Identifying Instructional Excellence
Project Charter

Version: v 7.0   Revision Date: 04/05/11

Section 1   Project Charter Revision History

Track history of changes.

Revision Number	Revision Description	Possible Impact of Revision	Date	Author
1.0	Original version		11/24/10	Penny Mac Cormack
2.0	Version 2	Increased involvement of teachers and HFT	12/10/10	Penny MacCormack
3.0	Version 3	Committee input on sections 1-4	01/17/11	Penny MacCormack
4.0	Version 4	Committee input on sections	01/24/11	Penny MacCormack
5.0 6.0 7.0	Version 5 Version 6 Version 7	Committee input: 2/3/11 Committee input 2/17/11 Date revision	02/11/11 02/17/11 04/05/11	Penny MacCormack Penny MacCormack Penny MacCormack

Section 2   Project Charter Signoffs

When there are changes to the Project Charter all representatives will need to review the changes and provide a new signoff on the document.

Person	Role	Area / School	Signature Section (Initial)
Steven J Adamowski	Project Sponsor	Superintendent	
Penny MacCormack	Project Co-Lead	Chief Academic Officer	
Jennifer Allen	Project Co-Lead	Chief Talent Officer	
Bethany Silver	Project Co-Lead	Executive Director for Assessment, Evaluation and Research	
Jill Cutler - Hodgman	Team Member	Chief Labor and Legal Services Officer	
Andrea Johnson	Team Member	President HFT	
Victor DeLaPaz	Team Member	Deputy Chief Financial Officer	
Abby Olinger Quint	Team Member	Technology Systems and Data Acquisitions Director	
Michelle Puhlick	Team Member	Executive Director for Technology, Special Funds and Accountability	
Meghan Snow	Team Member	Intervention Specialist	
Tim Sullivan	Team Member	Principal	
Pam Totten-Alvarado	Team Member	Principal	
Dee Cole	Team Member	Principal	
Mike Cummings	Team Member	Intern with Superintendent	
Guillermo Garcia	Team Member	Director of Information Management	
Dianna Roberge-Wentzell	Team Member	Deputy Chief Academic Officer	
Joshua Hall	Team Member	First Vice President HFT	
Jay Gutierrez	Team Member	Second vice President HFT	
Kathie Stroh	Team Member	Educational Issues Coordinator HFT	
Gary Lotreck	Team Member	Teacher: Classical Magnet	
Tracy Saperstein	Team Member	Teacher: Kinsella Magnet School	
Jack Baldermann	Team Member	Director of Secondary Schools	
Leslyee Frederick	Team Member	Intervention Specialist: Secondary	

Project Definition

2.1 Project Background and Description

Research validates what most educators intuitively believe: quality teaching is the most important factor affecting student learning. Studies have shown that the most effective teachers produce gains of about 53 percentage points in student achievement over one year, while ineffective teachers show an average gain of 14 percentage points. Both of these figures are in stark contrast to the average gain of 34 points for most students in a single year (Marzano, Haycock, Sanders, Wright). If our goal is to close the achievement gap then we must do everything in our power to have an effective or highly effective teacher in every classroom.

The expectations we hold for our teachers has to be matched by equal expectations from the district to provide resources to these teachers. This begins with a clear articulation of performance indicators supplemented by focused and relevant professional learning opportunities.

Our reform efforts call for new models of instruction and school design. We will continue to support current teachers and attract and develop new teachers with diverse experiences in order to significantly raise student achievement and close the achievement gap.

The initial focus of this project will be classroom teachers. The work will expand to include all other members of the HFT.

2.2 Project Objectives

- Develop or adopt an Effective Teacher Rubric (ETR) defining district expectations for effective instruction aligned with the Common Core of Teaching and the district Mission, Vision and Theory of Action

- Develop an implementation plan for the ETR including consistent and reliable use of the ETR

- Develop a plan for aligning the ETR with a professional development plan for new teachers and a differentiated plan for veteran teachers

- Establish or adopt a process for assessing yearly growth in student achievement

- Revise the teacher evaluation and development process to include the ETR and student achievement measures

- Develop a plan for effectively communicating this work with BOE, administrators, teachers, parents and community members

2.3 Project Benefits

- Improved student achievement through the development and support of teachers using a clear definition of effective teaching and offering well aligned professional development opportunities

- Identification and recognition of our strongest teachers

- To foster an improved relationship built on trust and collaboration between the evaluator and the educator through a common understanding of clear expectations

2.4 Project Costs

Effective Teacher Rubric development:

Yearly Budget Summary	Approximate Costs
School Year 2010-2011	$
School Year 2011-2012	$
School Year 2012- 2013	$

Plan for calculating yearly student achievement growth:

Yearly Budget Summary	Approximate Costs
School Year 2010-2011	$
School Year 2011-2012	$
School Year 2012- 2013	$

Plan for implementing the new teacher evaluation plan:

Yearly Budget Summary	Approximate Costs
School Year 2010-2011	$
School Year 2011-2012	$
School Year 2012- 2013	$

Plan for communication:

Yearly Budget Summary	Approximate Costs
School Year 2010-2011	$
School Year 2011-2012	$
School Year 2012- 2013	$

