

**Green Fields School**

*ALL* / Cognitive Learning Project CLP

6000 North Camino de la Tierra

Tucson, Arizona 85741

Student, Parent, Instructor, Handbook

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| MISSION  *Regardless of ethnicity, social status, economic privilege, or gender, Green Fields School (GF) will provide its students with equal access to the most effective educational system this nation has to offer. GF shall promote a knowledge-oriented environment: where learners, educators, and GF community members exhibit civility and respect for one another; where “honor” is a fundamental constituent of a collaborative culture; where students’ innate talents are nurtured in a setting that is challenging, supportive, safe; and where passion for learning is universal.*  VISION  *GF shall participate with organizations (such as ALL, CLP, AESS) in the continuing development, engineering, improvement, and dissemination of an advanced, learner-centered educational system; that shall be informed by evidence-based research in the science of learning and teaching; and that is replicable and scalable* |

Accelerated Elementary and Secondary Schools is honored to have been one of five schools in Arizona to pilot the *Arizona Model for Measuring Educator Effectiveness,* a three-year research-development-implementation project that portends national educational reform*.*

The *Confucius Institute at the University of Arizona (*CIUA*)* has identified *ALL’s* “Chinese Language and Culture Curriculum” as exemplary and has conferred *AESS* with a funded and supported “Confucius Classroom.”

*ALL was* designated, by the *Arizona Department of Education, as* an “A” school based on student academic performance.

*ALL* was recognized, by the *Arizona Department of Education,* as a “Title One Reward School” based on outstanding student achievement and growth.

*GF / ALL* has a 100% graduation rate and 98% four-year college attendance rate.

*GF / ALL* graduates, have been offered admission to universities such as: MIT, Princeton, Columbia, Duke, Stanford, Dartmouth, Amherst, Brown, Notre Dame, Johns Hopkins, UC Davis, UC Berkley, UCLA, U of Washington, Georgia Tech, Harvard, Wellesley, Williams, Bard, Colgate, U of A, Virginia Tech, U of Pennsylvania, Syracuse; many were awarded scholarships and significant financial aid.

*GF / ALL* applauds graduate Leann Miles for having accepted a Fulbright Scholarship to work in Vietnam; David Paul Guyer for having been recognized as a *Scholastic All-American*; Trey Todnem for having been the only student to receive the *Arizona AP National Scholar* award for two consecutive years; Trey’s school computer for being recognized by the Einstein Home Project for assisting in the discovery of a new and previously unknown binary pulsar; and Jose Antonio Gonzalez Mendoza, for being awarded first place in the “*Chinese Bridge Proficiency Competition for the Southern California Region,*” for placing 3rd in the *World Chinese Bridge Contest* in China, and in recognition of his diverse labors to bolster a grassroots bridge between China and his beloved motherland, the USA.

*Physical Plant*:

Greenfields with its broad swatches of inviting grass and mature trees is situated on twenty acres of previous farmland in Tucson, Arizona. Tucson, surrounded by five mountain ranges and populated by slightly over a million residents, resides in one of the plushest valleys in the Sonoran Desert is, with endless opportunities to discover rare beauty and exploration.

*Accelerated Elementary and Secondary Schools (AESS)* is a nonprofit 501(c)(3) corporation that provides educational choice to families interested in advanced teaching methods, a challenging curriculum, above grade level and accelerated instruction. *AESS* provides GF with system implementation and support services; fidelity analysis; quality-control, oversight; initial stage and systems maintenance and monitoring; feedback intervention and goal adjustment; as well as MARC an integrated data collection, analysis, and evaluation platform.

*Accelerated Learning Laboratory* (*ALL*) is an S corporation and the workspace within which the bulk of the pedagogy, instructional materials, and other intellectual properties were developed and continue to be improved. Additionally, *ALL* is the repository for intellectual properties and other proprietary resources and practices utilized at *GF*.

*ALL*’s instructional model is of a “systems-engineered” multi-push, continuous feedback design. All academic and nonacademic system factors that impact student learning, have been evaluated, developed, optimized and integrated to enhance learning outcomes. Such factors include but are not limited to: classroom design, content difficulty management, curriculum development, instructional tools, cognitive and metacognitive strategies, data collection and analysis, and student, parent, teacher access to resources; instructional materials and methods; furniture; organizational structure; record keeping; data collection and evaluation for the continuous improvement of system performance.

Initiation Measurement

Implementation-fidelity

Intervention Adjustment planning

Retraining … evaluation /

*CLP (Cognitive Learning Projects)*: Is a set of pedagogical, subject content, and instructional development projects initiated by ALL.

*Green Fields School* (GF) is a nonprofit 501(c)(3) corporation that opened in the 1930’s. It’s twenty-acre campus is a living museum. GF is among the oldest schools in Arizona. It graduates include a long list of men and women who have shaped not only Tucson but the Southwest. GF, through, its affiliation with ALL, AESS, and CLP provides access to a comprehensive gifted level curriculum for all students. Curricular offerings exceed state mandates. Classes are taught by “Highly Qualified Teachers”. Foreign languages are taught by educated native speakers. “Extended-day” activities are offered and include “*homework helper*”, performing and visual arts workshops, and instruction in special interest subjects.

*GF* provides a learning environment conducive to rapid intellectual growth for students who are passionate about the pursuit of knowledge, uncommon invention and scholarly achievement. Most families view homework as a preferred activity not a drudgery to be avoided. Viewing one’s after-school-life as an extension of learning and enjoyment has lifelong benefits. Although intellectual prowess is often associated with how rapidly a student completes his work, many very bright children may nevertheless require increased time-on-task before they learn to study efficiently. Please be aware that *GF* uses many strategies to accommodate students who need help developing academic discipline and efficient study skills, including such opportunities as Saturday School, Working Lunches, Extended Day and academic development class.

*GF* views education as a partnership between parents, students, and the school community. Parents are expected to be involved and supportive of the significant effort invested by their children and the *GF* staff. Being a parent is seldom convenient. Being the parent of gifted student attending *GF* can be delightfully demanding. Please ensure that your ambitions are consistent with *GF* practices and enjoy watching you child’s intellect blossom.

*Green Fields Preschool* is a subdivision of *GF* and is located on the GF campus. It provides an intellectually stimulating and “fun-filled” environment for pre-school children, ages 3-5. Children are provided with diverse and balanced opportunities to express themselves creatively and receive academic, social, and physical instruction at their individual developmental challenge level. Within the first year of entering kindergarten, many children learn to read, write, add and subtract with regrouping, multiply and divide (without complaint or avoidance.) Students study a broad range of topics in science and become comfortable with their insatiable curiosity through the process of asking falsifiable questions. Such “inquiries” are wedged between generous intervals of boisterous free-play, quiet reading, give-and-take group discussion and self-reflective contemplation. Other academic subjects may include geography, Mandarin Chinese, and human anatomy and physiology. Additionally, children are provided with ample structured playtime and socialization opportunities. Civil responsibility and inclusive behaviors are developed through instruction in interpersonal problem-solving skills. Violent play, selfish conduct, and unkind words, are virtually non-existent. Pre-school instruction is provided from 8:00 a.m. until 2:30 p.m. Early Bird child care is available starting at 7:00 AM. Extended day continues from 2:30 to 6:00 PM.

All students are encouraged to participate in one or more of the schools sponsored physically activities such as soccer, basketball, track and field, swimming, hiking, camping, weight training, gardening, landscaping and Ultimate-Flying-Disk. Instruction is provided pre-school through 12th grade. Our K-12 school offers a comprehensive curriculum. *GF*’steaching practices are supported by current research on human learning and motivation in both the Cognitive Sciences and Applied Behavioral Sciences. The school culture is enthusiastically cerebral and civil. Students value intellectual prowess. They are inclusive of other student’s idiosyncrasies, and kind to each other. Although many students exhibit cognitive skills suggestive of prodigies, they are nevertheless physically active, fun-loving children, with remarkable social skills.

*Admission Policies K-12*: *GF* recommends that prospective students and their parents tour our campus (when possible) and become familiar with our teaching methodology prior to enrolling. Although *GF* provides a comprehensive curriculum, our instructional process and the curriculum design is innovative and includes academic options not available at other educational institutions. Please do not expect classrooms or educational practices reminiscent of the 1950s. Although students and staff use first names, and the ambiance at *GF,* is informal and friendly, academic achievement is emphasized and scholarly pursuits are of a high priority. When applying to any school, both parent and student are advised to select a school based on how well the school culture and objectives match their child’s personality and personal ambitions. Many GF students participate in math and science competitions and many 6-12 students are registered in Advanced Placement classes for college credit and many of our graduates are selected to attend highly selective universities. Parents enrolling students in private schools must file an affidavit with the county superintendent stating that the student is attending a school for the full time that the schools in the school district are in session, and the name and address of the school that the child is attending. Ariz. Rev. Stat. Ann. §15-802B.2. You may wish to

Capacity: Admission preference is given to returning students and siblings of pupils already enrolled. Returning students are automatically enrolled for the following year. Returning students are not required to re-apply each year, however if a student withdraws, the student will be treated as a newly applying student and admission is not guaranteed. If the number of applications exceeds the capacity of our program, class, grade level or building, applicants will be placed on a waiting list in order of the date the application was dated and initialed by the appropriate staff member. Students with incomplete applications will not be considered. For an application to be complete; the “Application for Enrollment” form must be completely filled out, the applying student and his/her parent(s) should attend an orientation interview, the student must complete the “Academic Placement Evaluations”, and the student and parent should participate in the placement evaluation. Any inaccurate or suspicious affidavit must be reported to the local law enforcement agency. Ariz. Rev. Stat. Ann. §15-828A, C, E.

A good-faith effort will be made to contact, by telephone, each eligible applicant in listed order. However, it is the parents’ or student’s responsibility to remain in contact with the school and ensure that they have not missed our call. If we are unable to reach the applicant by telephone the opening will be offered to the next applicant on the waiting list. It is advisable that parents of students on the waiting list occasionally check applicant status. Openings sporadically occur during the academic year. Applications may be submitted up to 3 years in advance (to ensure admission) but the application must be reactivated each year in order that applicants maintain their place on the waiting list. Waiting list reactivations must occur between May 1 and May 15.

*Student Placement:* Applicants are not required to pass a qualifying exam to meet the criteria for admission. However, as part of the application process, students are evaluated with several instruments to help determine appropriate placement. Many factors are considered for proper placement and not all become apparent before a student is observed within a classroom setting. Some adjustments should be expected throughout the school year. Some classes be reconfigured and/or some students may be transferred between classes to achieve the best possible learning opportunities for every student. Parents and students may provide input on the selection of a teacher (K-4) but preferences are honored only if they are consistent with other indicators of the ‘best placement’.

