students who perform below grade level and those who perform above grade level?

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Section 3

Instructional Climate/Culture

Managing Student Behavior

What is Managing Student Behavior?

Classroom management refers to the practices that are used in the classroom to ensure that teaching and learning can occur. Classroom management is not synonymous with discipline. However, how students behave and how teachers react to student behavior is important in operationally defining classroom management. Just as students function at different levels in reading and math, they also function at different levels, or stages, of discipline. It is possible to set up a consistent system for classroom discipline that will be appropriate for students functioning at all stages and at the same time encourage them to work their way up to higher stages.

Classroom management and management of student conduct are skills that teachers acquire and hone over time. Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes.

What is the Impact of Managing Student Behavior on Student Learning?

"At all...grade levels, effective classroom management have been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place."

(Emmer, Sanford, Clements, and Martin, p. 13)

In a study three researchers rank-ordered 28 factors that govern student learning. This was based on a review of 50 years of research on student learning, encompassing 11,000 statistical findings. The Number 1 factor governing student learning is Classroom Management. (Wong, 1998)

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavioral problems. (Emmer & Stough, 2001)

Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems. (Froyen & Iverson, 1999)

According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management. (Froyen & Iverson, 1999)

Descriptors under the "5" category for Managing Student Behavior are:

- There is evidence that the teacher has established rules, rewards, and consequences for behavior that promote positive behaviors.
- There is evidence the teacher has established routines and procedures for behavior and that all students understand each.
- The teacher is always consistent in application of rules, routines and procedures for behavior.
- The teacher addresses disruptive behavior in such a manner that instructional time is not lost.

Descriptor: There is evidence that the teacher has established rules, rewards, and consequences for behavior that promote positive behaviors.

Structuring a classroom so that it promotes positive student behaviors requires forethought and planning (Paine, Radicci, Rosellini, Deutchman, & Darch, 1983). Highly effective teachers structure the classroom environment so that it decreases the likelihood of inappropriate student behavior, increases desirable student interactions, and sets up students for success.

The establishment of rules is a powerful preventive component of classroom management. Rules specify desired behaviors, what behaviors will be reinforced and consequences for inappropriate behaviors. When rules are stated or worded positively to describe the expected behavior, rather than what *not* to do, problem behavior is more easily prevented. (Kerr & Nelson, 2002)

Guidelines for classroom rules:

- Rules must be kept to a minimum so students can remember them (5-8).
- Rules should contain language that is simple and appropriate to the developmental level of the students and classroom.
- Rules should be positively stated.
- Rules should be consistent with the school wide behavior plan. (Martella, Nelson, & Marchand Martella, 2003)

Arranging consequences to increase desired behavior is a critical component to effective classroom management. Effective teachers have established and communicated the consequences for inappropriate behaviors. Key to effective implementation of consequences is "constancy and consistency".

There are many strategies to promote positive behaviors. Some examples include:

- 1. Including specific, contingent praise. (Becker, Madsen & Arnold, 1967)
- 2. A token economy system in which students can earn rewards for correct behaviors. (Higgins, Williams, & McLaughlin, 2001)
- 3. Behavioral contracts. (Kelly & Stokes, 1984)
- 4. Establishing a predictable environment. (Van Acker, Grant, & Henry, 1995)

Descriptor: There is evidence the teacher has established routines and procedures for behavior and that all students understand each.

Routines are clusters of actions that repeat time and time again. Effective teachers develop routines for their classrooms. Routines for turning in homework, handing out papers and supplies, engaging in small group activities, etc. ensures the classroom is run efficiently. Smoothly run routines enable the teacher to

attend to instructional issues. Highly effective teachers teach rules and routines systematically throughout the school year.

Once the routines and procedures are in place and students are made aware of them, they must be followed to the letter. There should even be a procedure in place for those times when emergencies force out routine. The whole purpose of establishing routines and procedures is to provide predictability for the day. If the teacher fails to follow the prescribed path, the comfort of predictability goes out the window and the potential for chaos increases.

Procedures and routines facilitate classroom management. A procedure is not a discipline plan, nor is it a threat or an order. Rather, a procedure is a method or process for accomplishing things in the classroom—for example, what to do when entering the classroom, how to function in a lab group, or what to do when you have a question. A series of procedures and routines creates a structure for the classroom. When students know how the classroom operates, the class suffers fewer interruptions. A class with few interruptions is a class that advances learning. (Wong, 1998)

Descriptor: The teacher is always consistent in application of rules, routines and procedures for behavior.

Behavior management takes thoughtful planning, implementation, and maintenance. The effective teacher sets the expectations and establishes the rules, routines, and procedures. An effective teacher knows it's extremely important to be consistent when working with children, therefore, creative behavior management in a fun and thoughtful way is key to creating a comprehensive classroom management system.

The first step in establishing a classroom of productive learners is to display your classroom rules and consequence in a place visible to all stakeholders (students, parents, visitors, administrators, etc.). Communication of classroom expectations, rules and consequences is not a one shot deal. Effective teachers refer to them often. Be firm, fair, and consistent with rules and consequences.

In order for student's to achieve success, the teacher must be consistent with the expectations for routines and procedures. Effective teachers model expectations for how routines and procedures are to be performed.

Example of consistency:

On Monday the teacher uses the rules chart and reviews the rules with the class before her lesson. For every transition she uses the picture schedule. She embeds songs into her lessons throughout the day. Monday was a good day, everything went smoothly, there were very few behavior problems.

Example of inconsistency would be:

On Tuesday the teacher is rushed so she skips the rules chart and picture schedule. She doesn't do any music or movement with the class due to the lack of time. Tuesday was a rough day, the students were misbehaving and not listening. The teacher spent a lot of time redirecting misbehavior which contributed to her feeling of being rushed or behind schedule.

Descriptor: The teacher addresses disruptive behavior in such a manner that instructional time is not lost.

In their introductory text on teaching, Kauchak and Eggen (2008) explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order with no loss of instructional time but to optimize student learning. There are many strategies for implementation of classroom management rules, routines and procedures before and after the infraction occurs but there is little research on strategies for defusing the behavior during the time it occurs.

The effective teacher has ready strategies for responding to behavior immediately following its occurrence. Many teachers have experienced the situation where they attempted to correct a problem behavior and ended up with a worse one- which means that the procedure used escalated the problem rather than corrected it. For example, a student throws some paper on the floor while the teacher is giving directions for a task. The teacher stops and tells the student that it is not acceptable to disrupt the class and directs the student to pick up the paper. The student mumbles disrespectfully, further discussion ensues resulting in the student being sent to the time-out area for disrespect. In this vignette, the student begins by throwing paper on the floor and ends with displaying disrespectful behavior and is removed to time-out with loss of instruction time for the teacher and the students. The way the teacher responded to the initial problem behavior, throwing paper on the floor, more than likely escalated the student to display disrespect resulting in removal and loss of instructional time. Suppose the teacher, instead of responding to the initial behavior of the student, maintained the explanation, directed students to begin the class activity, then approached the student privately and asked the student to retrieve the paper and put it where it needed to be. In this vignette the student would be less likely to disrupt the class, exhibit disrespectful behavior, and be removed from the class to the time-out area. (Colvin, 2006)

Strategies for addressing disruptive classroom behaviors with minimal loss of instructional time:

- 1. Teacher and students write a "group" contract adopting acceptable classroom rules and procedures by the end of the first week of school.
- 2. Teacher periodically reviews the rules and procedures of the classroom.
- 3. Teacher uses simple verbal reprimands when inappropriate behavior occurs. Reprimands are specific, moderate in tone, and private (Teacher whispers to an off-task student. "Please focus on your math problems").
- 4. Teacher praises the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "Thank you for raising your hand and waiting patiently").
- 6. Teacher intervenes quickly in order to prevent misbehavior from occurring (e.g., say "Harry, may I help you with your assignment?" when the student begins to show signs of frustration).
- 7. Teacher uses facial expressions to convey the misbehavior was not overlooked.
- 8. Teacher frequently circulates around the room, to avert potential behavior problems.

- 8. Teacher stands near talkative students and conducts class.
- 9. Teacher directs firm, but not derogatory, comments to disruptive students during class.
- 10. Teacher calls on disruptive students to lead discussion.
- 11. Teacher stops, waits for students to quiet down while looking at the disruptive students, then begins again.
- 12. Teacher uses a pre-arranged signal to alert students; make eye contact; move closer and monitor until student corrects behavior.

The highly effective teacher will address instruction and assignments to challenge academic achievement while continuing to assure individual student success. Classroom instruction is well planned with multiple transitions that are highly motivating and interesting to the students. The best strategy to offset misbehavior is to keep students actively engaged and interested in the content.

Criteria for Managing Student Behavior

- 1. Rules and procedures for managing student behavior are clearly stated and continually communicated.
- 2. Rules and procedures are appropriate for grade level and are consistent with school and district policies.
- 3. Rules are stated in positive terms.
- 4. Rules focus on behaviors rather than on students.
- 5. Procedures for non-instructional routines promote efficiency and minimize loss of instructional time
- 6. Strategies for addressing disruptive behavior minimize loss of instructional time.
- 7. Rules, routines and procedures are consistently and constantly applied.

Coaching/Reflection Questions

- 1. What are the classroom rules?
- 2. How are classroom rules determined?
- 3. How are class rules and consequences communicated?
- 4. Describe your current classroom management system?
- 5. How do you determine that all students are actively engaged in the lesson?
- 6. What evidence shows that all students were behaving respectfully toward one another and toward you?
- 7. What evidence shows that all students were complying with your posted expectations?
- 8. How does active observation minimize disruptive behavior (circulating and scanning)?
- 9. How does the use of praise and positive reinforcement impact student engagement?
- 10. How does correcting misbehavior fluently (calmly, consistently, briefly, and immediately) defuse disruptive behavior?

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Classroom Climate

What is Classroom Climate

Classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers. It has been seen that meeting the needs of students creates a positive climate for learning. In a fundamental way, the classroom climate flows from the attitude the instructor brings to class. Effective teachers walk into a classroom on the first day and within twenty minutes the students know three things about them: 1) They care deeply about their students, 2) They are passionate about and knowledgeable of their content, and 3) They are in control.

This control comes from self-confidence and self-awareness about what is necessary for successful learning: fairness and consistency, a calm and comfortable environment, and a sense of safety. Teachers can be strong in a classroom without being angry, dominating, or sarcastic, which only has the effect of creating instant and enduring hostility. This negativity will result in spending the rest of the semester fighting the students.

What is the Impact of Classroom Climate on Student Learning?

"The most important action an effective teacher takes at the beginning of the year is creating a climate for learning."

-- Mary Beth Blegan, former U.S. Department of Education teacher-in-residence.

The impact of classroom climate on students and staff can be beneficial for, or a barrier to, learning. Establishing a positive classroom climate enhances academic achievement and helps to promote appropriate classroom behavior. Positive classroom climates that foster a sense of belonging provide an environment which encourages risk taking, allow for cooperation, acceptance of the individual, encourage divergent thinking, promote appreciation of others, practice empathy, and recognize the unique contributions that each student makes to the group are effective environments for learning.

According to a 2009 study of the relationship between classroom climate variables and student achievement published by Bowling Green State University and OhioLINK, there is a need to develop knowledge about what classroom climate variables can impact student achievement. The findings of this study showed that classroom and school factors such as teacher effectiveness can influence student achievement. The present study reflects the need to consider professional development in the area of research-based instructional practices. (Leone, 2009)

In several studies, it has been found that the climate in a school co-varies with achievement (Hattie, 2009; Johnson & Stevens, 2006; Uline & Tschannen-Moran, 2008). Factors that have been found to correlate with student achievement are 'a calm classroom climate', teachers' management of disruptive behavior, and students' feelings of safety in school (Ma & Willms, 2004). Safe relationships, a safe teaching climate and a feeling of not being threatened in the activities that take place outside of the classroom have also been found to be important for children's learning (Garbarino et al., 1992).

Descriptors under the "5" categories for Classroom Climate are:

- Materials needed by students are always organized and easily accessible to most students.
- Student work is displayed in an organized manner that is always used to promote learning.
- The classroom arrangement is always conducive to individual and group learning.

Descriptor: Materials needed by students are always organized and easily accessible to most students.

Easily accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities. Organization turns the classroom into a pleasant place for both educators and students. Good organization sets a good example for students. Effective teachers are known for using a wide variety of materials to enhance their lessons. When requiring students to use other materials to complete assignments, teachers need to make sure that these materials are readily available. Of course, these materials need to be visible yet organized.

Examples of ways to organize materials:

1. Number student materials:

- Have the students keep the same numbers all year, even if a student moves. If you get a new student, he/she can take the number of the student who moved. Most gradebook software may allow teachers to assign a number order that doesn't rely on alphabetical order. If teachers don't use a computer for grades, they may put their students in a book alphabetically, but white out the numbers that are incorrect and change them.
- Use the same numbers to label everything for which there are class sets, such as novels, manipulative sets, student mailboxes, textbooks, etc. Each student is then responsible for the item with his/her number. This will save on the re-labeling items from year to year.

2. Baskets for assignments:

• Use a basket or tray for students to pick up assignments as they enter the room and to place completed assignments at the end of class. If teachers have more than one class or subject, they can label different baskets/trays for each one. This will eliminate students constantly asking what they are going to be doing and what they are supposed to do with finished assignments.

3. Student supply area:

• Designate an area in the classroom where supplies will be kept. Mini storage drawers (either 5 or six drawer), stack boxes, baskets on shelves, etc. can be used.

Descriptor: Student work is displayed in an organized manner that is always used to promote learning.

An environmentally rewarding classroom is one in which children have opportunities to display their work. Maslow proposed that humans have an emotional need for recognition. Displaying student's work encourages them to share their work with others. White and Coleman assert, "The amount and type of children's work displayed in a classroom is a good indicator of a developmentally appropriate classroom".

When children in the class see their work displayed, they have material evidence of their accomplishments. Having students own efforts exhibited in the room helps to build their confidence.

A whole body of research suggests that conveying high expectations for students and scaffolding that work is the most critical role of a teacher. Reggio Emilia at the Early Childhood Center reminds us that

environment is the third teacher. Too often that third teacher is undervalued and underutilized when it comes to conveying high expectations. But the classroom and hallway environment can dramatically shape the students' views of their abilities. Effective displays can communicate clearly to student that they are capable of high quality creative and critical thinking and sophisticated inquiry and communication—the skills considered most important in the twenty-first century. (Henke, 1970)

Displaying student work sends several important messages:

- Student work is valued.
- Students learn from their peers.
- Students share ownership of the classroom.
- Teachers' thoughtful reflection on students' work improves teaching.