Section 3   Project Structure

3.1   Stakeholders / Participants

Stakeholder Name	Role	Responsibility
Steven J Adamowski	Superintendent	▪ Represents and is a strong advocate of the project ▪ Works with Committee to resolve issues that can not be resolved by the Committee ▪ Reviews project deliverables and approves presentations to Cabinet and BOE for review
Penny MacCormack	Project Lead	▪ Co-Lead of Committee ▪ Sets agendas based on the Charter and committee feedback ▪ Participates in the committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Jennifer Allen	Project Lead	▪ Co-Lead of Committee ▪ Approves agendas based on Charter and committee feedback ▪ Participates in the committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Bethany Silver	Project Lead	▪ Co-Lead of Committee ▪ Approves agendas based on Charter and committee feedback ▪ Participates in the committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Andrea Johnson	TBD	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Jill Cutler-Hodgman	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Victor De La Paz	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings

Stakeholder Name	Role	Responsibility
Abby Olinger Quint	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Michelle Puhlick	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Meghan Snow	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Guillermo Garcia	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Dianna Roberge-Wentzell	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Mike Cummings	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Tim Sullivan	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Pam Totten-Alvarado	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Dee Cole	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings

Stakeholder Name	Role	Responsibility
Kathie Stroh	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Joshua Hall	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Jay Gutierrez	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Gary Lotreck	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Tracy Saperstein	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Teacher	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Jack Baldermann	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings
Leslyee Frederick	Team Member	▪ Participate in committee work including site visits and phone conferences ▪ Assist with the development of project deliverables ▪ Complete any assigned tasks between meetings

3.2   Project Governance

The work to identify and reward instructional excellence brings together district leaders in the areas of instruction, assessment and talent development, as well as school leaders, union leaders and teachers in order to develop or adopt an Effective Teacher Rubric that clearly defines district expectations for effective instruction creating a foundation for the design of an aligned professional development program. The committee will also recommend a process for measuring yearly growth in student achievement and a plan for integrating the ETR and student achievement into the new teacher evaluation plan. Finally the committee will develop a communication plan for effectively communicating committee work to all stakeholders. The committee will bring recommendations to the Superintendent for review and approval prior to beginning any pilots or sending drafts to school leaders or teachers. If the committee determines a need for sub-committees to more effectively complete the work, and an executive steering committee to oversee the work, this portion of the charter will be revised.

3.3   Project Approach

The chartered committee will complete the project work. The committee will require bi-weekly meetings as well as site-visits and phone conferences with other districts doing similar work. Participants will be required to read in preparation for meetings and be prepared to present summarized information to the committee, Superintendent or BOE regarding site-visits and/or phone conferences.

Section 4   Project Scope

4.1   In Scope items

Effective Teacher Rubric:

- Create a process for developing or adopting an Effective Teacher Rubric

- Develop a plan for checking the valid and reliable use of the ETR

- Develop a plan for aligning the ETR with a professional development plan for new teachers and a differentiated plan for veteran teachers

Yearly measures of Student Achievement Growth:

- Establish or adopt a process for assessing yearly growth in student achievement

Teacher Evaluation and Development Process:

- Teacher evaluation and development process including the ETR and student achievement measures is completed by June 1, 2011

- Develop a plan for effectively implementing the revised teacher evaluation and development process

Communication Plan:

- Develop a communication plan for sharing the committee approved charter with BOE, administrators, teachers, parents and community members

- Develop a plan for effectively communicating the process for calculating yearly measures of student growth in connection with the teacher evaluation and development process with BOE, administrators, teachers, parents and community members

- Develop a plan for effectively communicating the revised teacher evaluation and development process with BOE, Administrators, Teachers, Parents and Community members

Section 5   Project Milestones

Effective Teacher Rubric:

- An ETR is identified and recommended by the committee by May 12, 2011

- A plan for effective piloting of the ETR will be completed by May 12, 2011

- Process for checking the valid and reliable use of the ETR is designed by June 1, 2011

- Aligned professional development plan for new teachers is completed by July 1, 2011

- Professional development is started for school administrators on the use of the ETR before the start of SY 11-12

- Professional learning and implementation of the ETR TBD

- Differentiated professional development plan for veteran teachers is completed by January 1, 2012

Yearly measures of student achievement

- Process for calculating yearly growth in student achievement is completed by May 26, 2011

Teacher Evaluation Plan:

- Plan for the integration of ETR and student achievement measures is complete by TBD

- Revised teacher evaluation process is implemented by TBD

Communication Plan:

- Communication plan for sharing the committee approved charter with BOE, administrators, teachers, parents and community members is completed by May 12, 2011

- Plan for effectively communicating the process for calculating yearly measures of student growth in connection with the teacher evaluation and development process with BOE, administrators, teachers, parents and community members is complete by TBD

- Plan for effectively communicating the revised teacher evaluation and development process with BOE, Administrators, Teachers, Parents and Community members is completed by TBD

Project Assumptions and Constraints

5.1 Project Assumptions

List the assumptions the project is operating under. An assumption is something that is taken to be true but might not be true.

- Creating a clear definition of effective instruction combined with a well defined professional development plan for supporting teachers will improve instruction

- Improved instruction will result in increased learning

- Calculating and sharing yearly student achievement growth by teacher will inform effective teaching

- Identifying and recognizing effective teachers will improve instruction

- The ability to effectively use the revised teacher evaluation process will improve instructional leadership

- Through a diverse representation on the committee we will achieve the goal of developing a fair and transparent teacher evaluation process