To ensure that new students are placed at their challenge level ZPD (Zone of Proximal Development), intake assessments are utilized to determine benchmark measures of each new student’s functional level in each core subject area (language arts, reading, mathematics, science). Before attending class, each new student’s skills and knowledge are evaluated to determine appropriate placement. Performance indicators and metrics include: data transferred from the previous schools; previous courses taken; grades; standardized test scores; and assessments that are aligned with GF’s curriculum offerings including assessments of reading, mathematics, writing, science topics. Academic placement of each returning students is determined by that student’s prior year’s Expert Trial and Challenge achievement levels.

*Admission Eligibility*: Kindergarten applicants must be 5 years old by September 1. Children who do not meet the September 1 deadline but are at least 3 years old may benefit by enrolling in GF’s academic Preschool. Students who have been expelled or suspended are not eligible to apply for enrollment. Administrative decisions regarding enrollment or eligibility may be appealed to GF’s Board. Board decisions are final and cannot be appealed.

*Required for Registration*:

* A copy of the applicant’s birth certificate or baptismal certificate.
* Official transcripts and/or a complete “cumulative folder” (Must be received directly from previously attended schools). Walked-in copies cannot be accepted.
* Immunization history with proof of immunization or proof of exemption
* Complete emergency contact information
* Completed registration form

*Transfer Credit Policy*:

GF acknowledges grade placement and accepts and classifies credits earned from institutions that are accredited by recognized national, regional, or state accrediting agencies without further validation. GF honors grade placement and accepts credits earn from non-accredited institutions when validated by one or more of the following:

1. Review of student’s academic record,
2. Analysis of a sending institution’s curriculum,
3. Review of a portfolio of student work,
4. Assessment of student’s scholastic performance.

*Transcripts / Records:*

* For students transferring into *GF*: grade and/or class assignments are tentative pending completion of a placement evaluation, including review of transcripts and/or student records from the school of prior attendance.
* For students transferring out of *GF:* records and/or transcripts should be requested in writing by the school into which the student is transferring. A student’s cumulative files can only be transferred to the requesting school. Please allow ten business days for processing. Parents or guardians requesting transcripts must complete a transcript request form. Please allow two weeks for processing unofficial transcripts and three weeks for an official transcript (longer during summer months). Students working with an academic counselor can expect same day service.

# Emergency Information: It is the parents’/guardians’ responsibility to ensure that all emergency information and contact numbers are current, and that the individuals on the cards are accessible. The emergency card on file in the office must be kept up-to-date for the safety of students. If a child becomes ill or injured, telephone numbers provided by the parent on the emergency card will be called. If we are not able to contact a parent/guardian and the student appears to require immediate attention, as determined by the staff, 911 will be called prior to contacting the parent. The parent shall be responsible for any incurred cost. Call or visit the office to make sure your child’s emergency information is current and complete. Please promptly notify us, in writing, of changes in address or phone number.

Financial Assistance: The decision to attend GF should represent the desire to receive a “better education.” Limited funds should not present as an impenetrable barrier. GF participates with Financial Aid organizations including: *Public Aid for Private Education, tax STO’s, The ALL Scholarship Fund, AESS Financial Support Brokers Group, The Green Fields Alumni Scholarship Fund.* Please inquire at the main desk.

*Illness:*  Children with fevers should not be sent to school. Children should be fever free for 24 hours before returning to school. If a child has been exposed to a contagious disease, please notify the proper office staff and do not send the child to school. Children with communicable diseases should not attend school for the period that they are contagious.

If a child becomes ill during the school day the child will be isolated and a parent or guardian will be notified and asked to pick-up the child. A child reporting an illness or injury is allowed to phone a parent unless the parent submits written, contrary instructions, or the child’s claim appears unfounded, or the practice appears habitual.

*Medication:* State law requires that schools be informed of any medication that a student requires during attendance hours. Current dosage and the name of the prescribing physician are required. In order for staff to administer prescription medication, over the counter medication, or remedies, including aspirin, and antacid, parents must provide specific written permission and the reason or condition for which the medication is required. Only specified staff may administer medication or remedies. Please do not ask non-specified staff to give your child any non-food substances to be swallowed. All prescription medication must be in the original container clearly labeled with the patient’s name, physicians name, pharmacy, the type of medication, dosage, frequency of administration, and method of administration. Parents must provide information on side effects and contraindications with all medication. Prescription medications will be administered only at the times and dosages indicated on the label. All medications will be kept in a locked cabinet and administered only by designated personnel.

*Immunization:* Arizona State Law requires children be immunized against diphtheria, tetanus, hepatitis B, pertussis (whooping cough), polio, measles, mumps, rubella (German Measles), and haemophiles influenza type b prior to entering school. Please bring proof of your child’s immunizations when registering. Children are not allowed to attend school without submitting proof of immunization to the school administrator, unless they are exempt under §15-873, or in the process of immunization. Ariz. Rev. Stat. Ann. §15-872.

# Transportation: Parents are responsible for transporting their children to and from school. GF does not provide transportation. Parents interested in carpooling may contact ‘The GF Parent Association’. Students are expected to arrive sufficiently early to be in class and prepared to learn at the scheduled time. However, students should not arrive more than 15 minutes before class begins unless enrolled in the “Early Bird Homework Helper” or with special permission. Students must be picked-up no later than 15 minutes after dismissal unless engaged in a school sanctioned and supervised extracurricular activity or enrolled in the “Extended Day Homework Helper” program. While on campus, no child is to be left unattended at any time. Any unescorted student remaining on campus 15 minutes after dismissal will be ushered to the fee based after-care facility and the appropriate drop-in fee will be assessed. Students may not drive or park on campus. For qualifying homeless students’ transportation will be arranged to and from school at the request of the responsible; parent, guardian, unaccompanied student or Title I Liaison.

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# Lunches / Snacks: For a small fee GF Parent Association provides lunch several days a week. For a child to receive lunch, payment must be received before noon on the Tuesday preceding the week the student wishes receive lunch! GF does not provide lunch. Please contact GF Parent Association for further information. Students may bring their own bag lunch and snacks. Please do not include glass containers. Microwave ovens and refrigerators are not available for students. Food should not be eaten in the classroom. Students are asked to participate in trash collection duty. Students are allowed to supply their own gloves for this purpose.

*Lost and Found:* Please, check Lost & Found Box for your child's personal items. Parents often find items they did not know were lost. In order to reduce confusion and increase recovery rates, we encourage parents to put their child’s name on personal belongings such as coats and lunch boxes. *GF* is not responsible for lost, damaged or missing items.

*Extracurricular Activities*: Extracurricular activities including instruction in the arts and sports are offered by GF Parent Group. See the After-School Classes listings in the office for selection, availability, cost and schedule. Extra-curricular activities can be utilized in conjunction with Extended Day to ensure continuous supervision.

*Early Pick-up*: Except for scheduled field trips, children are required to remain on campus through the entire the school day. Parents picking up students, prior to dismissal time, must sign the child out in the office. They must indicate the time of the student’s departure and reason for an early pickup. After the child is signed out, the child will be summoned to the office. Students must remain in class until the parent has arrived. Persons who are not the parent of a child being picked up must have written parental permission and must present valid identification before the child will be released. Students are not allowed to sign themselves, siblings or other students out.

*Field Trips*: GF fieldtrips are academic. Fieldtrips are considered extracurricular and are not a required component of any class. However, it is recognized that fieldtrips can enhance students’ educational experiences and learning. Participation in fieldtrips requires a signed permission slip and liability release prior to commencement of the fieldtrip. Parent should investigate the risks and benefits before signing any release or permission slip. Parents may be asked to pay their child’s share of costs. If you cannot afford to contribute, please contact a school administrator. Chaperones and volunteers should cover their own costs unless prior arrangements have been made. Volunteer drivers must provide proof of insurance. If a driver has not made specific arrangements with their passenger prior to the commencement of the fieldtrip, reimbursement should not be expected. In some cases, GF may provide limited financial assistance. A reimbursement by GF requires verifiable receipts. Students under academic or behavioral suspension are ineligible for participate in local fieldtrips during the suspension period. Students, who have been suspended for behavioral reason, within 6 months of the commencement of an overnight fieldtrip, are ineligible for participate. Parents remain responsible for any expenses resulting in their child’s intentional or unintentional actions during fieldtrips. Students may not drive or park cars on campus or drive during school sponsored fieldtrips. Extracurricular activities include various competitive sports, clubs, and philanthropic activities, academic competitions. Additional examples of activities have included after dark star gazing parties, “school camp-ins”, dance events, Lake Powell Houseboat Excursion, Grand Canyon Excursion, Rock Hound Excursion, San Diego Zoo and Science Museum Excursion, and Zion Canyon Excursion.

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# Academic Progress: GF utilizes a variety of evidence based pedagogical tools and strategies, developed within the cognitive and behavioral sciences, to continuously monitor students’ academic progress. Such tools and strategies produce a variety of useful “measures” used to strengthen recall, deepen comprehension, and generalize knowledge. Formative evaluations are used to inform continuous feedback-loops which are designed to accumulate, associate and refine knowledge structures (cognitive maps.) Interim concept clusters (that incorporating procedural and declarative knowledge) are aligned with performance objectives utilizing successive approximation shaping. Summative measures are used to make comparisons across instructional systems, student populations, and against industry standards.

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| letter | % | 4.0 Scale |
| A+ | 97-100 | 4.0 |
| A | 93-96 | 3.9 |
| A- | 90-92 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 65-66 | 1.0 |
| D- | 64-60 | 0.7 |

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Time

Learning

# Grading: GF utilizes A-I performance designations along with + and - modifiers. Grades are intended to exclusively denote student knowledge, comprehension and progress. Grades are intended to reflect students’ academic knowledge, performance, and prerequisite preparedness uncontaminated with confounding variables such as on-time behavior (instructors are not allowed to lower or raise students’ grades for handing-in late assignments or any other nonacademic factor.) Although GF views on-time behavior, cooperative demeanor, and an endless list of nonacademic factors as important; GF views the confounding of nonacademic factors with academic measures as an unwise reduction in the utility of grades. GF utilizes appropriate and meaningful consequences to encourage desirable nonacademic elements and functionally incompatible consequences to discourage undesirable nonacademic elements.

# Reporting Academic Progress: Parents of both domestic and international students are encouraged to take an active role in keeping themselves informed of their child’s daily progress. MARC (GF’s intelligent, and friendly, digital management system) along with the diligent efforts of teachers, provides a seamless interface by which students, parent, teachers, and administrator can remain informed of student progress in real-time. No parent nor student, ever again, need be dependent upon a teacher or the school to informed them, regarding academic progress. Instructors input student progress into MARC several times each day, where such information is immediately processed and may be accessed, over a secure conduit.