Criteria for displaying student work:

- 1. Include samples of work from everyone, not just the "best."
- 2. Allow student choice. This will promote ownership and choice shows that student input is valued.
- 3. Display "work in progress" not just finished pieces. This will demonstrate the learning process.
- 4. Make displays purposeful. Communication of expectations will ensure students know exactly what teachers want to display and why.
- 5. Rotate work often throughout the year. If displays are to be meaningful they should be examples of recently taught objectives so students can connect to previous learning.
- 6. Keep displays at student eye-level. If students are not able to reference the work then the display becomes meaningless.
- 7. Less is more! A cluttered room can be too much stimuli. A carefully constructed area of student work should be the focus.

Ideas for displaying student work:

- 1. Instead of grouping work by project, give every student a specific place in the room and rotate the work that is placed there. Teachers may staple a plastic page protector or large Ziploc bag to the wall and switch work in and out, or make cardboard frames. Teachers could even buy plastic frames.
- **2.** String fishing line from one end of the room to the other, and use clothespins to hold up papers.
- **3.** Use Velcro to attach clothespins to the wall. Glue a photo of a student on each clothespin. Then just slip their work into the clips.

The Crafty Teacher - http://craftyteacher.blogspot.com/2007/08/6-ideas-for-displaying-student-work.html.

Descriptor: The classroom arrangement is always conducive to individual and group learning.

While considering how to arrange a classroom, several things are important to remember. The seating arrangement should be designed in a systematic way so that the organization of the seats helps the students to feel more organized. Sometimes, this sense of organization is helped if students have assigned seats. Make sure the room has only the amount of furniture that is functional and does not contain useless or non-essential furnishings. The entrance to the room and the hallway outside should not cause distractions to students during lessons. Additionally, seats should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener they should not overly distract students they pass. Allow plenty of space for foot traffic, especially around areas where supplies are stored.

Effective arrangement of space should be used to support curricular goals in the classroom. "The organization of physical space is an effective predictor of program quality as it affects what children do, determines the ease with which they are able to carry out their plans, and affects the ways in which they use materials." Classroom space arrangements should be flexible and accessible enough to allow students to work in small groups and create the spaces they need to complete their work.

Ideas for classroom arrangement:

Effective teachers consider how various student desk arrangements can make it easier to accomplish learning goals and manage student discipline issues.

- 1. Classic rows The classic row set-up places students in an audience collectively focused on traditional teacher-centric lessons as the day goes along. It's relatively easy for teachers to spot chatty or misbehaving students because every child should be facing forward at all times. One drawback is that rows make it difficult for students to work in small groups.
- 2. Cooperative clusters Strategically forming the groups will allow students to work together cooperatively throughout the day without having to take time to rearrange desks or form new groups every day. One drawback is that some students will get easily distracted by facing other students and not the front of the class.
- 3. Horseshoe or U-shape Arranging desks in a wide horseshoe shape or angular u-shape (facing the teacher and whiteboard) facilitates whole group discussions while still forcing students to face forward for teacher-directed instruction.
- 4. Full circle Effective teachers have students move desks into a closed circle on a temporary basis in order to hold a class meeting or hold a writer's workshop where students will be sharing their work and offering each other feedback.
- 5. Remember to include aisles No matter how student desks are arranged, remember to build in aisles for easy movement around the classroom. Students must have space to move, and it's important to note that effective teachers are continually walking around the classroom circulating using proximity to manage behavior and help students as they need assistance.

Criteria for Classroom Climate:

- 1) Create and maintain a classroom environment that is conducive to learning.
- 2) Plan appropriate procedures for distributing and collecting student materials.
- 3) Student work is displayed.
- 4) Learning materials are managed by the teacher and easily assessable to most students.
- 5) The classroom environment is safe and inviting.
- 6) Furniture is arranged to allow for easy student movement and visibility to teacher led instruction.

Coaching/Reflection Questions

- 1. How do you assign classroom seating patterns, projects, and other structured group activities to integrate students by race, gender, disability, and/or ethnic group?
- 2. How do you determine classroom procedures and patterns including seating and activity areas?
- 3. How would you describe the climate in your classroom?
- 4. How do you plan for student choice in the display of their work?
- 5. What does a positive classroom climate look like and sound like?
- 6. Are your students willing to take risks?
- 7. In what way is the student work display purposeful and used to promote learning?

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Coaching and Rubrics

ESC- System for Transformative Educator Practice (STEP) Levels of Performance

Our rubric involves a rigorous description of effective instruction. It is designed as a continuum that reflects the individual elements of instruction, along with the holistic nature of our profession. Our tool is designed to help analyze instruction by its three main components—planning, delivery and the environment. We have one rubric for each of these components, and each rubric contains elements that are essential to consider for that element when analyzing instruction. The system uses a scale from 1 to 5. Even though there are not explanations for a 2 and a 4, those scores are possible.

It is important to consider the global meaning of the scores in order to best interpret the elements as they are described in the rubric. Below are general explanations of the scores 1, 3, and 5:

- The lesson leads to minimal learning or learning incorrect information. It is marked by the absence or inappropriate use of the elements that enhance learning.
- 3 The elements are employed in such a manner that students learn the intended learning. The teacher knows the elements AND how/when to use them to get to the intended learning. The class is likely to be teacher directed.
- 5 Students take ownership of their learning and the teacher serves to facilitate and guide the learning toward rigor and the standards. Students monitor their own learning. The classroom is permeated by inquiry.
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How do I Coach for Great Teacher Effectiveness?

"[P]rofessional educators have voiced with increasing frequency their worries about the gap between the schools' prevailing conception of professional knowledge and the actual competencies required of practitioners in the field" (Schon, 1987, p. 10). Closing this gap is one of the most pressing leadership challenges faced by schools and districts today. It is necessary to provide professional development that includes not only new learning, but also opportunities to transform practitioners' understanding; one that allows for development and application around instruction of student strategies. This requires broadening of the way professional development is delivered.

In a 2009 letter to President Obama, Lieberman and Mace share the challenges of professional teacher development and propose needed reform in teacher learning. Their work, conducted through the Carnegie Academy for the Scholarship of Teaching and Learning, includes teacher learning from teacher questions and teacher learning from records of practice. Teacher questions were generated from needs encountered in the classroom, while records of practice illustrated needed work and scholarship for connecting these records of practice with specific student outcomes. The primary advocacy from Lieberman and Mace is the creation of the teacher opportunities for "going public" with the inquiry made into their teaching practice so that others may elevate their own knowledge base.

The learning communities studied (Nelson 2009) illustrate variability with a culture based on the professional habits of the school. Time may be framed within the work day, but the authenticity of the work related to student achievement can vary considerably. While the potential is present for transformation of teaching practices, it is different based on context and stakeholders. Within the study, the highest performing school created a sense of mission and collaborative study with specific focus on student learning and isolation for what worked and what needed modification. Other sites focused on more traditional ways of classroom lesson validation, activity choice, and analysis of what the school data meant.

There are implications for professional learning communities through coaching driving the term's broad use and what is actualized within the context of the school by definition. Servage (2009) describes the precarious position of teaching practitioners for disengaging themselves to the extent necessary to realize levels of objectivity. The challenge of moral imperative by which the teacher operates is more akin to a nurturing village and is in contrast to a scientific laboratory. Servage contends that, because of this reality, the teacher must blend the premises of critical pedagogy with democratic ideals and the potential to achieve social justice.

Servage (2009) integrates transformative learning with the potential for adult change of practice through learning communities and coaching opportunities. The particular challenge with the school culture is driven by the angst felt by the practitioner during periods of unsettled thought due to self-scrutiny and a challenge to deeply held beliefs. Servage further contends transformation is mostly used in reference to the school because of this. One possibility to attend to this challenge is through purposeful coaching protocols that include planning, data collection, observation, follow-up, and modification.

A. Level One: Pre Conference [30-40 minutes]

B. Level Two: STEP Action Plan [2-6 weeks]

C. Level Three: Post-Conference [30-40 minutes]

Making meaning is central to what *learning* is all about. The learning process may be understood as the extension of our ability to make explicit, schematize (make associations within a frame of reference), appropriate (accept an interpretation as our own), remember, (call upon an earlier interpretation), validate (establish the truth, justification, appropriateness, or authenticity of what was asserted), and act upon (decide, change an attitude toward, modify a perspective on, or perform) some aspect of our engagement with the environment, other persons or ourselves (Mezirow 1991). STEP pre and post conference protocols are designed so the instructional coach can make learning transformational for teachers.

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Schon, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.

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Instructional Planning Indicators under this domain are measured over time

• • •		instructional plans usuany refrect.	msu ucuonat pians atways teneet.
Alignment/	Learning targets aligned to state content standards.	 Learning targets aligned to state content standards. 	 Learning targets aligned to state content standards.
Content .	Logical sequencing and	 Logical sequencing and 	 Logical sequencing and
Knowledge	segmenting of new learning that promotes learning efficiency	segmenting of new learning that usually promotes learning	segmenting of new learning that promotes learning efficiency for
D	Teacher's knowledge of key	efficiency for most students	all students
	concepts of skill or content	• Teacher's knowledge of most	• Teacher's knowledge of all key
•	Teacher's ability to articulate	being taught	being taught
	characteristics of exemplary	 Teacher's ability to articulate 	 Teacher's ability to articulate
	student work for concepts/skills	characteristics of exemplary	characteristics of exemplary
		student work for most	student work for all
		concepts/skills	concepts/skills
Assessment I	Instructional plans reflect	Instructional plans reflect	Instructional plans reflect
	assessments that are rarely:	assessments that are usually:	assessments that are always:
•	aligned to state content	aligned to state content	aligned to state content
	standards and lesson's learning	standards and lesson's learning	standards and lesson's learning
	target	target	target
•	that have specific measurement	 that have specific measurement 	 that have specific measurement
	criteria that have been	criteria that have been	criteria that have been
	communicated to students	communicated to students	communicated to students
•	that are formative and	 that are formative and 	 that are formative and
	summative and a variety of	summative and a variety of	summative and a variety of
	assessment tools	assessment tools	assessment tools
•	aligned to the content and	 aligned to the content and 	 aligned to the content and

format of district and state accountability measures	format of district and state accountability measures	format of district and state accountability measures
Instructional plans rarely reflect:	Instructional plans usually reflect:	Instructional plans always reflect:
• the creation of activities and	 the creation of activities and 	 the creation of activities and
assessments that are	assessments that are	assessments that are
appropriate for the age,	appropriate for the age,	appropriate for the age,
knowledge, and interests of	knowledge, and interests of	knowledge, and interests of all
students	most students	students
 opportunities for students to 	 opportunities for students to 	 opportunities for students to
make choices and take	make choices and take	make choices and take
ownership of their learning	ownership of their learning	ownership of their learning
 opportunities for students to 	 opportunities for students to 	 opportunities for students to
progress at an appropriate pace	progress at an appropriate pace	progress at an appropriate pace
based on their individual needs	based on their individual needs	based on their individual needs
and district/state accountability	and district/state accountability	and district/state accountability
measures	measures	measures

Instructional Delivery

	1	3	w
Clear	 The learning target is unclear to students. 	 The learning target is communicated to 	 The learning target is communicated to
Learning	 The learning target is 	students.	students.
Targets	not focused or	The learning target is	• The learning target is
	measurable. The learning format is	focused on a limited set	focused on a limited set
	not connected to a	measurement criteria.	measurement criteria
	grade level standard.	 The learning target is 	that is communicated to
	 The learning target is 	aligned to grade level	students.
	not part of a logical	standards.	 The learning target is
	sequence of learning.	 The learning target is 	aligned to grade level
	 Limited number of 	part of a logical	standards that are
	students demonstrate	sequence of learning.	communicated to
	mastery.	 Most students 	students.
		demonstrate mastery	 The learning target is
		and plans are made for	part of a logical
		those who do not.	sequence of learning
			 All students
			demonstrate mastery of
			the intended learning
			target or progression
			towards mastery of sub-
			objectives.
			 Instructional plans are
			made based on levels of
			student mastery.
Student	 Limited number of students 	 Most students ask and 	 All students are held
	respond to questions that	respond to questions that	accountable to ask
	aic directly the to	are anceuy aca to	questions and ioninate

Constitut		mastering the learning (not		mastering the learning (not	responses to other's	
Cognitive		directions).		directions).	questions aligned to the	the
Engagement	•	Students are not held	•	Most students are held	learning.	
)		accountable for explaining		accountable for explaining	 All students are able to 	e to
		their thinking (schema).		their thinking (schema)	explain the purpose for the	for the
	•	Limited number of students		either verbally or in writing.	intended learning.	
		are able to relay the	•	Most students are able to	 All students are able to 	e to
		purpose(s) for the intended		relay the purpose(s) for the	explain how the intended	papua
		learning.		intended learning.	learning connects to	_
	•	Limited number of students	•	Most students are able to	relevant situations in their	n their
		are able to explain how the		explain how the intended	own lives, to other	
		intended learning is		learning is relevant to their	disciplines, AND to prior	prior
		relevant to their lives, to		lives, to other disciplines,	learning.	
		other disciplines, or to prior		or to prior learning.	 All students are able to 	e to
		learning.	•	Students engage in	explain their thinking	gı
	•	Students engage in		activities that support the	(schema) verbally or in	ır in
		activities that are not		learning target.	writing.	
		connected to the learning			• Students reflect on the	the
		target.			thinking processes they	hey
					applied as part of the new	ie new
					learning.	
•			•	Township with the second of th	- Constitution and a Constitution	25.045
Lesson	•	Lesson su ucture is missing	•	Lesson su ucture contains	Lesson su ucture contains	III allis
Š		more than one of the		the elements of	the elements of	
Structure		following elements:		introduction, presentation	introduction, presentation	ıtation
ond Dollinger		introduction, presentation		of learning, application of	of learning, application of	tion of
alla Delivery		of learning, application of		learning, and closure.	learning, and closure which	e which
		learning, and closure.	•	Pacing of lesson is	promote student ownership	nership
	•	Pacing is inappropriate for		appropriate for most	of learning.	
		most of the students.		elements of lesson.	 Pacing of lesson is 	
	•	Teacher either does not	•	Teacher appropriately	appropriate for all elements	lements
		model or models incorrectly		models procedures and	of lesson.	
		the procedures and the		metacognition aligned to	 Teacher appropriately 	aly
		metacognition.		learning target and student	models procedures and	and
	•	The teacher omits non-		assignment.	metacognition aligned to	ed to

	linguistic representations	 Teacher and students 	learning target and student
	which are essential for	incorporate the use of non-	assignment in all aspects of
	student learning.	linguistic representations	lesson.
	 Teacher omits examples 	aligned to learning target.	 Teacher and students
	which are essential for	 Teacher incorporates the 	incorporate the use of a
	student learning.	use of examples aligned to	variety of non-linguistic
	 Presentation of the new 	learning target.	representations aligned to
	learning is not succinct,	 Presentation of new 	learning target which
	contains inaccuracies, or is	learning by teacher is	students adapt and use.
	not sequenced and	succinct, accurate, and	 Teacher incorporates the
	segmented logically.	logically sequenced and	use of multiple examples
		segmented to learning	aligned to learning target.
		target and groups of	Presentation of new
		students.	learning by teacher is
			succinct, accurate, and
			logically sequenced and
			segmented to learning
			target and individual
			students.
Monitoring	 Teacher does not access 	 During the lesson, teacher 	Teacher continually
Sill Calling	student progress towards	assesses the progress of	assesses during lesson to
Student	master y of the learning	most students towards	measure progress of all
	target during the lesson.	mastery of learning target.	students towards mastery of
Learining	 Teacher rarely adjusts 	 Teacher adjusts instruction 	learning target based on
	instruction based on student	based on student feedback.	sub-objectives.
	feedback.	 Teacher circulates during 	Teacher adjusts instruction
	 Teacher rarely circulates 	lesson to assess cognitive	based on student feedback.
	during lesson to assess	engagement of students.	 Teacher circulates
	cognitive engagement of	 End of lesson assessment is 	throughout lesson to assess
	students.	clearly aligned to learning	cognitive engagement of
	 End of lesson assessment is 	target.	students.
	not aligned to learning		 End of lesson assessment is
	target		aligned to learning target
			and assesses student
			thinking.