# In addition, summative reports (grades) are available electronically at the end of each quarter. Other evaluation resources that inform student needs include: teacher observations, portfolios, homework assignments, attendance records, and cooperative learning evaluations. Parents are encouraged to utilize the ample opportunities to be involved in their child’s success on a daily basis. Successful parents of a successful student, seldom take a passive parental role.

Reports to parents include specific information concerning learning and social behaviors. Students who exhibit behaviors supportive of learning are most likely to fulfill their potential. Those who exhibit social behaviors that support empathy and inclusiveness are most likely to contribute to a caring and productive community. GF expects each student to exhibit an abundance of both types of behavior. Teachers may include comments in student reported indicating that a conference on-line or in-person with a parent is recommended or required. A conference may be requested at any time by a parent, teacher, or student.

Domestic and international students must maintain a minimum 2.5 cumulative GPA (Grade Point Average) and receive no grade lower than a “C” in any class or subject. Lack of adequate academic progress may necessitate supportive interventions. Under-achieving students or students who wish to accelerate their academic progress may be provided with additional time-on-task opportunities including: instruction in low teacher-student ratio settings; increased study-opportunities, skill focused self-contained classrooms, Saturday school, extended-day classes, interim secession workshops, summer school, working lunches, after school homework helper, etc. Instructional resources that do not meet during regularly scheduled academic contact times are fee based. Targeted assistance for students in need of developing better cognitive and metacognitive habits or skills include an assortment of services such as instruction in reading (computer assisted and one-on-one) specialized classroom instruction and development of effective mental and non-cognitive mentalistic procedural skill development.

# Promotion / Graduation: To earn promotion or graduation, students must demonstrate adequate academic growth, successfully complete required course work, and exhibit competency at or above grade level. Adequate academic growth is defined by GF as the difference between the academic level a student begins the school year and ends the school year. Students must demonstrate adequate “growth” regardless of grade level competence. Additional factors that may influence a decision to promote or retain include: on-time behavior, attendance rate, and learning/social behavior. A student who does not fulfill course requirements in the allotted time (any quarter) may be provided with additional opportunities to rectify deficiencies by attending interim sessions (fee based) summer school (fee based) or extended-day classes (needs based). Students who wish to accelerate their academic growth but do not have deficiencies may also attend these extracurricular activities. Additionally, students must score at or above their grade level on three of the three areas tested on year-end summative tests to earn promotion to the next grade level. To receive credit for work accomplished or “made-up” for external study and workshops, all make-up work must be completed and approved prior the first attendance day of the following academic year.

Students in elementary or middle school grades (K-8) can receive credit for secondary level classes advance placement in for the successful completion (grade “B” or better) after completing secondary school level courses during their elementary or middle school years. To be eligible for secondary school advance placement, students must meet or exceed the content level knowledge required in the relevant secondary school level course. However, these students must fulfill the required number of credits in the required content areas during their secondary school years.

*Graduation Requirements 22 credit hours from the following*

1. **Four years of English** with extensive practice in writing selected from the following: Advanced Grammar, Rhetoric; Analysis of Literature; Syntax and Semantics; Writers’ Workshop; Lexicon; AP English Language and composition; AP English Literature and Composition
2. **Four years of advanced math** including but not limited to: Data Analysis, Probability and Discrete mathematics; Algebra and Functions; Geometry; Structure and Logic; Statistics; Macroeconomics; Microeconomics; Calculus; Advanced Mathematical Topics; AP Calculus AB; AP Calculus BC; AP Statistics; AP Precalculus
3. **Four years of science** including a minimum of AP Biology (one year), AP Chemistry (one year), AP Physics 1; AP Physics 2; AP Physics C Electricity and Magnetism; AP Physics C Mechanics; Advanced classes in the following may be selected: Physical Geology, AP Environmental Science, Petrology, Astronomy and Cosmology, Robotics -Mechanical Engineering, Human Anatomy and Physiology;
4. **Three years of history** AP European History; AP World History Modern; World History; U.S. Government and Politics, AP U.S. History, AP Comparative Government, Physical Geography, AP Human Geography,
5. **Four years of foreign language** with a minimum of two years in one foreign language
6. **One year of a social science** other than History including but not limited to: Psychology, Cognitive Science and Neurology, Anthropology,
7. **One year of visual or performing arts**;
8. **Two years of physical Education**;
9. **One year of technology**;
10. **Thirty-two hours** of Community Service;
11. **Two years participation** in a club, extracurricular activity, or community activity:
12. **Six or more Advance Placement** exams with a score of 4 or above in the following:)
13. **AP Macroeconomics** or **AP Microeconomics**
14. AP Computer Science A; AP Computer Science Principles;
15. Two credit hours: AP Art History; AP Art and Design; Music; Theater Arts; Off site: dance, music, etc.
16. A passing score (75% or better) in all content areas (Writing, Reading, Mathematics, and Science) of a standardized competency tests / Exit Exams.

# Learning Equity: Students successfully completing prerequisite content at an earlier than normal age or grade, will be provided full access to advanced content in a classroom with students and instruction near the student’s ZPD. Students are never required to wait for others to “catch-up”. Though GF does not, normally double promote, students in grades fifth or lower (who choose and have parent approval) will be offered admission to Secondary School when it is academically appropriate. Students who successfully complete high school credits, before they are in ninth grade, may choose to apply those credits to fulfill high school requirements. However, students remain obliged to fulfill the required number of credits in the required content areas during their high school years. The incredible advantage is, the student receives access to a much broader selection of advanced classes to whet the appetite, AND/OR the student can elect to dig deeper into high interest topics than is normally possible in high school. Not only does this better prepare the student for college but it is likely to place the student at an advanced level when entering and provides the student with more experience to make better career choices due to broader range of experiences.

# College Credit: At the beginning of 9th grade and continuing through 12th grade, students receive guidance focused on college selection and preparation. Students in secondary school (grades 6-12) can receive college credit for completing Advance placement classes and receiving a 4 or 5 on the AP examination. Students taking secondary school classes may earn credit for completing college level courses whether or not those courses are taken on the GF campus, and whether or not those courses are counted towards a college degree. To be eligible for GF credit, college level courses must be completed with a “B” or better and must satisfy the specific content requirement. GF written approval must be received prior to registering for any off-campus course. Please be apprised, not all courses taken at a college are college level nor do all college level classes satisfy minimum GF standards.

*Advanced Placement courses:* Secondary school students may participate in AP courses and testing. AP courses augment our secondary school (high school and middle school curricula and help students prepare for college. AP courses are equivalent to college-level work. AP tests provide objective measures of academic achievement and many colleges accept them for college credit. Participation in AP testing is a reliable predictor used by colleges to assess student’s future success in college and have become an important factor when reviewing applications for admission and eligibility for scholarships. AP tests, are designed, and scored by the College Board and administered at *GF*. *GF* is an approved AP testing site and students from other educational institutions may be tested during the same times *GF* students are tested.

*Foreign Language*: GF students, preschool-12th grade, are offered instruction in Chinese. Spanish, Turkish, Italian, Farsi or other languages may be taught on an intermittent basis. Foreign students may count English as a second language.

# Reading instruction includes: phonics, vocabulary, fluency, and reading comprehension. Most students will learn to read by the end of kindergarten. For students attending GF preschool for a year or longer, many will learn to read prior to kindergarten and all can be expected to meet or exceed the emergent reader level. Early reading prepares young children to enter kindergarten with the language, cognitive, and skills necessary for academic success in all subject areas. An extensive body of research evidence emphasizes the long-range benefits of early reading skills, phonological awareness, and an extensive vocabulary. GF students are screened to identify reading difficulties and individual intervention may be implemented to overcome reading barriers. Secondary students found to be less than effective readers may be required to attend weekend workshops to improve comprehension, speed or both.

*Parent Rights* Parents are faced with the many challenges of childrearing, work obligations, and schedule juggling. Time is difficult to stretch. However, we are confident that the time you invest in your child’s education and the *GF* community, will pay generous dividends. Parent participation is a vital element in a child’s education. If the world-of-the-future is going to be a place worth living in, schools, communities, and parents must actively participate in the education of the world-of-the-future’s leaders, our children. Please do not allow yourself to get in the habit of sitting in your car while waiting for your child at pick-up time. Please demonstrate to your child that her academic effort is important enough for you to park your car and go into her classroom to view her progress on the incentive charts. Such activity is particularly motivational for students attending the secondary school. Meet your child’s friends and their parents. Examine your child’s daily accomplishments and make yourself available for those valuable thirty-second information exchanges with your child’s teacher(s). If a student’s education is not important enough for his/her parent(s) to invest interest, why should the student work hard to succeed?

Parents have the right to know

* the qualifications of the instructor or teacher teaching their child.
* their child’s performance at any point in time.
* If their child’s teacher(s) are qualification to teach the subject areas in which the teacher provides instruction
* and inspect the contents of their child’s educational

# Open-door Policy: parents are encouraged to visit their child’s classroom(s) and inspect “incentive” charts, and may sit-in on classrooms in session. Additionally, parents are invited, on occasion, to plan Lunch-on-the-Greens, with their child, their child’s friends’ and the parents of their child’s friends, and/or their child’s teacher. If you are interested in visiting, please sign in at the office prior to entering the campus, and obtain a “Visitor’s Pass”. Please do not interfere with instruction or attempt to converse with the teacher during instruction or during scheduled class time.

# Before school begins, in the morning, teachers are busy “setting-up” for instruction and are strongly dissuaded from permitting distractions. Additionally, teachers are expected to begin instruction at, or slightly before the scheduled beginning time. Doing so, with few or no exceptions, helps students develop an internal “mindset” that is strongly correlated with academic and career success. At dismissal, teachers are endeavoring to notice every child, and reinforce teacher-student bonds, by interacting in a personal display of, “I know the work is challenging but I also know you’re capable and if you try you can…” (I believe in you, I care about you, your success is important to me.) Please do not attempt to conduct impromptu conferences at these times. Please be respectful of other parents, like you, who may require a short conversation with their child’s teacher. Please make an appointment, if you require a conference lasting longer than two or three minutes. Please understand that teachers are working, not only to provide your child with an extraordinarily advanced academic education, but teachers are working to help your child develop the self-confidence and self-efficacy to be successful throughout life.

*Parent Responsibilities:*

Parents are encouraged to inspect their child’s online progress records frequently (daily), intermittently visit their child’s classroom(s) during instructional sessions, and provide feedback to the administrator and teacher. Parents are invited to join our parent organization, volunteer in classrooms or office, teach a unit in an area of expertise. Parents are encouraged to participate in organized field trips, help staff, get involved in the after-school educational program, attend monthly progress conferences with their child, and participate as a productive member of *GF*’s community.