			Students self-evaluate their learning based on specific criteria.
Questioning	Questions are rarely asked or are not aligned to the learning target. Questions asked on primarily on the remembering level. Responses are solicited from a limited number of students. Wait time is rarely provided.	 Questions are frequently asked that are aligned to the learning target. Questions asked are on a variety of levels ranging from remembering to creating. Responses are solicited from a variety of students in a variety of ways. Wait time is provided according to student need and level of question. 	 Questions are frequently asked that are logically scaffold by sub-objectives of learning target. Questions are logically scaffold from remembering to creating. All students are held accountable to formulate responses to the majority of questions, especially those on higher levels of Blooms. Students generate questions that further their learning of the learning target. Wait time is provided according to student need and level of question and students are taught to provide wait time for peers.
Academic Feedback	 Feedback provided is rarely aligned to learning target. Feedback provided is primarily focused on student behavior instead of on student learning. 	 Most feedback provided is high quality and aligned to learning target. Academic feedback is provided during all segments of the lesson. 	 Feedback provided is consistently high quality and aligned to learning target. Academic feedback is consistently provided throughout the lesson. Students engage in providing each other academic feedback based on specific criteria aligned

					to the learning target
					to the realining target.
Gromping	•	Teacher rarely varies	•	Teacher sometimes varies	 Teacher consistently varies
Surdana io		grouping arrangements and		grouping arrangements and	grouping arrangements and
(scored over		composition		composition	composition to enhance
(Junit	•	Grouping arrangements are	•	Grouping arrangements are	learning
(allife)		rarely appropriate to		usually appropriate and	 Grouping arrangements are
		support student learning		support student learning	always appropriate and
	•	Few students in each	•	Most students in each	support student learning
		grouping arrangement are		grouping arrangement are	 All students in each
		held accountable for		held accountable for	grouping arrangement are
		cognitive engagement and		cognitive engagement and	held accountable for
		completion of assigned		completion of assigned	cognitive engagement and
		Lasks		tasks	completion of assigned tasks
					Students set goals for group
					and individual learning and
					evaluate progress towards
					evaluate progress towards
		;			meeting these goals
Teaching of	•	There is limited evidence	•	There is evidence that the	 There is evidence that the
		that the teacher has taught		teacher has taught the	teacher has taught the
Thinking		the thinking process needed		thinking process needed for	thinking process needed for
Day Day		for more than one type of		multiple types of thinking	all types of thinking
and Froblem		thinking		(i.e. analytical, practical,	(i.e. analytical, practical,
Solving	•	There is limited evidence		research-based and	research-based and
6		that students are required to		creative)	creative)
(scored over		apply thinking process to	•	Students are required to	 Students are required to
fima		problem solving skills		apply these thinking	apply these thinking
				processes to multiple	processes to all problem
				problem solving skills	solving skills
Differentiati	•	The teacher rarely	•	The teacher sometimes	 The teacher consistently
		differentiates content based		differentiates content based	differentiates content based
00		on knowledge of students		on knowledge of students	on knowledge of students
(scored over	•	The teacher rarely	•	The teacher sometimes	 The teacher consistently
in national		differentiates process based		differentiates process based	differentiates process based
		on knowledge of students		on knowledge of students	on knowledge of students

(ami)	 The teacher rarely 	 The teacher sometimes 	 The teacher consistently
	differentiates assessments	differentiates assessments	differentiates assessments
	based on knowledge of	based on knowledge of	based on knowledge of
	students	students	students

Instructional Planning Indicators under this domain are measured over time

Standards	Instructional plans rarely reflect:	Instructional plans usually reflect:	Instructional plans always reflect:
Alignment/	 Learning targets aligned to state content standards. 	 Learning targets aligned to state content standards. 	 Learning targets aligned to state content standards.
Content	Logical sequencing and segmenting of new learning that	Logical sequencing and seomenting of new learning that	Logical sequencing and segmenting of new learning that
Knowledge	promotes learning efficiency • Teacher's knowledge of key	usually promotes learning efficiency for most students	promotes learning efficiency for all students
	concepts of skill or content	Teacher's knowledge of most Leave concerns of ekill or content	Teacher's knowledge of all key
	 Teacher's ability to articulate 	being taught	being taught
	characteristics of exemplary	• Teacher's ability to articulate	• Teacher's ability to articulate
	student Work for concepts/skills	characteristics of exemplary student work for most	characteristics of exemplary student work for all
		concepts/skills	concepts/skills
Assessment	Instructional plans reflect	Instructional plans reflect	Instructional plans reflect
	assessments that are rarely:	assessments that are usually:	assessments that are always:
	 aligned to state content 	 aligned to state content 	 aligned to state content
	standards and lesson's learning	standards and lesson's learning	standards and lesson's learning
	target	target	target
	 that have specific measurement 	 that have specific measurement 	 that have specific measurement
	criteria that have been	criteria that have been	criteria that have been
	communicated to students	communicated to students	communicated to students
	 that are formative and 	 that are formative and 	 that are formative and
	summative and a variety of	summative and a variety of	summative and a variety of
	assessment tools	assessment tools	assessment tools
	 aligned to the content and 	 aligned to the content and 	 aligned to the content and

	format of district and state	format of district and state	format of district and state
	accountability measures	accountability measures	accountability measures
	Instructional plans rarely reflect:	Instructional plans usually reflect:	Instructional plans always reflect:
Knowledge	 the creation of activities and 	 the creation of activities and 	 the creation of activities and
Samour	assessments that are	assessments that are	assessments that are
of Students	appropriate for the age,	appropriate for the age,	appropriate for the age,
	knowledge, and interests of	knowledge, and interests of	knowledge, and interests of all
	students	most students	students
	 opportunities for students to 	 opportunities for students to 	 opportunities for students to
	make choices and take	make choices and take	make choices and take
	ownership of their learning	ownership of their learning	ownership of their learning
	 opportunities for students to 	 opportunities for students to 	 opportunities for students to
	progress at an appropriate pace	progress at an appropriate pace	progress at an appropriate pace
	based on their individual needs	based on their individual needs	based on their individual needs
	and district/state accountability	and district/state accountability	and district/state accountability
	measures	measures	measures

Instructional Delivery

	1	3	w
Clear	 The learning target is unclear to students. 	 The learning target is communicated to 	 The learning target is communicated to
Learning	 The learning target is 	students.	students.
Targets	not focused or	The learning target is	• The learning target is
	measurable. The learning format is	tocused on a limited set	focused on a limited set
	not connected to a	measurement criteria.	measurement criteria
	grade level standard.	 The learning target is 	that is communicated to
	 The learning target is 	aligned to grade level	students.
	not part of a logical	standards.	 The learning target is
	sequence of learning.	 The learning target is 	aligned to grade level
	 Limited number of 	part of a logical	standards that are
	students demonstrate	sequence of learning.	communicated to
	mastery.	 Most students 	students.
		demonstrate mastery	 The learning target is
		and plans are made for	part of a logical
		those who do not.	sequence of learning
			 All students
			demonstrate mastery of
			the intended learning
			target or progression
			towards mastery of sub-
			objectives.
			 Instructional plans are
			made based on levels of
			student mastery.
Student	 Limited number of students 	 Most students ask and 	 All students are held
	respond to questions that	respond to questions that	accountable to ask
	are uneeny ueu to	are anceuy aca to	questions and ioninate

7,000		mastering the learning (not		mastering the learning (not	responses to other's	other's
Cogmine		directions).		directions).	questions aligned to the	igned to the
Engagement	•	Students are not held	•	Most students are held	learning.	
)		accountable for explaining		accountable for explaining	 All students are able to 	are able to
		their thinking (schema).		their thinking (schema)	explain the I	explain the purpose for the
	•	Limited number of students		either verbally or in writing.	intended learning.	rning.
		are able to relay the	•	Most students are able to	 All students are able to 	are able to
		purpose(s) for the intended		relay the purpose(s) for the	explain how	explain how the intended
		learning.		intended learning.	learning connects to	mects to
	•	Limited number of students	•	Most students are able to	relevant situ	relevant situations in their
		are able to explain how the		explain how the intended	own lives, to other	o other
		intended learning is		learning is relevant to their	disciplines, .	disciplines, AND to prior
		relevant to their lives, to		lives, to other disciplines,	learning.	
		other disciplines, or to prior		or to prior learning.	 All students are able to 	are able to
		learning.	•	Students engage in	explain their thinking	thinking
	•	Students engage in		activities that support the	(schema) verbally or in	rbally or in
		activities that are not		learning target.	writing.	
		connected to the learning			 Students reflect on the 	lect on the
		target.			thinking processes they	cesses they
					applied as p	applied as part of the new
					learning.	
Legon	•	Lesson structure is missing	•	Lesson structure contains	Lesson struc	Lesson structure contains
		more than one of the		the elements of	the elements of	jo s
Structure		following elements:		introduction, presentation	introduction	introduction, presentation
ond Dolling		introduction, presentation		of learning, application of	of learning,	of learning, application of
alla Delivery		of learning, application of		learning, and closure.	learning, and	learning, and closure which
		learning, and closure.	•	Pacing of lesson is	promote stud	promote student ownership
	•	Pacing is inappropriate for		appropriate for most	of learning.	
		most of the students.		elements of lesson.	 Pacing of lesson is 	sson is
	•	Teacher either does not	•	Teacher appropriately	appropriate	appropriate for all elements
		model or models incorrectly		models procedures and	of lesson.	
		the procedures and the		metacognition aligned to	 Teacher appropriately 	ropriately
		metacognition.		learning target and student	models procedures and	edures and
	•	The teacher omits non-		assignment.	metacognition	metacognition aligned to

	linguistic representations	•	Teacher and students	learnin	learning target and student
	which are essential for		incorporate the use of non-	assignr	assignment in all aspects of
	student learning.		linguistic representations	lesson.	
	 Teacher omits examples 		aligned to learning target.	 Teache 	Teacher and students
	which are essential for	•	Teacher incorporates the	incorpo	incorporate the use of a
	student learning.		use of examples aligned to	variety	variety of non-linguistic
	 Presentation of the new 		learning target.	represe	representations aligned to
	learning is not succinct,	•	Presentation of new	learnin	learning target which
	contains inaccuracies, or is		learning by teacher is	student	students adapt and use.
	not sequenced and		succinct, accurate, and	• Teache	Teacher incorporates the
	segmented logically.		logically sequenced and	use of 1	use of multiple examples
			segmented to learning	aligned	aligned to learning target.
			target and groups of	Present	Presentation of new
			students.	learnin	learning by teacher is
				succinc	succinct, accurate, and
				logical	logically sequenced and
				segmer	segmented to learning
				target a	target and individual
				students.	.S.
Monitoring	 Teacher does not access 	•	During the lesson, teacher	 Teache 	Teacher continually
	student progress towards		assesses the progress of	assesse	assesses during lesson to
Student	master y of the learning		most students towards	measur	measure progress of all
	target during the lesson.		mastery of learning target.	student	students towards mastery of
Learming	 Teacher rarely adjusts 	•	Teacher adjusts instruction	learnin	learning target based on
	instruction based on student		based on student feedback.	gnp-op)	sub-objectives.
	feedback.	•	Teacher circulates during	• Teache	Teacher adjusts instruction
	 Teacher rarely circulates 		lesson to assess cognitive	pased o	based on student feedback.
	during lesson to assess		engagement of students.	• Teache	Feacher circulates
	cognitive engagement of	•	End of lesson assessment is	through	throughout lesson to assess
	students.		clearly aligned to learning	cogniti	cognitive engagement of
	 End of lesson assessment is 		target.	students.	·S.
	not aligned to learning			• End of	End of lesson assessment is
	target			aligned	aligned to learning target
				and ass	and assesses student
				thinking	ŝ.