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# Please encourage your child to teach you what (s)he has learned. As reflected in the adage “We do not learn a subject until we are required to teach it,” teaching others often helps us better understand what we think we know. Please ask your child’s teacher if you need assistance on how to best help your child with homework. Please praise your child daily for his/her effort. Additionally, Parents are expected to read and discuss the contents of this handbook with their child.

Parents are strongly encouraged to:

* discuss the subject covered in this manual with your child;
* Ask your child to “teach you” what s/he learned that day. Do not be surprised if your child is speechless the first several times you ask. If your child knows you will be asking, s/he will eventually have much to say and look forward to your nightly “purposeful” interactions.
* Inspect in your child’s daily progress online.
* provide pride accountability for the completion of homework.
* encourage their child to work towards academic success;
* acknowledge the difficulty level of the content;
* recognize the significant effort required to achieve academic success (praise their children for significant effort and success);
* monitor homework for correctness, clarity and neatness;
* intermittently visit their child’s classroom during instructional sessions;
* attend progress conferences with their child;
* work productively and cooperatively as an *GF* community member (if a parent cannot be civil, why would his child?);
* share concerns with administrators and teachers in a civil and respectful manner;
* resist the temptation to spread gossip and rumors;
* join the *GF* parent association;
* volunteer in classrooms, the office, or join the parent group;
* participate in organized field trips;
* become involved in the after-school educational program,;
* participate as a productive member of *GF* community,
* sign their child’s homework when it is completed or after the child shows a good-faith effort
* participate in GF’s decision-making process

*Attendance Policy:* Attendance and punctuality are essential for the attainment of academic success and to benefit from the many nonacademic, social advantages of GF. Instruction begins promptly at or slightly before the designated starting time. Missed opportunities to learning cannot easily be recouped. Whether an absence is excused or unexcused, students are responsible for learning the information presented on days they are absent. If a student must be absent, please call the main office (520) 297-2288. When your child returns to school, please send signed explanation with your child.

An attendance rate of 90% or less, recorded for any class or group of classes, will result in the nonattending student being placed on probation and will require the development and successful completion of a monitored intervention plan. An attendance rate of 80% or less can result in the loss of a scholarship, expulsion and/or the cancelation of the nonattending student’s registration; without the award of academic credit, for the involved class or classes, and without refund of any fees or registration costs paid. F-1 visa students may be terminated from SEVIS for poor attendance.

Nonattendance and/or habitual tardiness impedes a student’s learning and result in a lower grade and the requirement that a student attend Summer School and/or Saturday School. A minimum 2.5 cumulative GPA (Grade Point Average) must be maintained. Tardy students may be required to attend instructional opportunities during school breaks or after school.

GF meets or exceeds Arizona’s compulsory school attendance statute requiring private school students to attend school for the full-time public school is in session in the local school district. Ariz. Rev. Stat. Ann. §15-802B.2.

*Student Rights:* Education is an extraordinary social equalizer. Those who acquire an exceptional education in childhood will have the ability to create exceptional financial and social opportunity, for their families and themselves, in adulthood. The breadth and depth of learning will significantly impact the quality of each student’s present and future life. Students have the “natural right” to improve their lives through learning without impediment. They have the right to posit educated guesses, share ideas, and exhibit their assigned projects without ridicule. All students have the right to learn in a risk free setting. Students are expected to display civil and responsible behavior and good citizenship,

*Student Responsibilities:* Students must complete their homework, participate in classroom discussions and projects, invest meaningful academic effort, and display perseverance in addition to the following:

* attend school and be on time and be prepared,
* behave in a civil and respectful manner,
* complete daily homework, formulate specific and clear need-to-know questions,
* complete long-term projects, neatly and on time,
* invest best-effort toward academic success,
* make reasonable and consistent progress toward academic goals,
* strive for scholarly distinction,
* participate as a contributing member of the *GF* community,
* respect the property rights of others,
* take pride in the campus and physical structures by helping without being asked,
* respect other members of the *GF* community (including teachers, administrators, and parents),
* respect the efforts of others,
* conscientiously pay attention when other students are speaking in class,
* participate in classroom discussions,
* refrain from disrupting instruction,
* maintain working files in good condition while keeping them current and accessible,
* restock working files with the appropriate level
* keep a complete portfolio current and in good condition,
* invest sufficient effort to achieve academic excellence,
* display civil and responsible behavior,
* actively participate in the educational process,
* Behave in a civil and respectful manner befitting of a *GF* community member.

*Dress Code:* Students should dress in clean comfortable clothing with appropriate modesty and formality suitable for an academic setting. Students shall wear appropriate attire and adornment as is commonly accepted in western society and conforms to regional norms. Such attire and/or adornment shall be appropriate in a semi-formal work and study environment and shall not cause the students appearance to detract from the educational goals of *GF*. Piercings, tattoos, scarification, or other body art that may or may not show gang affiliation, may be appropriate in other settings but is not deemed appropriate while attending or visiting *GF*. Excessive or showy jewelry is not permitted. Markup is discouraged and heavy makeup is prohibited. On Mondays and Tuesdays, students are encouraged to wear smart-causal, business-informal, or national dress (when it reflects the student’s heritage or cultural experience and it does not violate the spirit of other requirements of this code) clothing. Elementary and preschool students must wear closed toe shoes. T-shirts, casual shorts, flip-flops and duckbill hats, “Gangster” style clothing, baggy low slung pants are prohibited. Hats are not to be worn in buildings. Clothing that depicts violence, drugs, alcohol, tobacco, obscenities, or degrades ethnicities, or is otherwise offensive will result in confiscation and destruction of such clothing. Attire or grooming which produces disorder or an atmosphere of intimidation or causes excessive wear or damage to school property (e.g., studs, chains, etc.) is prohibited. Regardless of style, if a student’s style of dress distracts others or is not conducive to academic diligence, the student will not be allowed to attend class.

# School Etiquette: Although it is a common and desirable custom for members of the GF community (including students, staff, and parents) to use first names, the use of first names is not required. In this academic setting, Nicknames and epithets are unacceptable. Regardless of the vocative used to address a person, members of the GF community are expected to refer to one another with respect and dignity.

* It is inappropriate and undignified to exhibit ostentatiously affectionate behavior in an academic environment.
* Students shall refrain from “stepping” on another’s words (wait for the other person to finish speaking before starting to speak).
* Students are expected to exhibit inclusive behavior rather than excluding others from participation in activities and discussions.
* If a student has verbally contributed several times in a discussion, (s)he should provide “wait-time” for other, less gregarious students to participate before continuing to answer questions.
* In “whole group response” activities, all students should respond. The verbal responses from any one student should not be subordinately low or overtly loud

*Prohibited Items:*

* Gum is not allowed on campus. Any student or adult observed chewing gum shall forfeit all gum in his/her possession and may further be sanctioned with a fine. The damage caused by improperly discarded gum is surprisingly high.
* Skate boards and scooters are not allowed on campus. The liability risk is unacceptable. Such items will be confiscated.
* In accordance with State Statute, alcohol products are not permitted on campus. Students bringing such items shall be subjected to strong disciplinary action.
* In accordance with State Statute, tobacco products of any kind are not permitted on campus. Staff, students, parents and visitors are not permitted to smoke on campus regardless of whether they are in their own cars or not.
* Illegal drugs: Illegal drug transactions observed by school personnel must be reported to law enforcement. School records of alleged student violations must be available to the peace officer upon written request. Ariz. Rev. Stat. Ann. §13-3411.
* Toy knives, toy swords, toy guns, and any toy weapons of any kind are not permitted on campus. Any such items found in the possession of students or on school grounds will be destroyed.
* Knives (including small pocket knives), guns (working or not), box openers, razor blades, or any instrument which is, or reasonably can be considered a weapon is strictly prohibited. Explosives, bullets, or other such materials are strictly prohibited. Regardless of intent or amount. Should any child or adult bring any of these items on campus, law enforcement will be summoned and disciplinary action taken.
* Marking materials such as spray-paint, indelible markers

*Telephone Messages:* Except in emergencies, telephone messages for students will not be delivered.

*Cell phones / Electronic Devices:* Cell phones and recreational electronic devices are not permitted on campus and may not be used in any school building or anywhere on campus, during the academic day. Bringing such items on campus or their disallowed use may result in confiscation with the first infraction. Students who bring electronic devices (including allowed devices) to school do so at their own risk. The school will not investigate incidents related to the lost or damage of personal electronic devices. The school is not responsible for lost, stolen, damaged or confiscated personal items including electronic devices.

*Computers / Network / Worldwide Web*: Computer and internet privileges are available to responsible students during the academic day and extended hours. It is recommended that students purchase a device such as a “flash drive” for storage of their personal information and work. Files on the GF’s on-site computers’ hard drives are deleted or cleaned on a regular basis. Students should not save their files on on-site computers’ hard drives.

GF strives to promote excellence in scholarship, communication and innovation by facilitating access to a reasonably uncensored global network. Students who dishonor this trust by accessing controversial materials without academic justification, written instructor approval, and written parental approval may forfeit their computer privileges on the first offense.

Computer resources shall be used for only educational purposes. Copyright and trademark laws shall be respected. Students shall not divulge personally identifiable information unless authorized by the appropriate school official. Neither logins nor passwords may be shared with other persons. Students may use only the computer(s) to which they are assigned and shall not loan or permit use of the assigned computer by others. Students may not attempt to change the settings on any computer, add or delete software, add or destroy hardware, or tamper with any security system(s). Students and/or their parents are financially responsible for any deliberate and/or unintentional damage or disruption that the student might cause to any computer, software, hardware, setting(s) or internet service. GF reserves the right to, either overtly or covertly monitor the use of any computer and network resources on campus and/or digital resource owned by the school on or off campus, regardless of the person using such resource(s). Electronic communication shall not be considered private while physically on campus or digitally in transition through electronic resources contracted or owned by GF and may be read by the appropriate school employee at any time. Access privileges may be revoked at any time without notice for violations to the aforementioned by spirit or fact. Breach or allowance, by any school authority, of the above referenced dictums shall not be interpreted as rendering such, null nor void.

System Design Overview

GF’s academic model is of a “systems-engineered,” multi-push design. All aspects (academic and nonacademic) of the “system” that are presumed to impact student learning, are evaluated, configured, optimized and integrated to enhance learning outcomes. Such aspects include institutional culture, classroom culture, pedagogy classroom design, people flow, instructional materials and methods, furniture, organizational structure, record keeping and data collection and evaluation.

The design of GF’s methods, pedagogy, and instructional materials is supported by research on human learning and motivation, within the Cognitive and Behavioral Sciences; including “Best Practices” along with a plethora of pedagogical techniques that have consistently demonstrated effectiveness and efficiency when rigorously evaluated.