Instructional Climate/Culture Indicators under this domain are measured over time

Closeroom		There is limited evidence	 There is evidence that the 	There is evidence that the
Ciassicom		that the teacher has	teacher has established	teacher has established
Management		established rules, rewards,	rules, rewards, and	rules, rewards, and
0		and consequences for	consequences for behavior.	consequences for behavior
		behavior.	 There is evidence the 	that promote positive
		There is limited evidence	teacher has established	behaviors.
		the teacher has established	routines and procedures for	 There is evidence the
		routines and procedures for	behavior and at most	teacher has established
		behavior and at most	students understand each.	routines and procedures for
		students understand each.	 The teacher is usually 	behavior and that all
		The teacher is rarely	consistent in application of	students understand each.
		consistent in application of	rules, routines and	 The teacher is always
		rules, routines and	procedures for behavior.	consistent in application of
		procedures for behavior.	 The teacher addresses 	rules, routines and
		The teacher addresses	disruptive behavior in such	procedures for behavior.
		disruptive behavior in such	a manner that results in	• The teacher addresses
		a manner that results in lost	minimal lost of	disruptive behavior in such
		instructional time.	instructional time.	a manner that instructional
		 Teacher applies behavior 	 Teacher applies behavior 	time is not lost
		consequences in a manner	consequences in a manner	
		that includes punishments	that avoids punishments	
		and shaming of students.	and shaming of students.	
Classroom	•	Materials needed by students	 Materials needed by students 	Materials needed by students
		are rarely organized and may	are usually organized and easily	are always organized and easily
Climate	1	not be accessible for most	accessible to most students.	accessible to most students.
	Si	students.	 Student work is displayed in an 	 Student work is displayed in an
	•	Student work is displayed in a	organized manner that is	organized manner that is always
	1	manner that is rarely used to	usually used to promote	used to promote learning.

	promote learning.	learning.	 The classroom arrangement is
•	The classroom arrangement	 The classroom arrangement is 	always conducive to individual
	prohibits individual and group	usually conducive to individual	and group learning.
	learning.	and group learning.	

	promote learning.		learning.
•	The classroom arrangement	•	The classroom arrangemen
	prohibits individual and group		usually conducive to indivi
	1.0000000000000000000000000000000000000		and amount to amount

Instructional Climate/Culture Indicators under this domain are measured over time

Closeroom		There is limited evidence	 There is evidence that the 	There is evidence that the
Ciassicom		that the teacher has	teacher has established	teacher has established
Management		established rules, rewards,	rules, rewards, and	rules, rewards, and
0		and consequences for	consequences for behavior.	consequences for behavior
		behavior.	 There is evidence the 	that promote positive
		There is limited evidence	teacher has established	behaviors.
		the teacher has established	routines and procedures for	 There is evidence the
		routines and procedures for	behavior and at most	teacher has established
		behavior and at most	students understand each.	routines and procedures for
		students understand each.	 The teacher is usually 	behavior and that all
		The teacher is rarely	consistent in application of	students understand each.
		consistent in application of	rules, routines and	 The teacher is always
		rules, routines and	procedures for behavior.	consistent in application of
		procedures for behavior.	 The teacher addresses 	rules, routines and
		The teacher addresses	disruptive behavior in such	procedures for behavior.
		disruptive behavior in such	a manner that results in	• The teacher addresses
		a manner that results in lost	minimal lost of	disruptive behavior in such
		instructional time.	instructional time.	a manner that instructional
		 Teacher applies behavior 	 Teacher applies behavior 	time is not lost
		consequences in a manner	consequences in a manner	
		that includes punishments	that avoids punishments	
		and shaming of students.	and shaming of students.	
Classroom	•	Materials needed by students	 Materials needed by students 	Materials needed by students
		are rarely organized and may	are usually organized and easily	are always organized and easily
Climate	1	not be accessible for most	accessible to most students.	accessible to most students.
	Si	students.	 Student work is displayed in an 	 Student work is displayed in an
	•	Student work is displayed in a	organized manner that is	organized manner that is always
	1	manner that is rarely used to	usually used to promote	used to promote learning.

	promote learning.	learning.	 The classroom arrangement is
•	The classroom arrangement	 The classroom arrangement is 	always conducive to individual
	prohibits individual and group	usually conducive to individual	and group learning.
	learning.	and group learning.	

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Appendix

BLOOM'S REVISED TAXONOMY

Creating

Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging

Analyzing

Breaking information into parts to explore understandings and relationships Comparing, organizing, deconstructing, interrogating, finding

Applying

Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts

Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering

Recalling information,

Recognizing, listing, describing, retrieving, naming, finding

^{*}Retrieved from: http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm

Question Stems for Revised Blooms

Questions for Remembering

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name ...?
- Find the meaning of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?

Questions for Understanding

- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that does?

Questions for Applying

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

Question for Analyzing

- Which events could not have happened?
- If. ..happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?
- Why did...changes occur?

- Can you explain what must have happened when...?
- What are some or the problems of...?
- Can you distinguish between...?
- What were some of the motives behind..?
- What was the turning point?
- What was the problem with...?

Questions for Evaluating

- Is there a better solution to...?
- Judge the value of... What do you think about...?
- Can you defend your position about...?
- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to.. would you recommend?
- Do you believe...?
- How would you feel if. ..?
- How effective are. ..?
- What are the consequences..?
- What influence will....have on our lives?
- What are the pros and cons of....?
- Why isof value?
- What are the alternatives?
- Who will gain & who will lose?

Questions for Creating

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if ...?
- How many ways can you...?
- Can you create new and unusual uses for ...?
- Can you develop a proposal which would...?

(Pohl, *Learning to Think, Thinking to Learn*, p. 14)

Examples of Grouping Activities

JIG-SAW

- Groups with five students are set up.
- Material to be learned is broken into sections.
- Each student is to learn a section and then teach it to other team members.
- To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it.
- After practice in these "expert" groups the original groups reform and students teach each other.
- Each student is tested and graded individually on entire set of material.
- Teams are temporary based on material to be learned.
- This strategy is effective when reading difficult content materials such as science or history.

Share/Pair

- Grouping students in pairs allows the opportunity for students' to state their own views and to hear from others.
- Pairs make it virtually impossible for students to avoid participating thus making each person accountable.
- During the first step individuals think silently about a question posed by the instructor.
- Individuals pair up during the second step and exchange thoughts.
- In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

Role Playing

- Students are asked to "act out" a part.
- Role-playing exercises can range from the simple (e.g., "What would you do if a Nazi came to your door, and you were hiding a Jewish family in the attic?") to the complex.
- Complex role playing might take the form of a play (depending on time and resources); for
 example, students studying ancient philosophy might be asked to recreate the trial of Socrates.
 Using various sources, student teams can prepare the prosecution and defense of Socrates on the
 charges of corruption of youth and treason; each team may present witnesses (limited to
 characters which appear in the Dialogues, for instance) to construct their case, and prepare
 questions for cross-examination.

Panel Discussions

- Panel discussions are especially useful when students are asked to give class presentations or reports as a way of including the entire class in the presentation.
- Student groups are assigned a topic to research and asked to prepare presentations (note that this may readily be combined with the jigsaw method outlined above).
- Each panelist is then expected to make a very short presentation, before the floor is opened to questions from "the audience".

- The key to success is to choose topics carefully and to give students sufficient direction to ensure that they are well-prepared for their presentations.
- You might also want to prepare the "audience", by assigning them various roles. For example, if students are presenting the results of their research into several forms of energy, you might have some of the other students role play as concerned environmentalists, transportation officials, commuters, and so forth.

Debates

- Formal debates provide an efficient structure for class presentations when the subject matter easily divides into opposing views or 'Pro'/'Con' considerations.
- Students are assigned to debate teams, given a position to defend, and then asked to present arguments in support of their position on the presentation day.
- The opposing team should be given an opportunity to rebut the argument(s) and, time permitting, the original presenters asked to respond to the rebuttal.
- This format is particularly useful in developing argumentation skills (in addition to teaching content).

Games

- There are some concepts or theories which are more easily illustrated than discussed and in these cases, a well-conceived game may convey the idea more readily.
- For example, when students are introduced to the concepts of "laws of nature" and "the scientific method", it is hard to convey through lectures the nature of scientific work and the fallibility of inductive hypotheses.
- Instead, students play a couple rounds of the Induction Game, in which playing cards are turned up and either added to a running series or discarded according to the dealer's pre-conceived "law of nature".
- Students are asked to "discover" the natural law, by formulating and testing hypotheses as the game proceeds.

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Cooperative Group Role Cards

Active Listener/Spokesperson

- 1. During group discussion this person may rephrase what is said in an effort to clarify its meaning.
- 2. They will summarize the group's progress and findings to the instructor and to other groups.
- 3. They relate the discussion with prior concepts and knowledge.

Leader

- 1. This student is in charge of organizing the final product of the assignment.
- **2.** The leader makes sure every group member has an opportunity to contribute.
- **3.** The leader moderates discussions and keeps the group on task.

Recorder/Secretary

- 1. This person takes notes whenever the group meets and keeps track of group data/sources/etc.
- **2.** They distribute the notes to the rest of the group.
- **3.** They get needed materials and is the liaison between groups and between their group and the instructor.

Timekeeper

- 1. The timekeeper must make sure that the group stays on track and gets through a reasonable amount of material in the given time period.
- **2.** They keep the group area clean and assumes the role of any missing group member.

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Example 1



Peer Work Group Evaluation Forms

Directions: In the space below, honestly evaluate the work of other students in your group by answering yes or no and by using a scale from 1 to 3, 1 being poor, 2 being average, 3 being above average.

Evaluator's Name:	Date:
Group Member 1:	-
1. Did this group member complete his/her assigned	d tasks for the group? Yes No
2. How would you rate the quality of this person's	work? 1 2 3
3. How would you rate the timeliness of the comple	etion of the work? 1 2 3
4. How would you rate the accuracy of the work? 1	23
5. Overall, how would you rank this group member	s's performance in the group? 1 2 3
6. Would you want to work with this person again?	Yes No
Explain why in the space below.	
Group Member 2:	-
1. Did this group member complete his/her assigned	d tasks for the group? Yes No
2. How would you rate the quality of this person's	work? 1 2 3
3. How would you rate the timeliness of the comple	etion of the work? 1 2 3
4. How would you rate the accuracy of the work? 1	2 3
5. Overall, how would you rank this group member	's performance in the group? 1 2 3

6. Would you want to work with this person again? Yes No
Explain why in the space below.
Group Member 3:
1. Did this group member complete his/her assigned tasks for the group? Yes No
2. How would you rate the quality of this person's work? 1 2 3
3. How would you rate the timeliness of the completion of the work? 1 2 3
4. How would you rate the accuracy of the work? 1 2 3
5. Overall, how would you rank this group member's performance in the group? 1 2 3
6. Would you want to work with this person again? Yes No
Explain why in the space below.
Group Member 4:
1. Did this group member complete his/her assigned tasks for the group? Yes No
2. How would you rate the quality of this person's work? 1 2 3
3. How would you rate the timeliness of the completion of the work? 1 2 3
4. How would you rate the accuracy of the work? 1 2 3
5. Overall, how would you rank this group member's performance in the group? 1 2 3
6. Would you want to work with this person again? Yes No
Explain why in the space below.

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GROUP EVALUATION FORM

Learning About Cooperative Learning
Group Name:
Group Members:
Meeting Date, Time, Place:
Length of Meeting:
Group Members Who Were Present and Their Cooperative Learning "Role:"
Name three things your group did well when working together.
1
2
3

Example 3

<u>Grou</u> j	<u>Evaluation Forms</u> — Created by Don Goble Ladue Horton Watkins High School
Name _.	
Date_	
Projec	t
Self-E	valuation/Critique
Answe	er the questions below in complete sentences .
1.	Please describe your completed project. (Simply explain the story or premise of your video as if you were describing it to someone who had never seen it).
2.	In what ways did you contribute to your group's efforts? (Did you work as camera operator? Storyboard? Editor? Talent? Director? Etc.)
3.	Please describe any difficulties you may have run into during this production and how they were handled. (Technical issues? Planning problems? Etc.)

4.	What do you feel is the weakest aspect of this project? Also, what is the strongest aspect? Explain and be specific!
5.	If you had to evaluate this project, what would you give yourself in terms of a letter grade with respect to the amount of effort you personally put into the assignment? Explain why.

Name	
Date_	
Projec	zt
Partn	er Evaluation
Answe	er the questions below in complete sentences .
1.	What did YOUR PARTNER do well on this final project?
2.	What do you think YOUR PARTNER should have done better?
2	
3.	What were the main responsibilities of your partner?

Next to the item, write your name or your partner's name. If you both did the work equally, write BOTH.

- Worked with the camera =
- Edited the project =
- Created the idea for the story =
- Worked on the project outside of class time =
- Wrote the script =
- Asked for help from Mr. Goble or Mrs. Davidson =

If you don't feel your partner did an equal amount of work, please explain WHY below. Be VERY specific...

Appendix A-6: Thinking and Problem Solving:

Types of Thinking		t is important to note that for eacher must have taught the t	
	Elementary School	Middle School	High School
Analytical	ELA: What is a Pandora's box? Who is Pandora and how did she get that box? Did she open the box? Can you think of an example where you can use the phrase "to open a Pandora's box"?	ELA: Students read and explore methods of characterization in O. Henry's "After Twenty Years". Individually and in collaborative groups, students analyze the many aspects of a character's life, problems, situations, feelings, and actions, and make connections to their own lives and to the world. Consider what it means to be a good friend. Students create a role play that illustrates how they think the events in the story should have been portrayed.	ELA: Students will write a response to another's writing. Analytical writing fundamentally depends on answering WHY. When you write an analytical thesis, you make an assertion of your own about that author's position. Perhaps you assert that the position is untenable for some reason or other, or perhaps you claim that new evidence has invalidated the author's thesis, in which case you're moving toward argument, or refutation of that author's position. Remind yourself that you are going to explain not only WHAT the evidence is or HOW it works, but WHY it does so.
Practical	Math: A man has to be at work by 9:00 a.m. and it takes him 15 minutes to get dressed, 20 minutes to eat and 35 minutes to walk to work. What time should he get up?	Math: George, Sam, Andrew and Brandon each had four dates to four different Parish Center Dances with four different girls, named Cher, Connie, Melissa and Kendra. On the second date, George dated Connie and Brandan dated Kendra. On the third date	Math: Joe was driving on the highway. A car ahead of him was driving far below the speed limit so he decided to pass. In the first second he gained 5m on the car and as he accelerated he gained 1.5 times as much distance in each second as he had the second before. If there

		Andrew went out with Melissa and Sam went out with Connie. Melissa went out with George and Cher went out with Sam on the fourth date. What couples went out together on the first date if no pairs went out more than once?	was 30m between Joe and the car he was passing, then how long did it take him to pass?
Creative	Science: Students will be placed in cooperative groups. Each group will be given 20 straws. Groups will design and create a support that will hold as much weight as possible.	Science: Students create an environment in a bottle to produce a cloud using a lit match and water. They study the effects of changing the pressure inside the bottle on the environment within the jug.	Science: In chemistry class students make two types of cross linked polymers and they test their physical properties. These include their response to agitation, stretch ability, viscosity, and resilience.
Research Based	Social Studies: Students look at a variety of maps of place they are familiar with, then are introduced to the idea of a mental map of a familiar place. Students draw their mental maps, then work in groups to create a map of their classroom.	Social Studies: Students use different types of maps to examine the region of Asia. They examine how the region of Central Asia is defined. They develop their own scavenger hunt based on maps to complete the lesson.	Social Studies: During a study of the Jim Crow Laws, students also conduct a study of Civil Rights laws. They then compare and contrast the two different groups of laws identifying strengths and weaknesses. After comparing and contrasting the laws, they debate the need for present laws to ensure all citizens have equal rights and create the wording for these laws.

• Several activities on this chart were taken from Lesson Planet (http://www.lessonplanet.com/).

Problem Solving	Definition	Examples
Types		(It is important to note that for students to engage in the type of problem solving referenced, the teacher must have previously taught the thinking students need to apply.)
Abstraction	Abstraction is the process of leaving out of consideration one or more properties of a complex object so as to focus on the others.	LA - After reading <i>Rumplestiltskin</i> , <i>Hansel and Gretel</i> , and <i>Little Red Riding Hood</i> , students will create a list of four qualities that define "fairytaleness." They select one of the qualities and develop their own fairy tale incorporating this quality. Students may also explain how fairy tales would be different without this one quality.
	It may also be applied when students take the key components or ideas occurring across given examples and use that idea to solve a new problem.	Math – Students solve math problems using mental math as opposed to using concrete objects. (Students must think abstractly in order to solve the problem.) Art – Students study a variety of paintings by Impressionist artists or by a single artist. They identify the characteristics of Impressionism, or of a single artist's work. Students select one
	Abstraction can also be viewed as the opposite of concrete thinking.	of the characteristics and create a painting with this characteristic as the study focus.
Categorization	Students analyze information, classify it, and sort it into meaningful categories.	LA - Students develop categories in which to sort vocabulary words. The categories may be common meanings, spelling patterns, parts of speech, etc.
		Math - Students are studying polygons. They first define the essential characteristics of a polygon, and then sort a list of figures into examples and non-examples of polygons.
		Essential characteristics they identify are closed, plane figure, straight sides, more than 2 sides. 2-dimensional, and line segments.
		Science – Students place an assortment of animal pictures into appropriate animal groups,
		such as mammal, reptile, amphibian, etc. While doing this, they may verbally explain to the teacher or to their peers why they categorized the pictures in the manner in which they did.
Drawing	Students draw conclusions based on data	LA –Students examine the viewpoints of various characters in a novel or story they are
Conclusions	presented to them in many forms, viewpoints, perspectives, and quality.	why characters acted as they did during the story.
		Math - Students have studied a variety of geometric shapes. They apply their knowledge of
		these shapes to various types of architecture and draw conclusions for why the architect selected the geometric shapes utilized.
Predicting	Students make predictions, and then test the	LA - Students are reading A Rat's Tale, by Tor Seidler, about two young rats from different
Simonia	variately or those productions.	When Montague decides to save the wharf, students predict some possible scenes that may
		unfold in the story and whether Montague will be successful. Math – When students are presented with a new concept, such as finding the area of a closed

		figure, students are asked to predict the formula they may use based on their knowledge of perimeter, etc.
Observing and Experimenting	Students observe, record, code and/or measure. Children develop hypotheses then collect and analyze data. Students may observe or experiment for the purpose of gathering information or analyzing a problem.	LA – During a unit on figurative language, students review a poem in order to identify similes and metaphors. They also describe the visual images the similes or metaphors provide them as the reader and use these images to explain the poet's purpose for use of the figurative language. Math – During a unit on measurement, students are given the task of rearranging their classroom so space is used in the most efficient and effective manner possible, and meets the needs of the students and teacher. Students measure the perimeter and area of the classroom. They also measure objects and furniture that will be placed in the classroom. Based on their analysis of the measurements, needs of the students and teacher, they design a new arrangement for their classroom. Science/Math - After a study of weather patterns, students keep daily weather records for one month, noting the date, type of weather, temperature, and amount of precipitation. At the end of the month they determine the median and mean for temperature and precipitation. Using this data and their knowledge of yearly weather patterns, they hypothesize if the medians and means for the next month will be the same, higher or lower. At the end of the second month, students will again analyze their data, compare to the previous month, and either confirm or refute their hypotheses.
Justifying Solutions	Students analyze several possible solutions and select in their opinion the best solution and justify why that solution is best and why other solutions are less adequate.	LA – Students are writing their own short stories or narratives. The writing lesson focuses on possible introductions students may incorporate. Students analyze each type of introduction and select one that best represents their "voice" and purpose for writing. They verbally, or in writing, explain why they utilized the introduction they chose. Math - Students solve math problems and prove to a partner that their answers are correct and the method they applied.
Improving Solutions	Students are given a problem and asked to suggest methods for solving it that will improve the given situation. Or students are provided a solution to a problem and asked to improve upon the solution.	LA - Students read a series of <i>Nate the Great</i> mysteries. There is a discussion of weak and strong endings. Pairs of students choose one to reread together that they feel has a weak ending. Together they rewrite the ending to strengthen the explanation of the mystery. Math – Students are provided various ways to solve a multiplication word problem. They analyze each method, and select the method that is most efficient to utilize. Science – During a unit on conversation, students develop ways to utilize recycled materials. Social Studies – During a study of World War II, students choose a specific battle and develop ways it could have been more effectively planned by the losing side in order to change the outcome. Physical Education – During a unit on basketball, students watch videos of various plays and develop ways to make them more successful.

Identifying	Students are given relevant and irrelevant	LA - Students read the fairytale, <i>Goldilocks</i> . They complete a T chart with evidence from the
Relevant/Irrelevant	information needed to solve a problem.	story that is relevant/ irrelevant to whether or not Goldilocks is a criminal and should be
Information	Students identify relevant information and	arrested. They then render their verdict.
	use that information to solve a problem.	Math - When solving word problems in math, students identify information that is necessary
		and unnecessary to use in finding the solution.
		Science -
Generating Ideas	Students are given problems or projects and	LA – Students are working on a descriptive writing assignment. They brainstorm ideas or
	taught to look for analogies, brainstorm,	descriptive words to use in their writing.
	generate idea lists, and/or create	Math – Students are provided several models for solving word problems.
	representations to come up with viable	As they apply these models, they identify the best model or plan that works for them and for
	solutions or plans.	the word problem type.
		Science/Health – During a study of diseases that affect the respiratory and circulatory
		systems, students brainstorm ideas for informing adults in their school of the importance of a
		healthy lifestyle.
Create and Design	Students are asked to create or design a	LA - Students read The Legend of Jimmy Spoon by Kristina Gregory. Since this book lacks a
	product, experiment, problem for another	map, students create one showing the locations Jimmy visits with his adopted Shoshone tribe.
	student to solve, video, cartoon strip,	They may also create a travel log or diary that Jimmy may have kept.
	presentation, software application, etc.	Math - Students create tutorials in PowerPoint to teach younger students basic information
		about geometric figures.
		Science -

Appendix A-8

Examples of Differentiation

Content/Skill	Basic	Medium	Advanced
Students will be able to identify character (s) and setting in a favorite story	Draw individual pictures of characters and setting in a story.	Students create a story-web identifying each story element. Students draw a picture of the characters in the appropriate setting	Identify each element and explain how one impacts the other. Students are asked to re-tell a story from the point of view of the main character.
Students will be able to retell story events in sequence	Match pictures from a story to words or pictures that denote when they occurred. Students may use a familiar nursery rhyme or story for sequencing.	Draw pictures or sequence pictures for 4 events. (Ex: First, Next, Then, Last)	Students retell in writing a story by sequencing 4 events in the story in writing.
Acquisition of Vocabulary	Match words to pictures Draw pictures to illustrate meaning of words	Draw pictures to illustrate meaning of words Provide verbal definition of word	Use word correctly in a sentence. Use synonyms or antonyms to define words. Acquire new vocabulary by applying knowledge

	Act out meaning of words		of root words or affixes
Add single digit numbers	Add groups of objects by counting each object	Use manipulative or cut-outs of numbers so they can manipulate them to make equations	Add numbers from written digits
			Identify appropriate addends that equal a given sum
Students will understand concepts of whole and half	Use a given set of objects that are an even number and separate them into two equal groups to represent half	Same as basic but may also apply to pictures of objects	Draw lines to divide pictures into two equal halves. Identify representations of whole and half.



STEP Impact Statement: To transform educator quality with a focus on increased teacher retention, job-embedded teacher learning; formative classroom observations for peers by peers, and professional development designed from identified student and teacher need resulting in *great teachers and leaders*.

- A) Level 1: Initial Exploration and Identification of Need [1-3 hours] **Descriptor:** What is the most effective deployment approach for my district?
 District and school leaders outline current organizational need and connect it to the core elements of STEP.
- B) Level 2: Overview and Invitation to Planning [½ day]

 Descriptor: What are the most effective ways to build school learning communities so that teachers and administrators plan educator learning that is informed through data and purposeful for immediate application? You are cordially invited to join ESC staff for an overview of the STEP process and its alignment and augmentation to the Ohio Improvement Process (OIP) and the Ohio Educator Standards.
- C) Level 3: Introduction to Educator Accountability [1-2 days]
 Descriptor: When you walk out of a lesson that you deem effective, what evidence can you cite to validate its high quality? District leadership toward educator accountability aligned to the Ohio Educator Standards is considered in this course. The attending teachers and administrators will be expected to demonstrate understanding of alignment between the Ohio Educator Standards, the Ohio Improvement Process, and the STEP Rubrics.
- D) Level 4: Strategic Planning for Deployment [5-10 days]

 Descriptor: OIP Performance Assessment requests teams support actions "that have the greatest likelihood of increasing student performance and improving instructional practices." STEP Planning, Instructional Delivery, and Classroom Climate rubrics will be studied at a developmentally advanced level. Participants will be expected to assess the level of performance of team planning sessions and, instructional episodes of classroom practice. Conceptual meaning of rubric descriptors is sought so that data may

be collected to inform subsequent coaching sessions, modeling, and other actions stated in the OIP.

E) Level 5: Training/Certification/Inter-rater reliability [2 days plus ½ day for certification test]

Descriptor: In order for the leadership team to successfully attend to educator quality, teachers and principals must be able to accurately assess the quality of classroom instruction. Participants will study classroom episodes and rate performance on the STEP rubrics. Participants will develop inter-rater reliability using the three STEP rubrics through consensus and alignment to national and state raters. All participants will be prepared to pass the certification test by the conclusion of the sessions.

- F) Level 6: Coaching/Refinement/Reinforcement [3 days]

 Descriptor: To improve a habit of instructional practice, the coach must provide opportunity for teacher reflection that includes association within a frame of reference, acceptance and validation, recall, and performance. STEP coaching protocols will be introduced through The Power of Coaching to all participants so that proficiency in lesson analysis from observational data collected is reached. This includes determination of a teacher's strength and area for potential growth. Coaching includes study of evidence gathered through questioning, reflection, self-analysis, modeling, and planning for upcoming classroom instruction to reinforce and refine current teacher performance.
- G) Level7: On-going Support and System Training [on-going]

 Descriptor: Fidelity to the performance assessment tool and the coaching protocol is essential to educator transformation and increased student achievement. Support will be provided though facilitator coaching relative to a competency tool. Annual program reviews can be conducted and are available upon request.

5. Employee Handbook



EMPLOYEE HANDBOOK

A TEAM UNITED TO IMPROVE GRADUATION OUTCOMES

www.accelerationacademy.org

EMPLOYEE HANDBOOK

For

ACCELERATION ACADEMIES, LLC PERSONNEL & CONTRACTORS

A TEAM UNITED TO IMPROVE GRADUATION OUTCOMES

Issue Date: June 1, 2014

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INTRODUCTION

MISSION STATEMENT

The **mission** of Acceleration Academies, LLC is to serve children, families and urban communities through leadership of high-performing charter schools; schools that accelerate academic achievement, performance and college-preparedness by means of skilled management and intensive support.

VISION STATEMENT

The **vision** of Acceleration Academies, LLC is to increase opportunities for children from urban families to succeed in school, in college and in life. Acceleration Academies, LLC is committed to elimination of access barriers and achievement gaps. We rely on powerful and purposeful instruction, research-proven intervention strategies, and state-of-the-art technology to establish rigorous learning environments . . . and enrich student lives.

WELCOME!

Welcome to the Acceleration Academies, LLC' team!

On behalf of your colleagues, we welcome you to Acceleration Academies, LLC and wish you unparalleled success here.

PUT MISSION HERE FROM WEBSITE

We believe that each individual on our team contributes directly to our students' intellectual growth and cultural awareness. We appreciate your commitment to our students, and to the work we are and will be doing together. We believe nothing is more meaningful.

This Employee Handbook was developed to provide answers to likely questions that may come to mind, and to outline the policies, programs, and benefits available to eligible employees.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome!

Sincerely,

Joseph Wise and Bart Anderson

INTRODUCTORY STATEMENT

This Employee Handbook is designed to acquaint you with Acceleration Academies, LLC and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. It describes many of your responsibilities as an employee and outlines the programs developed by Acceleration Academies, LLC to benefit you as an employee. A core objective of Acceleration Academies, LLC is to provide a work environment that demonstrably contributes to both personal and professional growth.

Please know that our policies are designed to be consistent with federal and state law, and to address many of the kinds of questions that arise during the course of one's employment. We recognize, however, that no Employee Handbook can anticipate every circumstance or question about policy. As Acceleration Academies, LLC continues to grow, the need may arise to revise, supplement, or rescind a policy or portion of the Employee Handbook from time to time; consequently, Acceleration Academies, LLC is required to reserve the right, as it determines appropriate, to unilaterally alter or rescind all or portions of the Employee Handbook. However, if any changes are necessary, they would be made with notice to our faculty and staff as they occur.

EMPLOYMENT

101 Nature of Employment

Effective Date: 1/1/2015

Employment with Acceleration Academies, LLC is entered into voluntarily and both you and Acceleration Academies, LLC are free to end the employment relationship at any time, for any reason, with or without cause or advance notice so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Acceleration Academies, LLC and any of its employees. The provisions of the handbook have been developed at the discretion of management and, except for its policy of employment-at-will, may be amended or cancelled at any time, at Acceleration Academies, LLC' sole discretion.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of Acceleration Academies, LLC' Chief Operating Officer and Chief Education Officer.