*GF*’s methodology facilitates students’ lifelong learning pleasure by helping students gain awareness and control of their own cognitive abilities, such as: consolidation of knowledge into hierarchical chunks; learner managed active attention; along with other self-regulated mental behaviors; also referred to as, “Learning to learn.” Revise

1. Attention/ concentration/ arousal
   * 1. Selective attention
     2. Sustained attention vigilance
     3. Divided attention
     4. Executive (regulated) Attention
   1. Memory
      1. Working memory (workspace)
         1. Verbal
         2. Visuospatial
         3. Objective
         4. Location
      2. Working memory components
         1. Central executive
         2. Maintenance
         3. Manipulation
      3. Declarative/ Episodic Memory
         1. Verbal
         2. Nonverbal
            1. Encoding
            2. Storage
            3. Selective Retention
            4. Retrieval

Free recall

Cued recall

Recognition

* + 1. Procedural memory
    2. Semantic memory
    3. Prospective memory/intentions
       1. Time-based trigger
       2. Event-based trigger
  1. Executive functioning
     1. Conditional Reasoning
     2. Problem solving
     3. Planning
     4. Component skills management
  2. Processing speed
     1. Coding and tracking
     2. Semantic fluency
  3. Language/ verbal
     1. Naming
     2. Comprehension
     3. Fluency

As an outcome of GF’s knowledge based, learner centered culture, students develop: a sense of ownership for their own success or failure; pride in what they produce and what they accomplish; the desire to share what they have learned and discovered with others; and a passion for deciding upon the optimal method of solution (e.g., heuristic verses analytic; decontextual verses contextual) before a problem is engaged. Students begin to feel that they, can themselves, with the power of organized and planned action reshape the world. As a consequence of students having opportunity in abundance to “own” and direct their own educational activities, motivation and performance are amplified.

With the application of evidence-based research findings, GF nurtures nonacademic and academic attributes that exhibit powerful effects on achievement, success and each student’s quality-of-life; both present and future; such as, self-efficacy (a feeling of purpose, belonging, belief in one’s capability, self-worth); interpersonal engagement (theory of mind, empathy, conscientiousness); emotional (regulation, control, self-actualization, emotional intelligence).

Research has shown that exposing children to abstract thought, as early as practical, enhances the development of mental skills. *GF*’s curriculum design is such that newly introduce learning targets are linked to previously learned material. The organization and presentation of content is designed to help students build cumulative knowledge, develop logical reasoning skills, use rational extrapolation to gain insight, and develop pragmatic, experiential, and intellectual curiosity.

*Instructional Materials:* GF utilizes both commercial texts (usually college level for secondary school) and proprietary instructional materials that generate criterion referenced summative and formative measures of student progress, along with valuable diagnostic data. The process of “mastering” these instruments generates a data flow that when compiled, evaluated, and analyzed can be used to assess students’ acquisition of knowledge and skill; instructor effectiveness; and system design. Instructional materials include “multi-year content streams”; single year “course” content streams; and short-term workshop subject content. Each series includes progressively challenging content that reviews and reinforces previously acquired knowledge and skills, and presents new learning objectives connected to prior knowledge to form hierarchical knowledge structures and accumulate refined skills. Each numbered series prescribes the order each Trial or Challenge should be attempted.

Additionally, proprietary instructional materials are provided to assist instructors and students with difficult concepts and skill acquisition, including written and graphic Subject Content Support resources that are keyed to specific “Challenges” and “Experts,” along with concrete models and specialized equipment (laboratory apparatus, kits, models) that augment lectures, demonstrations, discussions, and experiments. The support materials include technology integration, as the internet’s resources are of significant value and provide for stimulating multi-media presentations. Software applications and web based instructional support tools are made available to both students and instructors. Many assignments and activities require internet connectivity. Instructors may access the internet and exhibit the output on large format LCD displays, during lectures or whole-group discussions. Content in many subject areas is also supported with traditional texts and reference resources.

*Proprietary Series:* *GF* utilizes a series of criterion referenced, proprietary instructional instruments in each subject (language arts, mathematics, social studies, science, etc.). Each series is comprised of Expert Trials, Challenge Trials, and Challenge Exercises that together provide for fine grained learning in varied cognitive domains. Expert Trials (promote comprehension of conceptual-declarative information, and produce consolidation of newly introduced concepts with previously learned concepts); Challenge Exercises (that require the application of concepts and procedural skill-knowledge along with the transfer and generalizations of knowledge); and Challenge Trials. Expert Trials are formative “power” evaluations that flow in continuous feedback loops (within each instrument and between instruments.) Both Expert and Challenge instruments provide fine-grained learning as well cumulative learning opportunities. Expert Trials provide objective measures of mastery knowledge. Challenge Exercises are formative evaluations of the fluid application of knowledge and its generalization.

*Multi-year content streams*: represent content that is expected to be taught over two or more years. The time required to complete any particular content stream is highly variable between students, however, there is a minimum trial-rate-per week requirement within each Series. Each Series is comprised of Challenge Exercises, Challenge Trials, and Expert Trials. Included may be software applications, web based instructional support tools, reference materials, and traditional text books (usually college) are available to both students and instructors as both reference and major texts.

Additionally, instructional support is provided to assist instructors and students with difficult concepts and challenging skills. Included are text and graphic support keyed to specific Challenges and “Experts” along with concrete models and specialized equipment (laboratory equipment, artifacts, kits) that augment lectures, demonstrations, discussions, and experiments. Internet resources are of significant value and provide for stimulating multi-media presentations. Teachers integrate software applications into lectures and a variety of web based instructional resources. Many assignments and activities require internet connectivity, and instructors exhibit the output on large format LCD displays, during lectures or whole-group discussions. Content in many subject areas is also supported with traditional reference resources.

Proprietary *Instructional Materials:* includes sequenced subject content series, that when utilized according to prescribed protocols (SOPs), guide the pace, scope and sequence of instruction; that provide measures of growth and proficiency; that yields formative data in real-time; that allows the teachers to monitor student learning and progress; and that allows the instructor to adjust instruction that supports student learning; that provides students with time-sensitive feedback, permitting the students to self-monitor progress, self-regulate effort and adjust learning strategies. Additionally, this system provides a pool of fine-grained data that can be used to analyzed the effectiveness of instructional materials and guide their revision. The following includes examples of GF’s proprietary instructional materials:

|  |  |
| --- | --- |
| * *Phat Stacks Orthography / Phonics Based Mastery Series* * *Penmanship: Print Series* * *Penmanship: Cursive Series* * *Letter Patterns & Sound Association Reading Series* * *Letter Patterns & Sound Association Writing Series* * *Whole class Challenge Activities Series* * *Emergent Writers’ Series* * *English Lexicon Series* * *Syntax and Semantics* * *Series Sticky-Licks / Oral Reading Series* | * *Numeric Operations* * *Count On Math* * *Science and Technology* * *Political Geography* * *Physical Geography* * *Physical Science* * *Human Anatomy and Physiology* * *Visual Arts Series* * *Linear Perspective: In-depth* * *MindPlay electronic phonics exercises* |

Each Series is comprised of Challenge Exercises, Challenge Trials, and Expert Trials. Expert Trials serve as a “mastery” component and focus predominantly on knowledge constructs and declarative knowledge. Challenge Exercises focus on the creative application of knowledge and the development of collaborative skills and problem solving. Challenge Trials focus on the skillful application and integration of knowledge targeting precise objectives. Each series includes progressively challenging content that reviews and reinforces previously acquired knowledge and skills, and presents new learning objectives connected to prior knowledge to form hierarchical knowledge structure and cumulative refined skills.

*Penmanship/ Letter Recognition/ Letter-Sound Association Series*: This series is heavily layered (previously learned skills are reviewed and reinforced in the process of acquiring new skills). The course includes whole class writing activities joined with individualized, untimed Expert Trials and Challenge Exercises. This series can be introduced in preschool or kindergarten and completion is expected to be reached by the middle of second grade, if not sooner. Over forty percent of students who begin in kindergarten will likely finish the ball-and-stick portion of this series by the end of first grade. Entering students should be assessed for proficiency and placed at the appropriate level. The Penmanship Series may overlap with the Orthography Series. Exercises are designed to improve fine motor skills; develop application knowledge of calligraphic techniques; improve discrimination recognition between similar graphic symbols; automatize students’ handwriting (by “chunking” letter strings into phonetic units and encoding high frequency letter combinations into “muscle memory” gestural movements); while simultaneously developing letter-sound associations as well as letter-symbol associations, as in “The Scapegoat”:



Whoops! Wooly poodle. What a puddle.

Woof, woof went the pooch.

Whoosh! Out shot the broom. Poor pooch!

Swoosh! Out shot the boot.

Hop went the pooch. Poor pooch!

Slop plop slosh went the mop.

Flop went the pooch. Poor pooch!

Shoo shoo pooch!

Whop went the foot

To the roof shot the pooch Poor pooch!

Boohoo!

Pooch ha a booboo Poor pooch!

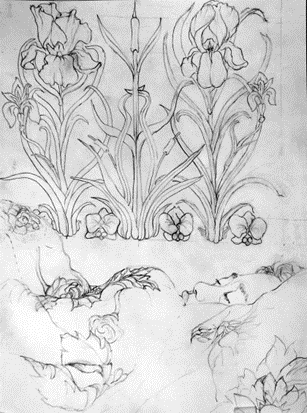
Throughout this series, care is taken to introduce constructs in a manner that enhances retention and recall while decreasing interference. It is generally accepted that motor learning is easily automatized yet difficult to extinguish once dysfunctional learning has been habituated (that is, bad habits are hard to break). Exercises in this series target specific skills through a strategy of holding all (or as many as possible) variables constant while the factors that delineate the targeted visual discrimination or motor skills are varied. A simple strategy related to this concept can be easily visualized by studying the organization of letters presented during whole-class symbol discrimination and writing exercises (e.g., oad-oce-ocu-dbpq-gy-uy-oadg-ft-vr-ij-nhk-unmwv-sz VWMNZ-KXY-HFEBA-ITLJ-UCOQG-DPR-ZS 62-5380-17-94). Other targeted procedural skills include alphabetization of words and initial sound recognition. Initial sound recognition is accomplished by requesting students to read and write words that vary across initial sounds while ending sounds are held constant (pattern words) thereby reducing cognitive load and promoting generalization (e.g., at, bat, cat, fat, hat, pat, rat, sat; an, ban, can, Dan, fan, man, pan, ran, tan, van; etc.). Fine motor skill dexterity is targeted, with an emphasis on producing legible and appealing graphic symbols in print using modified ball-and-stick model and in cursive using simplified D’Nealian script as a model. Within the first week of kindergarten, most students should be reading (with cadence), writing, and comprehending sentences similar to, “The fat rat sat on the cat in the flat hat.”