102 Employee Relations

Effective Date: 1/1/2015

If an employee has concerns about work conditions, compensation, or other matters relating to his or her employment, we strongly encourage the voicing of those concerns openly and directly to his or her supervisor or to Human Resources.

Our experience has shown that openness and candor enhance working relationships, and provide clarity in communications among team members. Acceleration Academies, LLC is committed to responding effectively and promptly to employee concerns, and to resolving conflict or uncertainty with unambiguous common sense. We deeply value the contributions of our team members, and recognize that the work we do is wholly dependent upon mutual respect and professionalism.

103 Equal Employment Opportunity

Effective Date: 1/1/2015

To provide equal employment and advancement opportunities to all individuals, employment decisions at Acceleration Academies, LLC are based on merit, qualifications, and abilities. Acceleration Academies, LLC does not discriminate against any person because of race, color, creed, religion, sex, sexual orientation, national origin, disability, age, genetic information, or any other characteristic protected by law (referred to as "protected status"). This nondiscrimination policy extends to all terms, conditions and privileges of employment as well as the use of all Acceleration Academies, LLC' sites, participation in all AA, LCSchool-

sponsored activities, and all employment actions such as promotions, compensation, benefits and termination of employment. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor or to Human Resources. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

104 Ethics and Conduct

Effective Date: 1/1/2015

The successful operation and reputation of each school managed by Acceleration Academies, LLC is built upon trust in the ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Acceleration Academies, LLC is dependent upon our students' and parents' trust in our work. We are dedicated to preserving that trust. We are all, individually and collectively, under a duty to act in a way that will merit the continued trust and confidence of our students, our parents, and the community.

Acceleration Academies, LLC will comply—and expects its entire team to comply—with all applicable laws and regulations governing our conduct and our work, and in accordance with the letter, spirit, and intent of all laws and CICS policies.

In general, Acceleration Academies, LLC relies upon and trusts the good judgment and high ethical standards of its entire team. If ever a situation arises in which a team member is uncertain as to a proper course of action, the matter should be discussed openly, directly and immediately with the person to whom he or she directly reports, or with the Chief HR and Compliance Officer.

Compliance with this policy of ethical conduct is the responsibility of every Acceleration Academies, LLC employee and team member. Disregarding or failing to comply with this standard of ethical conduct could lead to disciplinary action, up to and including possible termination of employment.

105 Hiring of Relatives

Effective Date: 1/1/2015

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Although Acceleration Academies, LLC has no prohibition against employing relatives of current employees, we are committed to monitoring situations in which such relationships exist in the same area. In case of actual or potential problems, Acceleration Academies, LLC will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

106 Immigration Law Compliance

Effective Date: 1/1/2015

Acceleration Academies, LLC is committed to employing only individuals who are authorized to work in the United States; it does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee (as a condition of employment) must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact their immediate Supervisor. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

107 Conflicts of Interest

Effective Date: 1/1/2015

Employees have an obligation to conduct their work within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Acceleration Academies, LLC wishes to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact Acceleration Academies, LLC' Chief HR and Compliance Officer for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Acceleration Academies, LLC. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of Acceleration Academies, LLC' business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Chief HR and Compliance Officer of Acceleration Academies, LLC as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Acceleration Academies, LLC does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Acceleration Academies, LLC

108 Outside Employment

Effective Date: 1/1/2015

Employees may hold outside jobs as long as they meet the performance standards of their job with Acceleration Academies, LLC All employees will be judged by the same performance standards and will be subject to Acceleration Academies, LLC' scheduling demands, regardless of any existing outside work requirements.

If Acceleration Academies, LLC determines that an employee's outside work interferes with performance or the ability to meet the requirements of Acceleration Academies, LLC as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Acceleration Academies, LLC

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside Acceleration Academies, LLC for materials produced or services rendered while performing their jobs.

109 Non-Disclosure

Effective Date: 1/1/2015

The protection of confidential student information, employee information and business information is vital to the interests and the success of Acceleration Academies, LLC and to meeting needs of the students it serves. Such confidential information includes, but is not limited to, the following examples:

- Personally-identifiable information about a student
- Personally-identifiable information about an employee

- Personally-identifiable information about a family member of a student or employee
- Computer Programs and Codes
- Vendor Lists
- Vendor Preferences
- Financial Information
- Marketing Strategies
- Pending Projects and Proposals
- Research and Development Strategies

Employees who improperly use or disclose confidential information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

110 Disability Accommodation

Effective Date: 1/1/2015

Acceleration Academies, LLC is committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state law, and to ensure equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures are designed to provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodations for qualified individuals with known disabilities will be made unless to do so would impose an undue hardship. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

Acceleration Academies, LLC is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Acceleration Academies, LLC will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. Acceleration Academies, LLC is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

EMPLOYMENT STATUS & RECORDS

201 Employment Categories

Effective Date: 1/1/2015

Certain employment classifications are established by law, and can affect one's benefit eligibility and right to overtime pay. These classifications do not guarantee employment or alter the "atwill" nature of employment with Acceleration Academies, LLC, but they do influence some employee rights.

- (A) **NONEXEMPT** or **EXEMPT**. For purposes of determining entitlement to overtime pay under federal and state laws, each employee is designated as either exempt or nonexempt from federal and state wage and hour laws. Generally:
 - **NONEXEMPT** employees are entitled to overtime pay under the specific provisions of federal and state laws. Nonexempt employees typically include individuals providing custodial, cafeteria or secretarial services.
 - **EXEMPT** employees are excluded from specific provisions of federal and state wage and hour laws. Teachers and school administrators are generally exempt employees.

For purposes of clarity:

- If you are uncertain whether you are an exempt or nonexempt employee, please contact Human Resources or Acceleration Academies, LLC' Chief HR and Compliance Officer.
- An employee's exempt or nonexempt classification may be changed only upon written notification by Acceleration Academies, LLC.
- A nonexempt employee is prohibited from working overtime unless he or she has received written authorization from a supervisor to provide overtime services.
- **(B) REGULAR FULL-TIME** employees are those who are not in a temporary status and who are regularly scheduled to work Acceleration Academies, LLC' full-time schedule. Under the terms and conditions of the Fair Labor Standards Act, a regular full-time employee is one who works forty (40) or more hours per week.
- (C) PART-TIME employees are those who are not in a temporary status and who work continuously for a specified number of hours per week which is less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).
- **(D) TEMPORARY** Acceleration Academies, LLC may employ Temporary employees who may work seasonally, for a specified amount of time and such employees do not qualify for benefits.

202 Access to Personnel Files

Effective Date: 1/1/2015

Acceleration Academies, LLC maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of Acceleration Academies, LLC, and third-party access to the information they contain is restricted. Generally, only Supervisors and management personnel of Acceleration Academies, LLC who have a legitimate reason to review information in a file are allowed to do so.

With reasonable advance notice, employees may review their own personnel files in Acceleration Academies, LLC' offices and in the presence of an individual appointed by Acceleration Academies, LLC to maintain the files.

203 Employment Reference Checks

Effective Date: 1/1/2015

To ensure that individuals who join Acceleration Academies, LLC are well qualified and have a strong potential to be productive and successful, it is the policy of Acceleration Academies, LLC to check the employment references of all applicants.

Acceleration Academies, LLC will respond in writing or verbally only to those reference check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

204 Personnel Data Changes

Effective Date: 1/1/2015

It is the responsibility of each employee to promptly notify Acceleration Academies, LLC of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishment, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify your immediate Supervisor.

205 Performance Evaluation

Effective Date: 1/1/2015

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both

Supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

206 Salary Administration

Effective Date: 1/1/2015

The salary administration program at Acceleration Academies, LLC was created to achieve consistent pay practices, comply with federal and state laws, mirror our commitment to Equal Employment Opportunity, and offer competitive salaries within our labor market. Because recruiting and retaining talented employees is critical to our success, Acceleration Academies, LLC is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area.

Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. Acceleration Academies, LLC periodically reviews its salary administration program and restructures it as necessary.

Employees should bring their pay-related questions or concerns to the attention of Human Resources.

EMPLOYEE BENEFIT PROGRAMS

301 Employee Benefits

Effective Date: 1/1/2015

Eligible employees at Acceleration Academies, LLC are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your Supervisor can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the employee handbook.

The following benefit programs are available to eligible employees:

- Medical Insurance
- Dental Insurance
- Vision Insurance
- Pension Plan****
- Life Insurance
- Long-Term Disability

****Please contact Craig A. Stubler, Linden Group Health Services, 2800 River Rd., Suite 310, Des Plaines, IL 60018 cstubler@lindengrouphealth.com Work: 847-294-0000 x.12 Fax: 847-602-2138 for specific terms/carrier information. (Pension Plan consists of a 4% contribution from each teacher and a 5% contribution for each teacher from Acceleration Academies, LLC.)

302 Workers' Compensation Insurance

Effective Date: 1/1/2015

Acceleration Academies, LLC provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their Supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither Acceleration Academies, LLC nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Acceleration Academies, LLC

303 Bereavement Leave

Effective Date: 1/1/2015

All employees who wish to take time off due to the death of an immediate family member should notify their Supervisor immediately.

Up to 5 days of paid bereavement leave will be provided to regular employees. Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Bereavement leave will normally be granted unless there are unusual school needs or staffing requirements. Employees may, with their Supervisors' approval, use any available paid leave for additional time off as necessary.

Acceleration Academies, LLC defines "immediate family" as the employee's spouse or domestic partner, child or stepchild, parent or parent-in-law, sibling, grand parent or grandchild.

304 Jury Duty

Effective Date: 1/1/2015

Acceleration Academies, LLC encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees will be compensated for jury duty consistent with state law. Regular employees that have completed 30 calendar days of employment, may request up to 2 weeks of paid jury duty leave over any 1 year period.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their Supervisor as soon as possible so that the Supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either Acceleration Academies, LLC or the employee may request an excuse from jury duty if, in Acceleration Academies, LLC' judgment, the employee's absence would create serious operational difficulties.

Acceleration Academies, LLC will continue to provide health insurance benefits during this time.

305 Benefits Continuation (COBRA)

Effective Date: 1/1/2015

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Acceleration Academies, LLC' health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Acceleration Academies, LLC' group rate plus an administration fee. Acceleration Academies, LLC provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Acceleration Academies, LLC' health insurance plan. The notice contains important information about the employee's rights and obligations.

306 Employee Assistance Program

Effective Date: 1/1/2015

Acceleration Academies, LLC cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Although employees may solve their problems either on their own or with the help of family and friends, sometimes employees need professional assistance and advice.

Through the Employee Assistance Program (EAP), Acceleration Academies, LLC provides confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. The EAP is available to all employees and their immediate family members offering problem assessment, short-term counseling, and referral to appropriate community and private services.

The EAP is strictly confidential and is designed to safeguard the employees' privacy and rights. Information given to the EAP counselor may be released only if requested by the employee in writing. All counselors are guided by a Professional Code of Ethics.

Personal information concerning employee participation in the EAP is maintained in a confidential manner. No information related to an employee's participation in the program is entered into the personnel file.

There is no cost for employees to consult with an EAP counselor. If further counseling is necessary, the EAP counselor will outline community and private services available. The counselor will also let employees know whether any costs associated with private services may be covered by their health insurance plan. Costs that are not covered are the responsibility of the employee.

Minor concerns can become major problems if you ignore them. No issue is too small or too large, and a professional counselor is available to help you when you need it. Call the EAP at (888) 231-7015 to contact an EAP counselor 24 hours a day, 7 days a week.

TIMEKEEPING/PAYROLL

401 Timekeeping

Effective Date: 1/1/2015

The Fair Labor Standards Act (FLSA) and state labor laws establish requirements for keeping records of time worked by NONEXEMPT employees. While employers may choose to have employees record their own time, it is the employer's responsibility to maintain the time records for a minimum of three years.

NONEXEMPT Employees are required to sign time records and Supervisors are required to verify and initial them. The Supervisor and employee must initial modifications to any time

records. Though early reporting/late departure is not monitored, employees must obtain prior approval to begin or end work if it's in excess of 30 minutes.

402 Paydays

Effective Date: 1/1/2015

All employees are paid semimonthly on the 15th and last days of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a day off such as a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

Employees may have pay directly deposited into their bank accounts if they provide advance written authorization to Acceleration Academies, LLC Employees will receive an itemized statement of wages when Acceleration Academies, LLC makes direct deposits.

403 Pay Advances

Effective Date: 1/1/2015

Acceleration Academies, LLC does not provide pay advances on unearned wages to employees.

404 Administrative Pay Corrections

Effective Date: 1/1/2015

Acceleration Academies, LLC takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of your Supervisor at Acceleration Academies, LLC so that corrections can be made as quickly as possible.

405 Pay Deductions and Setoffs

Effective Date: 1/1/2015

The law requires that Acceleration Academies, LLC make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Acceleration Academies, LLC also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Acceleration

Academies, LLC matches the amount of Social Security taxes paid by each employee.

Eligible employees may voluntarily authorize deductions from their paychecks to cover the cost of any voluntary programs offered by your employer.

Pay setoffs are pay deductions taken by Acceleration Academies, LLC, usually to help pay off a debt or obligation to Acceleration Academies, LLC or others and will be made where applicable in compliance with federal and state law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, Human Resources can assist in having your questions answered.

406 Compensation

Effective Date: 1/1/2015

It is the practice and policy of Acceleration Academies, LLC to accurately compensate employees and to do so in compliance with all applicable state and federal laws.

Review Your Pay Check

We make every effort to ensure our employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any corrections necessary. Please review your pay check when you receive it to make sure it is correct. If you believe a mistake has occurred, or you have any questions please use the reporting procedure outlined below.

Non-exempt Employees

If you are classified as a non-exempt employee, you must maintain a record of the total hours you work each day. You must accurately record your hours in accordance with Acceleration Academies, LLC' time keeping procedures. Your time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work you may perform but fail to report. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including discharge.

It is a violation of Acceleration Academies, LLC' policy for any employee to falsify or alter his or her or another employee's time. It is also a serious violation of Acceleration Academies, LLC' policy for any employee or manager to instruct another employee to incorrectly or falsely report hours. If any manager or employee instructs you to: 1) incorrectly or falsely under- or over-report your hours worked; or 2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, you should report it <u>immediately</u> to your Supervisor.