*The Sticky Licks Reading Series*: presents forty-four unique grapheme-phoneme associations in “regularized” patterns chunked into small groups of associated clusters. Such a structure is compatible with the natural tendency for young children to “generalize” (often over generalize) constructs inherent in what they have learned. In each reading, grapheme-phoneme pairs are presented at high frequency in structured settings (initial exercises are absent of confounding phonetic items, later exercises juxtaposition irregularities) replete with wordplay, fanciful double and triple meanings, unusual phonological constructions and oddities, tongue twisting articulations, logical and phonetic torsions such as spoonerisms (see: examples below). Wordplay has been shown to direct the attention, and increase the arousal of prepubescent children. In turn directed attention and high arousal levels are associated with higher levels of learning relative to student time-on-task The Sticky Licks Series, with its flexible use design, provides the teacher with many opportunities to enlist the benefits of review-with-elaboration thus deepening learning while variably targeting multiple interdependent learning objectives (related to: phonics, orthography, vocabulary, comprehension, sarcasm, irony, morphemes.) The evaluative levels (literal, inferential, contextual, symbolic) that The Sticky Licks Series accommodates, provides for instruction on a range of student performance levels; while maintaining high student arousal across levels. High engagement, achieved through vigorous discourse between students, leads to enhanced comprehension and improved learning outcomes. Motivational maintenance strategies integrated with instructional practices increases engagement. Instructional protocols (nonverbal immediacy behaviors,) utilized with the Sticky Licks Reading series instructors employ nonverbal pedagogical protocols that provide for emotional scaffolding and focus attention on targeted leaning objective and facilitate fast paced, whole class and individual responses. Prosody for understanding. Multiple interpretations… provocative content and subjects contextually relevant to the learner

*Lexicon Series*: This standalone series involves the study of American-English word forms, specialty-use words, and words representing higher order constructs (vocabulary infrequently encountered in casual conversation) arranged in conceptual families along with the study of orthography. Included are: Latin and Greek morphemes, affixes; prefixes suffixes, infixes, agglutination (of morphemes), root words, collocations (word strings, fixed expressions), compound words, loan words, idiomatic expressions, irregular word forms, acronyms, inflections, word derivatives, phonemes (distinctive unit sounds), confused and frequently misused words, frequently misspelled words, phoneme-grapheme variations, specialized words and language used in various academic, social, historical, and cultural contexts. This series overlaps with subject disciplines across the curriculum. Comprehension is the reason for reading, and vocabulary plays a significant role in comprehension. Additionally, the Lexicon series is revised every few years. Revisions add new lexical “families” and extractions from widely distributed scholarly readings; revisions are also guided by item analysis output generated within MARC’s integrated environment.

*Orthography/ Reading and Writing Series*: This series includes class-wide choral reading of lexically controlled texts aligned with formative Expert Trials and Challenge Exercises, which are designed to expedite the transition from simple letter recognition to fluid reading with comprehension. In this series, Experts and Challenges are each independently numbered, but the units align. This series should be initiated by the beginning of the second quarter of kindergarten, if not sooner for advanced students. The Orthography series enables students to build large repertoires of sight words and phonetic decoding skills in a relatively short period of time, while at the same time building on previously mastered skills. It begins with simple English language conventions, such as phonetic spelling and pronunciation patterns (i.e., fat-fate, hat-hate, rat-rate, bit-bite, kit-kite, an-and, ban-band, kiss kill, miss-mill, rat-rot-rut, rate-rote-rite, beak-bleak-streak-creak-wreak-weak). It progresses develop deeper phonemic awareness within the context of words and simple sentences (short and long consonant and vowel sounds; consonant blends bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, sk, sl, sp, st, sw, spr, str; digraphs ch, sh, th, wh, ng, nk; diphthongs oi, ow, ou, oo as in book, oo as in moo; and control “r”). Expert Trials introduce pattern words by initial sound (e.g., cot dot got hot not / let get met jet bet set / bun fun pun run sun / bin din fin kin pin sin tin / Ken men pen ten den hen / bag gag nag rag sag tag), and the Trials progress through identification and manipulation of phonemes in structured word families (with intent of reducing the deleterious learning effects of high frequency English words that exhibit the highest rate of irregularities). Expert Trials culminate with compound words, simple morphemes, root words, and inflected words. As students move through higher Challenge levels, words from Expert spelling trials are incorporated into sentences that are read as a whole-class choral, and they are practiced with various vocal intonations that alter meaning and/or are associated with punctuation (e.g., Challenge Exercises require students to individually compose sentences from a restricted list of pattern words and sight words). Higher Challenge levels introduce capitalization conventions (beginning sentences, proper names and places) and punctuation conventions (end punctuation) are introduced and required for mastery. The even higher numbered Challenge Exercises introduce parts of speech (nouns, verbs, adjectives, pronouns, conjunctions) and more sophisticated sentence structures with antecedents and transitions words.

*Syntax and Semantics Series:* This series is comprised of Expert Trials and Challenge Exercises combined into one series, which follows a numbered sequence. This series also incorporates short writing assignments, direct instructions, and rapid formative feedback, so the students acquire facility with standard English conventions. There are numerous concepts covered: parts of speech (nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections); inflections (plurals, comparatives, etc.); sentence types (declarative, interrogative, exclamatory, imperative); tense (simple present, present progressive, simple past, past progressive, present perfect simple, present perfect progressive, past perfect progressive, future simple, future progressive, conditional simple, conditional progressive); person (first, second, third); case (subjective, objective, possessive) word order (SV, SVO, SOV, VSO, OVS etc.); Clauses and sentence structures (simple, independent clause; compound, multiple independent clauses; complex, independent clause with at least one dependent clause; compound-complex, multiple independent with at least one dependent clause). Additionally, parallel sentence structure, rhetorical devices and figurative language Exercises are included.

*Visual Arts Series*: This includes Challenge Exercises only, and it can be paired with cross content-subject exercises. The Visual Arts Challenge sequence includes a Two-Dimensional Drawing Module, Color Studies Module, and Three-Dimensional Design Module. The Drawing Module covers linear and curvilinear perspective (one point, two-point, four point, spherical, and natural); relative motion and/or vantage of viewer (rotation, inclination, radiation, and all permutations); atmospheric perspective; drawing from nature; and portrait and figure drawing. The Color Studies Module covers the anatomy and physiology of color perception; color physics; and simultaneous contrast studies (in the manner of Joseph Albers). The Three-Dimensional Design Module includes: scale model design (drafting); scale model materials and techniques; materials and cost estimation, fundraising, construction planning and scheduling

*Human Anatomy and Physiology Series*: In this series, Experts and Challenges are sequentially numbered. Experts exclusively test for students’ capacity to accurately recognize, label, and understand anatomical components; experts do include short answer power exams. Challenge Exercises are all comprised of extended essay questions that overlap with writing classes, so, naturally, composite scoring (which evaluates punctuation, spelling, grammar, and word usage) is used. The Human Anatomy Series covers various human structures and systems, including skeletal, muscular, integumentary, digestive, dental maturation, renal system, respiratory, cardiovascular, lymphatic, nervous, and endocrine.

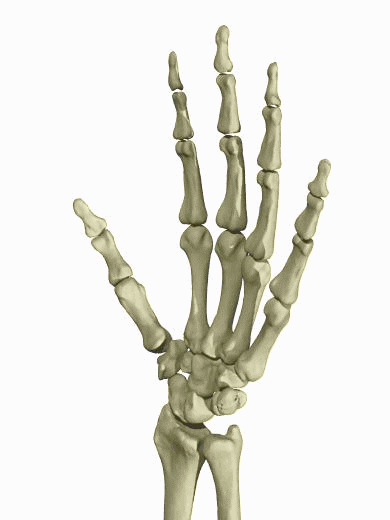
*cava*

*vena cava*

*right ventricle*

*pericardium*

*n artery*



*In addition to the content-subject series:* textbook support and course reference texts are reviewed and supplemented on a year-by-year basis; current adoptions include: Hewitt, Paul G. Conceptual Physical Science/ Comparative Politics: Barrington, Lowell. Structures & Choices/ Bittinger, Marvin L. Intermediate Algebra/ Rockswold, Gary K. Algebra and Trigonometry with Modeling and Visualization/ Hughes, Deborah. Calculus: Single Variable/ Moore, David; McCabe, George; Craig, Bruce. Introduction to the Practice of Statistics/ Brown; LeMay; Bursten. Chemistry: The Central Science.

|  |
| --- |
| *Challenge Trial Procedures:*   1. Students must meet or exceed minimum threshold numbers to meet minimum requirements.    1. Content requirements are not time dependent: They may be met in two semesters or sooner    2. Students move to sequential content when requirements are met regardless of term or semester    3. Students receive “Course of Study Credit” when threshold has been met or exceeded    4. “Time in Residence” and “Course of Study Credit” are not synonymous 2. No ceiling effect/ unencumbered access to appropriate level of difficulty: No constraints shall be placed on student progress which reduces the possibility of measuring further growth. No student must wait    1. Students shall not be required to wait for lectures to attempt “Experts” or “Challenges.”    2. Students must not be required to slowdown or wait for the class to “catch-up.”    3. Students may attempt more than one trial during a designated proctored time.    4. Proctoring protocols must be standardized such that all instructor are allowed to proctor 3. No accumulated ignorance effect/ embedded self-leveling challenge effect: Students advance through sequential content relative to their functional level.    1. A Trial not mastered, shall be attempted during the next proctored opportunity.    2. Challenges not mastered must have all errors corrected then resubmitted.    3. Difficulty stepping between sequential Trials (Challenge and Expert) is roughly equal and achievable in the allotted time (1:1 power ratio) with directed effort but not without.    4. Avoidance of cherry picking: Students may not attempt Trials beyond target mastery range (spread 3 not mastered beyond last mastered).    5. Content difficulty may require multiple years, if mastery is too slow, instructor interventions are required (three or more attempts on any one Expert or Challenge without mastery)    6. Students must demonstrate targeted skills upon mastery, assessed with independent measures. 4. Record Keeping: Accurate and cumulative records must be maintained from year to year    1. Average minimum mastery pace per five contact days shall not be less than 2.4 (any slower rate interferes with motivation) (if mastery rate is too slow teacher interventions are required)    2. Accurate, real-time, student performance records must be maintained daily    3. Assessment instruments and dynamic assessments protocols shall be standardized; within and between classrooms    4. Data entered in MARC must be “clean” and must not be confounded with other data (e.g., extra credit, down grade for late submission)    5. At the beginning of the academic, year students must start series at the number they ended the previous year. Accurate end “numbers” must be entered in MARC.   *Challenge Exercises*: serve as the “application” of knowledge component of the overall project design and focus predominantly on procedural knowledge and skill development; application of problem solving skills, and generalization of declarative and procedural knowledge    If the maximum Expert Trial error rate or time limit is exceeded, the student formulates Need-to-Know questions, participates in preceptorial activities, and/or several other intervention re-teaching activities. If an Expert Trials is not “mastered” the same Expert Trial (or a parallel assessment with the same sequence number) is retaken the next day. If time and error rate is at or less than the cut score, the next sequentially numbered Expert Trial is attempted. If a student wishes, and the allotted time permits, the next level may be attempted during a single proctored session. There is no penalty for repeating levels that have not been mastered and no student is ever required (nor may they) to repeat an Expert Trial they have already mastered. Mastered Expert Trials are filed, by students in their personal portfolio. Only the date each Expert Trial is mastered is recorded, by students on the “Incentive Chart” and by the instructor, in the official record (see: Expert Trial Incentive Chart, this page).  Challenge Exercises represent the “application” of knowledge component of the overall instructional design and focus predominantly on the development of procedural knowledge, expansion of problem-solving skills, and generalization and application of declarative and procedural knowledge in unique circumstances. The Challenge Exercise protocols and design provide extensive feedback loops (i.e., goal directed effort ⇄ corrective feedback). Challenge Exercises are included in classwork and comprise a substantial percentage of the homework assigned.  Challenge Exercises are sequentially numbered with higher numbers corresponding to increasing sophistication of cognitive demands and require cumulative content knowledge recall. However, it does not always follow that higher numbers represent greater difficulty. Similar to the Expert Trials, the difficulty level of sequentially numbered Challenge Exercises decreases abruptly when new concepts are introduced and increase incrementally as the intricacy and depth of constructs and skills are developed (both forward and backward chaining skill development strategies are imbedded within the Challenge design). Unlike Expert Trials, Challenge Exercises do not have cut scores, after receiving feedback students correct all their errors and resubmit their work for evaluation. Only on-time good-faith-effort and error-correction data are recorded by the students, in their personal records, and by the instructor, in the official record (see: Challenge Summary Record this page). Challenge Exercises are embedded and sequentially numbered within several of the subject content series Expert Trials. Typically, Data generated by the completion of these assessments makes it possible to determine rigors-but-reasonable goals for individual learners and learner grouping (contribute to the assessment of instructor effectiveness. (See: MARC). Patch Books Finger Books / Reading / Writing / Drawing Series |

*General Postulates*:

1. Language ability, mathematical-logical reasoning, abstract thinking, cognitive power, and crystallized intelligence are not inextricably entangled with age (i.e., cognitive stage is not synonymous with chronological age and is not fundamentally or solely driven by biology). Effortful learning over an extended period of time in a supportive environment can produce prodigious expertise (creativity/talent/skill/knowledge) at any age.
2. Children advance through sensitive stages of cognitive, linguistic, and social development. Critical phases of development and learning interact with past and current experience to produce broad variations in student ability and readiness at widely varied ages.
3. Failing to recognize, stimulate, reinforce, and develop emergent talents and creativity, during sensitive stages, may significantly diminish a child’s long-term potential.
4. Exposing children to abstract thought at an early age enhances the development of their thought processes and positively impacts their future learning ability.
5. Exposing children to cognitively challenging and creative tasks, during sensitive periods, can enhance the effectiveness of present and future learning behaviors and strengthen cognitive ability.
6. Fluid intelligence is affected by motivation, opportunity, and environment.
7. Throughout childhood, every child will intermittently exhibit splinter skills indicative of brilliance. Strategic reinforcement can stabilize these skills at their high point. Ignorance off their occurrence can extinguish them.
8. Every child should be provided with the opportunity to engage and develop his/her unique, emergent gifts and reap the subsequent rewards.
9. Childhood should be a safe period of intense curiosity, unquenchable questioning, creative production, intense consumption of knowledge, tenacious pursuit of deep understanding, and the development of prodigious skills.
10. Educational practices should stimulate the innate human thirst for knowledge and understanding. Intrinsic motivation should be the driving force for student learning.
11. Childhood should be a sheltered transitional period in which children learn and develop adaptive behaviors, consistent with high moral and social values, that are requisite to meet the survival demands of adulthood.
12. Childhood experiences function as cognitive and social preparation for adulthood. What one values and how one behaves in childhood is predictive of adult values and behaviors. Adult guidance and modeling can greatly impact a child’s future values and behavior.
13. Segregating children into strict age groupings limits opportunities to develop diverse social skills, intellectual resilience, and cultural competencies. Strict same age grouping yields a childhood culture with a dearth of behavioral variance, propagates intolerance of individual difference, and diminishes children’s native cooperative spirit.
14. Fluid ability is multifaceted and can be uneven, across cognitive modalities, in typical as well as learning disabled children. Typical students often exhibit splinter skills and are not a homogeneous group of learners.
15. Same age children vary in range of subject matter exposure, the depth to which they comprehend concepts, and effectiveness of learning behaviors. Past opinions of age-appropriate instructional level lack reliable research support. When these opinions are used to limit content exposure or direct teaching practices the majority of students do not receive instruction consistent with their functional level.
16. Student learning behaviors influence comprehension, acquisition, retrieval, generalization, and application of knowledge.
17. Learning-to-learn is a legitimate topic of instruction when presented in concert with curriculum content.
18. Organization and presentation of curriculum content influences comprehension, retention, recall, generalization, and effective use of knowledge.
19. The limitations of time and the scope of the curriculum that “should” be taught are such that teaching efficiency is a necessary concern while designing instructional strategies.
20. Motivational factors influence attention, effort, and the rate and depth of learning.
21. Learning is not a single memorial process but is plexus of mediating mental process including conceptual scaffolds, informational chunking, and generalizations.
22. Proactive metacognitive learning strategies can be taught and can enhance a student’s ability to learn.
23. The goal of formal education is not only the passage of content knowledge to the following generations, but includes development of insight and the promotion of creative, and nontrivial problem-solving capability.
24. Childhood can be a cauldron of absurdity or love-of-life nursery. Educators wield the pivotal ladle, not the lad!

*Instructional Level*: No student grouping is educationally and developmentally homogeneous. Same age, same grade students are never completely homogeneous in regard to academic preparation, family or peer support, drive, or developed talent. With the realization that all schools are comprised of individual students whose learning characteristics vary widely from student to student, it follows that groups of same age/grade students also vary widely in their specific needs relative to strengths and weaknesses; and each student has a unique learning profile. At *GF*, students receive instruction at their functional level and are allowed to capitalize on their personal and cognitive resources differences. Although most classroom membership *is* comprised of students of different ages and grades, students within each classroom display comparable levels of procedural skill and declarative knowledge. To ensure appropriate courses or classroom placement, transfer students’ baseline skills and knowledge are estimated utilizing a variety of measures. Placement level of returning students is determined utilizing each student’s prior year performance outcomes. In order to reduce variance, students are selected for classroom membership, based on academic level not age or grade. The more homogeneous students’ academic range, within a classroom, the more opportunity the classroom teacher has to provide instruction at an optimal level for every student. Although attempts are made to minimize spread within each classroom, it is not possible to eliminate all academic variance. In addition, the slope and timing of every student’s learning curve fluctuates independently; with bursts and plateaus occurring outside of easily predictable patterns, adding to variance between students over time. Even in the most academically homogeneous classroom, effective and efficient instruction, itself, produces variance in students’ functional levels. Consequently, *GF* instructors are trained in a variety of pedagogically sound techniques to teach on a range of levels simultaneously.

*Instructional strategies* which address variations in student knowledge and functional level include an open-ended content design which allows students to progress at their own pace without being restricted by neither grade-level-content barriers nor lock-step-pacing. Instructional scaffolding techniques are designed to promote self-sustained student learning in a competitive but support environment. Instructional level and rigor are continuously adjusted to meet each student’s challenge level (threshold where content can be mastered only through effortful learning) but not overwhelm students (failure threshold: content cannot be mastered without significant help or unrealistic effort). Self-leveling instructional materials and system design ensure that each student receives instruction at his/her individualized challenge level (zone of proximal development, ZPD). Curricular and system design ceiling effects (constraints on higher than grade level achievement) and cumulative-failure effects (weak prerequisite skills due to years of poor instruction and/or low performance expectations) have been remove. No student is required to wait for another student to learn, nor is any student driven so hard as to experience inordinate frustration. During the second year of attendance, most students accelerate beyond traditional grade level goals. Although students are empowered to control their own progress, they must meet or exceed minimum criterion referenced expectations. If a student is not learning at a rate commensurate with ability, teachers and staff ‘do what-ever-it-takes’ to ensure academic success for every student.

*Classroom Membership*: Although, *GF*’s curricular objectives are aligned with national and local academic standards, most GF students, over time, will exceed those standards (students may progress more than one academic year in one calendar year.) GF does not constrain instructional level relative to a student’s age or grade. Intra-classroom performance variability is reduced through multi-age multi-grade classrooms. Students are selected for classroom membership based on academic level and learning behaviors not age or grade. Multi-age, multi-grade classrooms ensure appropriate instruction level for each student. Multi-age multi-grade classrooms allow for a mix of older and younger children facilitating a broad range of natural and desirable social behaviors (e.g., nurturing, spontaneous cross age cooperation, teacher-learner flexibility). Tutors are selected based on grasp of the content not grade. Older students may help younger students or receive help from younger students. All students are expected to be both patient tutor and receptive tutee.

*Classroom Dynamics*: Although every classroom is a unique potpourri of personali­ties, the classroom instructor has substantial influence in shaping students’ interpersonal behaviors. The teacher is trained to use practices focused on helping students develop social interactions which facilitate an esprit de corps; creating of a supportive, risk-free learning environment. The socio-dynamics in each classroom radiates an ambiance which includes the following:

* an appreciation and acceptance of student differences and a recognition that each student is worthy of respect, can make meaningful contributions, and each has the responsibility to contribute to the classroom community
* a reverence for civilization’s tradition of protecting its children; in that those children may acquire the knowledge and wisdom to themselves become the bearers of civilization and the stewards of the next generation of children
* an expectation that every student has the ability to reflect upon his/her prior experiences and make responsible academic and social choices.
* an expectation that mistakes are part of a continuous process of improvement and a readiness to forgive ourselves and others.
* an awareness that what is learned today (e.g., content, social skills, knowledge, control of one’s own learning) will impact each student's future (e.g., financial, intellectual, professional, emotional). What you choose to do today will determine what you are able to do tomorrow.
* an enjoyment of learning and excitement for sharing knowledge with others

*Shared Tenets:*

* GF’s purpose is to provide its students with equal access to high quality education.
* The role of the teacher is to motivate student learning and provide equal access to knowledge and enlightenment.
* Students shall self-regulate their behavior and learning, shall be participating classroom citizens and promoters of a knowledge-oriented culture.
* Although students are expected to resolve differences equitably, the classroom teacher is the final arbiter when students choose not to resolve difficulties
* Everyone is expected to be both student and teacher. Everyone has the responsibility to help every other individual learn (the instructor will provide guidance in "good teacher practices" and "good student behaviors").
* Every student has the right to learn. No student has the right to interfere with another’s learning.
* No one is capable of forcing anyone to learn. Every student has the right to fail and the ability to succeed.
* Students’ innate curiosity, emergent talent, and drive "to know" shall be cultivated in a supportive environment.
* No student's success is dependent on another student’s failure.
* Each student shall be treated as an equal and valued member of the “whole” and individual differences treated as non-expendable characteristics of the “whole” identity.
* The expression of acumen, responsible conduct, and socially compassionate citizenship, are among the beneficial goals related to GF’s behavioral and academic expectations.