Exempt Employees

If you are classified as an exempt, salaried employee, you will receive a set salary which is intended to compensate you for any hours you may work. This salary will be established at the

time of hire or when you become classified as an exempt employee. The salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, absent contrary state law requirements, your **salary** may be reduced for the following reasons:

- Full day absences for personal reasons,
- Full day absences for sickness or disability, if Acceleration Academies, LLC has a sickness or disability policy that provides for wage replacement benefits and you have exhausted or have not yet accrued enough leave time.
- Full day disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical Leave absences (either full or partial day absences).
- To offset amounts received as payment for jury and witness fees or military pay.
- The first or last week of employment in the event you work less than a full week.

Your salary may also be reduced for certain types of deduction such as your portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or voluntary contributions to a 401(k) or pension plan.

Your **salary will not** be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability if you have not exhausted your applicable leave time.
- Absences for jury duty, attendance as a witness or military leave in any week in which you have performed any work.
- Any other deductions prohibited by state or federal law.
- Please note, it is not an improper deduction to reduce an employee's accrued vacation, personal or other forms of paid time off from an employee's leave bank for full or partial day absences for personal reasons, or for sickness or disability if the employer has a sickness or disability policy that provides for wage replacement benefits.

Should you have any questions with respect to Acceleration Academies, LLC' policy, please contact Human Resources or Acceleration Academies, LLC' Chief HR and Compliance Officer.

To Report Concerns or Obtain More Information

If you have questions about deductions from your pay, or if you believe you have been subject to any improper deduction, please contact Human Resources or Acceleration Academies, LLC' Chief HR and Compliance Officer.

Every report or inquiry will be fully investigated and corrective action will be taken where appropriate, up to and including discharge for any employee(s) who violate this policy. In addition, Acceleration Academies, LLC' prohibits any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in

disciplinary action, up to and including discharge.

Please note that where state law is more generous to employees, the state law will be followed.

WORK CONDITIONS & HOURS

501 Safety

Effective Date: 1/1/2015

To assist in providing a safe and healthful work environment for employees, students, and visitors, Acceleration Academies, LLC has established a workplace safety program. This program is a top priority for Acceleration Academies, LLC. Its success depends on the alertness and personal commitment of all.

Acceleration Academies, LLC provides information to employees about workplace safety and health issues through regular internal communication channels such as Supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their Supervisor, or with another Supervisor or manager. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the appropriate Supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the appropriate Supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

502 Use of Phone and Mail Systems

Effective Date: 1/1/2015

Employees may be required to reimburse Acceleration Academies, LLC for any charges resulting from their personal use of Acceleration Academies, LLC' telephones.

The use of Acceleration Academies, LLC-paid postage for personal correspondence is not permitted.

To ensure civility, employees are asked to speak in a courteous and professional manner during any Acceleration Academies, LLC-related telephone communication, and to hang up only after the caller has done so.

503 Smoking

Effective Date: 1/1/2015

In keeping with Acceleration Academies, LLC' intent to provide a safe and healthful work environment, smoking is prohibited on the grounds and in the structures of each Acceleration Academies, LLC' campus.

This policy applies equally to all employees and to all individuals on each Acceleration Academies, LLC' campus and at each Acceleration Academies, LLC' function.

504 Use of Equipment

Effective Date: 1/1/2015

When using Acceleration Academies, LLC' property and equipment, employees are asked to exercise care and follow all operating instructions, safety standards, and guidelines.

Please notify your Supervisor if any equipment, machine, tool, or vehicles appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to students, employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment or vehicles used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

505 Emergency Closings

Effective Date: 1/1/2015

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt Acceleration Academies, LLC' operations. In extreme cases, these circumstances may require the closing of a school. In the event that such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid.

506 Visitors in the Workplace

Effective Date: 1/1/2015

To provide for the safety and security of students and employees, only authorized visitors are allowed onto school premises.

All visitors should enter Acceleration Academies, LLC' buildings at the main entrance.

Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on any Acceleration Academies, LLC' campus, employees must immediately take all reasonable efforts to ensure the safety and security of students, and notify their Supervisor.

507 Computer and Email Usage

Effective Date: 1/1/2015

Computers, computer files, the email system, and software furnished to employees are Acceleration Academies, LLC property intended for school-related use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

Acceleration Academies, LLC strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, Acceleration Academies, LLC prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, or cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-education related matters.

Acceleration Academies, LLC purchases and licenses the use of various computer software for education purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, Acceleration Academies, LLC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the applicable software license agreement. Acceleration Academies, LLC prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate Supervisor or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

508 Internet Usage

Effective Date: 1/1/2015

Internet access to global electronic information resources on the World Wide Web is provided by Acceleration Academies, LLC to assist employees in obtaining education-related data and technology. The following guidelines have been established to help ensure responsible and

productive Internet usage.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Acceleration Academies, LLC and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of Acceleration Academies, LLC. Consequently, Acceleration Academies, LLC reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Abuse of the Internet access provided by Acceleration Academies, LLC in violation of law or Acceleration Academies, LLC policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials

- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to educational purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

509 School Observations

Effective Date: 1/1/2015

Observations of schools and classrooms by Acceleration Academies, LLC is designed to support teaching, and to ensure maximum effectiveness of the work we do.

Use of Acceleration Academies, LLC' computers and files, including e-mail usage and related files, may be monitored or accessed.

Because Acceleration Academies, LLC is sensitive to the legitimate privacy rights of employees, every effort will be made to conduct observations and monitor electronic usage in an ethical and respectful manner.

510 Social Security Number Privacy

Effective Date: 1/1/2015

Officers and employees are permitted to access and use certain personal information, such as Social Security Numbers, only as necessary and appropriate for such persons to carry out their assigned tasks for Acceleration Academies, LLC and in accordance with Acceleration Academies, LLC' policy.

The unauthorized access, viewing, use, disclosure, or the intentional public display of such information and the unauthorized removal of documents from Acceleration Academies, LLC' premises that contain social security number information is prohibited and can result in discipline up to and including termination of employment.

If you come into contact with Social Security Numbers or other sensitive personal information without authorization from Acceleration Academies, LLC or under circumstances outside of your assigned tasks, you may not use or disclose the information further you are required to contact your Supervisor and turn over to him or her all copies of the information in whatever form.

When necessary, documents containing social security information will be properly destroyed through shredding or other means prior to disposal to ensure confidential social security information is not disclosed.

For more information about whether and under what circumstances you may have access to this information, review your job description or contact your Supervisor.

511 Social Networking and Blogging Policy

Effective Date: 1/1/2015

In general, Acceleration Academies, LLC views websites, web logs and other information published on mediums accessible by the public by its employees positively, and it respects the right of employees to use them as a medium of self-expression. If you choose to identify yourself as a Acceleration Academies, LLC employee or to discuss matters related to our work, please bear in mind that although the information you publish will generally be viewed as a medium of personal expression, some readers may nonetheless view you as a de facto spokesperson for Acceleration Academies, LLC. In light of this possibility the following guidelines must be followed:

- Acceleration Academies, LLC equipment, including computers and electronic systems, are limited to education-related use only.
- You must make it clear to your readers that the views expressed by you are yours alone and do not represent the views of Acceleration Academies, LLC.
- If you blog or otherwise publish information about our work, you must clearly and conspicuously disclose your relationship with Acceleration Academies, LLC to your readers.
- Understand that you assume full responsibility and liability for your public statements.
- You are not permitted to disclose confidential or proprietary information. You must at all times abide by all non-disclosure and confidentiality policies.
- Acceleration Academies, LLC' policies governing the use of its logos and other branding and identity apply, and only individuals officially designated have the authority to speak on Acceleration Academies, LLC' behalf. Therefore, you are not permitted to use any Acceleration Academies, LLC logo or graphics without first obtaining permission.
- You are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing Acceleration Academies, LLC, and/or your Supervisors, coworkers, students or community members.
- You must always comply with all other employment policies, including the Harassment Policy.

Since the information you publish is accessible by the general public, Acceleration Academies, LLC hopes your comments will be truthful and respectful to Acceleration Academies, LLC, its employees, students, partners, affiliates and others as the Acceleration Academies, LLC itself endeavors to be. If you are going to criticize individual employees, consider discussing the criticism personally before making it public. Acceleration Academies, LLC cannot and will not tolerate statements about it or its employees that are defamatory, obscene, threatening or harassing.

Please be aware that Acceleration Academies, LLC may request, in its sole and absolute discretion, that you temporarily confine your website, web log or other commentary to topics unrelated to Acceleration Academies, LLC if it believes this is necessary or advisable to ensure compliance with laws or regulations.

Failure to comply with these requests may lead to discipline up to and including termination, and if appropriate, Acceleration Academies, LLC will pursue all available legal remedies.

512 Violence Prevention

Effective Date: 1/1/2015

Acceleration Academies, LLC is committed to preventing violence and to maintaining a safe environment for students and faculty. Given the increasing violence in society in general, Acceleration Academies, LLC has adopted the following guidelines to address intimidation, harassment, or other threats of (or actual) violence that may occur on or near its premises.

All employees, including Supervisors and temporary employees, should be treated with courtesy and respect at all times. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises and grounds of Acceleration Academies, LLC. Any exception must first be authorized by Acceleration Academies, LLC' senior management in writing.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, sexual orientation, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate Supervisor or any other member of management. This duty includes the reporting of threats by employees, students, parents, guardians, and any member of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a Supervisor. Do not place yourself in unreasonable peril.

Acceleration Academies, LLC will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. To maintain workplace safety and the integrity of its investigation, Acceleration Academies, LLC may suspend employees, either with or without pay, pending investigation.

An employee determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

Acceleration Academies, LLC encourages employees to bring their disputes or differences with other employees to the attention of their Supervisors or Human Resources before the situation escalates into potential violence. Acceleration Academies, LLC is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

513 Cell Phone Usage

Effective Date: 1/1/2015

If you are provided a cellular phone by Acceleration Academies, LLC ("Acceleration Academies, LLC Cellular Phone"), it is provided to you as a business and educational-support tool only. Acceleration Academies, LLC Cellular Phones are provided to assist employees in communicating with management and other employees, their Acceleration Academies, LLC' associates, and others with whom they may conduct business and educational activities. Acceleration Academies, LLC Cellular Phone use is intended for school and business-related calls only and personal calls are not permitted. Acceleration Academies, LLC Cellular Phone invoices and text messages (including those sent on data pagers) may be regularly monitored to ensure compliance with this policy

Whether the cellular phone is provided by Acceleration Academies, LLC or the employee is using his or her own phone, employees who have access to a cell phone should not use them during school hours on school premises in the presence of any student.

Acceleration Academies, LLC will not be liable for the loss of personal cellular phones or PDA's brought into the workplace.

LEAVES OF ABSENCE

601 Family and Medical Leave of Absence (FMLA)

Effective Date: 1/1/2015

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact **David Sundstrom**, **Chief HR and Compliance Officer:**

David Sundstrom Acceleration Academies, LLC 17 North State Street, #1890 Chicago, IL 60602

e-mail: dms@distinctiveschools.org

Tel: 312.332.4998

Fax: 312.332.4233

I. <u>Employees Eligible for FMLA Leave</u>

FMLA leave is available to "eligible employees". To be an "eligible employee", an employee must: (1) have been employed by Acceleration Academies, LLC for at least 12 months (which need not be consecutive); (2) have been employed by Acceleration Academies, LLC for at least 1250 hours of service during the 12 month period immediately preceding the commencement of the leave; and (3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

The determination of whether an employee has worked for Acceleration Academies, LLC for at least 1,250 hours in the past 12 months and has been employed by Acceleration Academies, LLC for a total of at least 12 months must be made as of the date the FMLA leave is to start. If employees are on "non-FMLA leave" at the time they meet the FMLA eligibility requirements, only that portion of leaves taken for FMLA-qualifying reasons after they meet the FMLA eligibility requirements would be designated as "FMLA leave."

II. Employee Entitlements for FMLA Leave

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12 month period. The 12 month period is determined on the date the leave commences. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own **serious health condition** (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or has been notified of an impending call or order to covered active duty status in the armed forces.

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Service-member Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered service-member** or **covered veteran** is entitled to take up to 26 weeks of leave during a single 12-month period to care for the service member with a serious injury or illness.

Leave to care for a covered service-member or veteran shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured service-member.

A "covered service-member" means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list, for a serious injury or illness. A covered service-member would have a serious injury or illness if he/she has incurred an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.

A "covered veteran" means a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran

undergoes that medical treatment, recuperation, or therapy. A covered veteran would have a serious injury or illness if he/she has incurred a qualifying injury or illness in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Spouses Employed by the Same Worksite Employer

Spouses employed by the same Worksite Employer are limited to a combined total of 26 workweeks in a single 12-month period if the leave is to care for a covered service-member or veteran with a serious injury or illness, and to a combined total of 12 workweeks in a 12-month period if the leave is taken for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered service-member.

D. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

E. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause Acceleration Academies, LLC substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. Acceleration Academies, LLC will notify employees if they qualify as "key employees", if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

F. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from Acceleration Academies, LLC telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) Acceleration Academies, LLC' designation of leave as FMLA-qualifying or non-qualifying, if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

Acceleration Academies, LLC may retroactively designate leave as FMLA leave with appropriate written notice to employees provided Acceleration Academies, LLC' failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, Acceleration Academies, LLC and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify Acceleration Academies, LLC of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform Acceleration Academies, LLC of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Absent exigent circumstances, notice is effectuated by writing or e-mailing the information to:

David Sundstrom Acceleration Academies, LLC 17 North State Street, #1890 Chicago, IL 60602

e-mail: dms@distinctiveschools.org

Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow Acceleration Academies, LLC to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered service-member with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this

policy. Employees must respond to Acceleration Academies, LLC' questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which Acceleration Academies, LLC has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide Acceleration Academies, LLC notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

Employees must also follow Acceleration Academies, LLC' usual and customary notice and procedural requirements when requesting FMLA leave, absent unusual circumstances. As mentioned above, those requirements include writing or e-mailing the request to:

David Sundstrom Acceleration Academies, LLC 17 North State Street, #1890 Chicago, IL 60602 e-mail: dms@distinctiveschools.org

If employees fail to comply with these requirements, and no unusual circumstances justify the failure to comply, FMLA leave may be delayed or denied provided that employees have not otherwise provided timely notice as required by the FMLA regulations.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers To Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with Acceleration Academies, LLC and make a reasonable effort to schedule treatment so as not to unduly disrupt Acceleration Academies, LLC' operations, subject to the approval of an employee's health care provider. Employees must consult with Acceleration Academies, LLC prior to the scheduling of treatment to work out a treatment schedule which best suits the needs of both Acceleration Academies, LLC and the employees, subject to the approval of an employee's health care provider. If

employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, Acceleration Academies, LLC may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service-member, Acceleration Academies, LLC may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise Acceleration Academies, LLC of the reason why such leave is medically necessary. In such instances, Acceleration Academies, LLC and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting Acceleration Academies, LLC' operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification**, and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide Acceleration Academies, LLC with timely, complete and sufficient medical certifications. Whenever Acceleration Academies, LLC requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after Acceleration Academies, LLC' request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. Acceleration Academies, LLC shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. Acceleration Academies, LLC will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, Acceleration Academies, LLC (through individuals other than an employee's direct Supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide Acceleration Academies, LLC with authorization allowing it to clarify or authenticate

certifications with health care providers, Acceleration Academies, LLC may be required to deny FMLA leave if certifications are unclear.

Whenever Acceleration Academies, LLC determines it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered service-member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If Acceleration Academies, LLC has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at Acceleration Academies, LLC' expense. If the opinions of the initial and second health care providers differ, Acceleration Academies, LLC may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by Acceleration Academies, LLC and the employee.

2. Medical Re-certifications

Depending on the circumstances and duration of FMLA leave, Acceleration Academies, LLC may require employees to provide recertification of medical conditions giving rise to the need for leave. Acceleration Academies, LLC will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide Acceleration Academies, LLC medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. Acceleration Academies, LLC may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military members, Acceleration Academies, LLC may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered service-member with a serious injury or illness, Acceleration Academies, LLC may require employees to obtain certifications completed by an authorized health care provider of the covered service-member. In addition, and in accordance with the FMLA regulations, Acceleration Academies, LLC may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered service-member confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees must use any accrued paid time while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, Acceleration Academies, LLC will allow employees to use accrued paid time to supplement any paid disability benefits.

F. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless Acceleration Academies, LLC notifies employees of other arrangements, whenever employees are receiving pay from Acceleration Academies, LLC during FMLA leave, Acceleration Academies, LLC will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working. If FMLA leave is unpaid, employees must pay their portion of the group health premium. Questions regarding the payment process may be directed to:

David Sundstrom Acceleration Academies, LLC 17 North State Street, #1890 Chicago, IL 60602

e-mail: dms@distinctiveschools.org

G. Report Periodically Concerning Intent to Return to Work

Employees must contact Acceleration Academies, LLC not less than once every two weeks regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide Acceleration Academies, LLC with reasonable notice (e.g., within 2 business days) of the employee's changed circumstances and new return to work date. If employees give Acceleration Academies, LLC unequivocal notice of their intent not to return to work, Acceleration Academies, LLC' obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions cease.

IV. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult Acceleration Academies, LLC' other leave policies in this handbook or contact Human Resources.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact Human Resources. Acceleration Academies, LLC is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Human Resources Department immediately. Acceleration Academies, LLC will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

602 Pregnancy-Related Absences

Effective Date: 1/1/2015

Acceleration Academies, LLC will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this Employee Handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

603 Victims' Economic Security and Safety Act

Effective Date: 1/1/2015

The Leave Policy

Full time and part-time employees in Illinois are eligible to take up to 8 weeks of unpaid Victims' Economic Security and Safety Act (VESSA) Leave within any 12 month period and be restored to the same or an equivalent position upon your return from leave provided you: (1) give 48 hours' advance notice of your intention to take VESSA leave; and (2) submit the appropriate VESSA certification documents. Please note that if the reason for the request for VESSA leave would also entitle you to FMLA leave, then you must concurrently take FMLA leave.

Notice of Leave

To request leave, you must notify Acceleration Academies, LLC of your request for leave by completing a Request for VESSA Leave Form available from Human Resources. You must give 48 hours' prior written notice (unless under the circumstances such notice is impracticable), or as much advance written notice as possible, to your Supervisor.

Certification

If you are requesting VESSA leave, you must supply certification documentation to Acceleration Academies, LLC at the time you request leave, or if impracticable, within a reasonable time but in no event more than seven business days from the first day of the leave requested. This certification must contain a sworn statement by you that you, a member of your family, or household member is a victim of domestic or sexual violence and that the request for VESSA leave is for the purpose of:

- seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence;
- obtaining services from a victim services organization;
- obtaining psychological or other counseling,
- participating in safety planning, temporarily, or relocating, or taking other actions to increase your safety and ensure economic security; or
- seeking legal assistance or remedies including preparing for or participating in any civil or criminal legal proceeding related to or derived from domestic sexual violence.

Please note that if leave is requested due to a family or household member, their interests must not be adverse to you. In other words, leave cannot be requested by a perpetrator.

Further, the certification must indicate that upon obtaining the following, the employee will

provide Human Resources with:

- 1. documentation from an employee, agent, or volunteer of a victim services organization, an attorney, a member of the clergy, or a medical or other professional from whom you, a member of your family or household sought assistance in addressing domestic or sexual violence and specifying the effects of the violence;
- a. a police or court record; or
- b. other corroborating evidence

Failure to provide the requested certification and corroboration documentation within a reasonable time may result in delay of further leave until it is provided, and/or may subject you to discipline up to and including termination for taking unauthorized leave or excessive absenteeism.

Confidentiality

All VESSA leave information provided by you to Acceleration Academies, LLC is confidential. This information will not be disclosed by Acceleration Academies, LLC to third parties unless you request such disclosure in writing or the disclosure is required by state or federal law.

While on Leave

If you take VESSA leave, you must contact your Supervisor on the "first and third Tuesday" of each month regarding your status. In addition, you must give notice to your Supervisor as soon as practicable (within 2 business days, if feasible) if the dates of leave change, are extended or initially were unknown.

Intermittent and Reduced Schedule Leave

VESSA leave may be taken intermittently (in separate blocks of time) or on a reduced leave schedule (reducing the usual number of hours you work each workday) if necessary. You will receive your current rate of pay for hours worked and time spent working will not count against your available VESSA leave. In addition, while you are on an intermittent or reduced schedule leave, Acceleration Academies, LLC may temporarily transfer you to an available alternative position, which better accommodates your recurring leave and which has equivalent pay and benefits.

Leave is Unpaid

During an approved VESSA leave, Acceleration Academies, LLC will maintain your health and other benefits, as if you continued to be actively employed. However, you must continue to pay your portion, if any, of the group health plan premiums or your benefits may be cancelled. Accrual of benefits such as paid time off will be suspended during the duration of the leave. Accrual of seniority will also be suspended during the leave and your annual review date will be adjusted accordingly. If you return to work owing any employer-made contributions to your insurance premiums to maintain coverage during your leave, you will be required to reimburse Acceleration Academies, LLC through payroll deduction immediately upon return.

If you elect not to return to work at the end of the leave period, you will be required to reimburse Acceleration Academies, LLC for contributions to the health insurance premiums made to maintain coverage during your leave, unless you provide a certification indicating that you

cannot return to work because of the continuation, recurrence, or onset of domestic or sexual violence that resulted in your VESSA leave, or because of other circumstances beyond your control. You must contact Human Resources immediately upon learning that you will be unable to return to work to obtain the necessary certification forms.

Returning From Leave

When you are able to return to work following VESSA leave, you should attempt to give Acceleration Academies, LLC as much notice as possible but at least one week's notice by mailing or faxing the notice to Human Resources. This is important so that your return to work is properly scheduled.

EMPLOYEE CONDUCT & DISCIPLINARY ACTION

701 Employee Conduct

Effective Date: 1/1/2015

To ensure the best possible work and educational environment, Acceleration Academies, LLC employees are required to act in the best interests of students and fellow employees. It is not possible to list all the forms of behavior that are considered unacceptable, but the following are provided as examples of actions that may result in disciplinary action, up to and including termination of employment:

- Supplying false or misleading information when applying for employment or during employment
- Theft or inappropriate removal or possession of property
- Falsification of any record
- Working under the influence of alcohol or an illegal drug
- Engaging in violence or the threat of violence
- Negligence that endangers a student or any other individual
- Disrespectful conduct
- Engaging in unethical or illegal conduct
- Having a conflict of interest
- Violating a safety or health rule
- Smoking on any Acceleration Academies, LLC campus
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or tardiness or any absence without notice
- Unauthorized absence from work
- Making or publishing false or malicious statements relating to a student, student's family, employee, Acceleration Academies, LLC or a Acceleration Academies, LLC' campus
- Violation of personnel policies

Employment with Acceleration Academies, LLC is at the mutual consent of Acceleration

Academies, LLC and the employee, and either party may terminate that relationship at any time, with or without cause. Unless otherwise specified in a written agreement between the employee and Acceleration Academies, LLC, termination may be with or without advance notice.

702 Drug and Alcohol Use

Effective Date: 1/1/2015

It is Acceleration Academies, LLC' desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a safe and satisfactory manner.

While on Acceleration Academies, LLC' premises and while conducting business-related activities off Acceleration Academies, LLC' premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

703 Sexual and Other Unlawful Harassment

Effective Date: 1/1/2015

Acceleration Academies, LLC is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.

- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to Human Resources. You can raise concerns and make reports without fear of reprisal or retaliation. If you supervise employees and receive a report of sexual or other unlawful harassment in the workplace, you must report it immediately to Human Resources.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. If the outcome is a determination that sexual harassment occurred, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge.

Acceleration Academies, LLC prohibits any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

704 Attendance and Punctuality

Effective Date: 1/1/2015

To maintain a safe and productive work environment, Acceleration Academies, LLC expects employees to be reliable and to be punctual in reporting for scheduled work. Because your employment involves the safety and security of children, timely attendance throughout the academic year is an essential function of your work, and of your position with Acceleration Academies, LLC. You are also expected to take your lunch/meal times within the time limits set by your school. Absenteeism and tardiness place an undue burden on other employees and on Acceleration Academies, LLC. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they must notify the person to whom they directly report as soon as possible in advance of the anticipated tardiness or absence.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

705 Personal Appearance

Effective Date: 1/1/2015

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the image Acceleration Academies, LLC presents to students, parents and visitors.

During school hours or when representing Acceleration Academies, LLC, each employee is expected to present a clean, neat, and tasteful appearance. Because school professionals serve as student role models, and because students are readily influenced by subtle messaging that clothing and appearance convey, a necessary requirement of employment for Acceleration Academies, LLC' professionals is that they dress/groom appropriately.

706 Return of Property

Effective Date: 1/1/2015

Employees are responsible for all Acceleration Academies, LLC property, materials, or written information issued to them or in their possession or control.

All Acceleration Academies, LLC property must be returned by employees on or before their last day of work. Where permitted by applicable laws, Acceleration Academies, LLC may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Acceleration Academies, LLC may also take all action it determines appropriate to recover or protect its property.

707 Security Inspections

Effective Date: 1/1/2015

Acceleration Academies, LLC is required to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, and other improper materials. To this end, Acceleration Academies, LLC prohibits the possession, transfer, sale, or use of such materials on its premises. Acceleration Academies, LLC requires the cooperation of all employees in administering this policy.

Desks, lockers, computers, designated parking areas, rest or eating areas, and storage devices may be provided for the convenience of employees but remain the sole property of Acceleration Academies, LLC. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of Acceleration Academies, LLC at any time, either with or without prior notice.

Acceleration Academies, LLC likewise may, to ensure safety of its staff and students, inspect not only desks and lockers but also persons entering and/or leaving the premises and any packages or other belongings being brought into or exiting a Acceleration Academies, LLC' site. An employee who wishes to avoid inspection of any article or material should refrain from brining

the article or material onto Acceleration Academies, LLC' premises.

708 Solicitation

Effective Date: 1/1/2015

In an effort to ensure a productive and harmonious work environment, persons not employed by Acceleration Academies, LLC may not solicit or distribute literature in the workplace at any time for any purpose.

Acceleration Academies, LLC recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

In addition, the posting of written solicitations on Acceleration Academies, LLC bulletin boards is prohibited. Bulletin boards are reserved for official organization communications on such items as:

- Affirmative Action statement
- Employee announcements
- Internal memoranda
- Job openings
- Organization announcements
- Payday notice
- Postings required by law
- Workers' compensation insurance information
- State disability insurance/unemployment insurance information

709 Drug Testing

Effective Date: 1/1/2015

Acceleration Academies, LLC is committed to providing a safe, efficient, and productive work environment for all employees. Using or being under the influence of drugs on the job may pose serious safety and health risks. To help ensure a safe and healthful working environment, job applicants and employees may be asked to provide body substance samples (such as urine and/or blood) to determine the illicit or illegal use of drugs.

Copies of the drug testing policy will be provided to all employees. Questions concerning this policy or its administration should be directed to the Chief HR and Compliance Officer.

MISCELLANEOUS

801 Life-Threatening Illnesses in the Workplace

Effective Date: 1/1/2015

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Acceleration Academies, LLC supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. Acceleration Academies, LLC will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

802 Recycling

Effective Date: 1/1/2015

Acceleration Academies, LLC supports environmental awareness by encouraging recycling and waste management in its school practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles may be set up to promote the separation and collection of the following recyclable materials at Acceleration Academies, LLC:

- Computer paper
- Aluminum
- White high grade or bond paper
- Glass
- Ledger paper
- Plastics
- Mixed or colored paper
- Newspaper
- Corrugated cardboard
- Printer cartridges
- Brown paper bags

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Acceleration Academies, LLC encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- communication through computer networks with email
- reusing paper clips, folders, and binders

- reusing packaging materialturning off lights when not in use

By recycling, Acceleration Academies, LLC is helping to solve trash disposal and control problems facing all of us today.

EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about Acceleration Academies, LLC, and I understand that I should consult Human Resources regarding any questions not answered in the handbook.

I have entered into my employment relationship with Acceleration Academies, LLC voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or Acceleration Academies, LLC can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to Acceleration Academies, LLC' policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only Acceleration Academies, LLC' Chief Operating Officer and Chief Education Officer have the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed):	
-	
EMPLOYEE'S SIGNATURE:	
EMI LOTELS SIGNATURE.	
D	
DATE:	