*Instructional Domains:* (cognitive, affective, psychomotor) embedded with formalized instructional activities include; teacher driven *Global Lectures*; student driven *Need-To-Know* discussions; Want-to-Know Symposia; direct instruction in *Metacognitive Knowledge* and *Metacognitive Skill Development*; *Heuristic Discussions and Activities*, *Preferred Activities* (Individual and Small Group Gating;) cooperative group projects, individualized learning plans; classroom etiquette and protocols, various motivational strategies, *Non-verbal classroom management;*  nonverbal shaping *Teacher Mentors*, *Student Mentors*; Student Tutors, Student Guides, *Feedback* and intervention. *Oral Activities*, *Choral Review*; *Choral Exercises*; *Call and Response Oral Activities;* *Preceptorials;* *Town Hall Forums*; student driven classroom management schemes; and *Read-ins;* *Whole Class Laboratory Investigations*

*Oral Activities*: Structured oral activities reinforce content knowledge and greatly increase the efficiency of the learning process. Oral strategies are used to: reinforce knowledge scaffolds, meaningfully associate conceptual “chunks” and imbed content knowledge into long-term memory. Large knowledge domains are compressed into hierarchical chunks. These activities include: choral rehearsal, choral review, call and response, oral gating, reciprocal peer coaching, and collaborative teaching. Daily oral exercises provide opportunities to develop student attending-behaviors such as: self-directed attention, selective attention, divided focus, attention intensity, and reflective thinking.  Effort is made to both generalize and internalize (automatize) productive learning behaviors.

Choral Review: are of a short duration and high frequency. Choral Exercises may occur throughout the day. These Reviews provide opportunities for: rehearsal with elaboration; reactivation of previously learned content; cognitive consolidation (i.e., lecture content is condensed into nomenclature with organizational, conceptual, and often mnemonic value); shaping automatic learning behavior (tempo and disposition), and stimulation intrinsic motivation. Choral reviews are surprisingly effective at establishing a pace and arousal level that continues throughout the day. When executed effectively, they are exceedingly fun for the students.

*Choral Review:* General Objectives

* Produce high arousal
* Improve metacognitive skills
* Provide distributed rehearsal
* Develop hierarchical schemata
* Activate cognitive compression
* Facilitate mixed response levels
* Produce high student motivation
* Shape desirable learning behaviors
* High frequency, low-cost accountability
* Reactivate previously learned concepts
* Tax long term memory, stabilizes recall
* Elevate transferable attention and arousal
* Prime new learning, constructs, & concepts
* Construct schema to assimilate new learning
* Increase frequency of opportunities to respond
* Improve receptive & expressive no-verbal skills
* Improve active engagement & focused attention
* Link divergent constructs; new information to old
* Develop chunking, cue and mnemonic strategies
* Promote confidence with low emotional exposure

*Choral Review Features*:

* ***Frequency / Distributed Rehearsal***: Choral Exercises are scheduled daily and spontaneously utilized throughout the day. Targeted content is distributed over time and memory traces are reactivated.
* ***Duration*:** Exercises take from 5 to 15 minutes.
* ***Consolidation, Mental Constructs, and Associations***: Previously learned constructs are associated with new constructs (thus avoiding the memorial isolation effects of “pigeonholing”) re-associating and strengthening memory traces (i.e., neurons that wire together fire together).
* ***Increases Working Memory Capacity*:** Instructor utilizes “successive approximation” strategies to extend the temporal endurance, item capacity, and resilience to distraction of students’ working memories.
* ***Rhythm / tempo*:** Tempo is rapid. Shifts between concepts are conceptually connected and seamless.
* ***Voice and volume***: Student voices are of medium volume. The group voice is blended harmoniously (each voice can be heard; no voice is heard above others.) Voices are synchronized and all students start and end together (no student races ahead). Voices are lucid and distinct. Instructors learn to “selectively attend” to specific voices, providing opportunity to use non-verbal feedback loops to “shape” individual student motivation, confidence, and attending behaviors.
* ***Non-verbal communication***: Teacher utilizes facial expression, eye contact, posture, subtle gestures, and physical proximity to increase attention levels, focus, participation, and confidence. Teacher enlists eye-fix and eye-contact, in a non-disruptive and high-frequency style, encouraging individuals with low participation rates or low confidence to join in the Choral Exercises. Utilizing scanning, facial expressions, and sampling, teacher assesses and assures full and continuous participation. Teachers frequently employ subtle reinforcing gestures to encourage those who begin to respond and ensure that those who have been responding to continue responding.
* ~~~~***Reasoning*** ***Heuristics /Analogies***: Fast and frugal coding simplifications, that are actively constructed, have the effect of significantly reducing cognitive load. The process of forming parallel analogies, models “thinking” and mnemonic strategies that have a high probability of being adopted, adapted, and generalized by individual students to understand and solve novel problems.
* ***Fade*:** A teacher will diminish visual and auditory cues as the group proficiency and cohesion increase.
* ***Mixed Response Levels***: Instructor will use plethora of non-verbal communication devices to cue whole group, part group, and individual response. If mixed response cues are used to develop desirable behaviors in an individual, a teacher will intermittently move from whole group responses to individual until desired response and engagement behaviors are continuously exhibited (shaping through successive approximations).
* ***Mastery*:** Teachers will initially rehearse cognitively compressed content in conceptually sequenced order (cognitive map, display based map, mental maps). When whole group confidence is evident, the teacher will modify the response expectation to an alternate, more challenging order. When confidence is again evident, the teacher will randomize the response expectation. When confidence is again evident, the teacher will remove the mastered rehearsal target from the daily list of topics to be rehearsed and place it in the “hiatus list” for subsequent intermittent review.
* ***Learning*** Probes: The teacher will use “Oral Accountability Probes” to check for: recall efficiency, mastery level understanding, level of confidence (individual and group), intentional extensions (transfer, generalization, extrapolation, problem solving transfer, or active knowledge construction), fluid response dexterity (the ability to associated targeted knowledge with previously learned material in a unique unrehearsed but conceptually sound manner).

*Phat Stacks Expert Trials En Mass Administration SOP:*

1. At the scheduled time, instructor identifies students to be evaluated (taking spelling trial)
2. Standard Classroom Protocol: Without being instructed to do so: Students identified as in the test group:
   1. Retrieve/ensure they have a clean sheet of paper, eraser, at least two sharpened pencils.
   2. Student writes name in the upper left-hand corner, trial number in the center, date in the upper right-hand corner. Note: Students should where to find the resources they need and their trial number.
3. While proctoring the Trials the instructor walks around the room and monitors whole-class on task behavior.
   1. Instructor calls the student’s name then “articulates” the spelling word.
   2. Instructor then repeats the word, breaking it into syllables.
   3. For homophones, the instructor uses the word in a sentence.
4. As the instructor continues to stroll the room and students begin to complete their Trials, the instructor marks the incorrect words (while standing next to the child) on the students’ papers and writes the number correct at the bottom and writes “Master” (if 80% or better) or “Retake” (if less than 80%) at the top
5. Instructor returns the trial to the student.
6. If the trial is a “Master” students mark the appropriate subject incentive chart with the date.
7. And file mastered trials in their portfolios.
8. When Trial is a “Retake” students take it to “Kneed-to-Know for discussion and/or home for homework
9. And come to school the next day ready to pass the Trial.

*Interactive Global Lectures:* are whole class instructor directed dialogues (often dialectic) of targeted content in which knowledge scaffolds and schemata are actively constructed. Although lectures are teacher guided, students are encouraged to make rational deductions and predictions in the process of constructing scaffolds. The instructor, through a host of verbal and non-verbal techniques, ensures students’ active engagement, heightened levels of arousal, directed focus (every student is attending 100% of the time), and a high frequency of opportunities-to-respond. Global Lectures resemble Socratic dialogues, in that, not only is there a high frequency of strategic questioning but probing-analytical questions encourage students to reason logically as they develop mental constructs. The instructor ensures that the content goals are fully acquired and all students have mastered the targeted content, prior to the end of the grading period by with the use of “task-end-analysis” and analysis of student progress to inform lecture scope and sequence.

MASTER

Those trials that meet mastery criteria go to teacher.

EXPERT ATTEMPT

Students attempt Expert. If student finishes before

time limit lapses, next level may be attempted or student may work on Challenge

CERNTRAL FILE

Teacher stocks classroom file from central file

STUDENT FOLDER

Student maintains folder with 3 Experts ahead. Student examines trials not yet attempted and prepares questions for Need-to-Know discussion

EXPERT TRIAL PAPER FLOW SOP

SCORE

Students who finish early.

Errors are circled.

Only markers at scoring table.

TEACHER RECORD

Verifies mastery criteria has been met and records in

MARC by date.

Teacher initials and returns to student

DOES N0T MASTER

Trials that do not meet mastery criteria are returned to student

REVIEW

Student formulates specific Nee-to-Know questions

Student retains trial for study at home, prepares to master same level next day.

Student stocks personal file

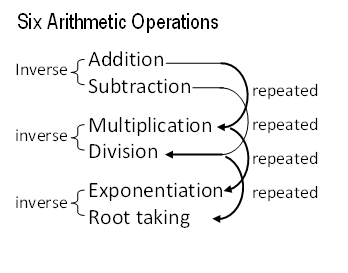
PORTFOLIO

Student inserts Trial in order of most recently mastered on top. Portfolio provides “proof” of mastery and record of growth curve.

STUDENT RECORD

Student records mastery date in personal record and on incentive chart

Targeted content is organized and presented utilizing a “simultaneous instructional model” rather than the traditional “sequential model. That is, the “Big Picture” is the first topic of discussion; “Global” concepts that summarize targeted learning objectives are introduced before topic details (i.e., a scaffold is constructed, on which to hang subordinate-constructs / hierarchical schemata). As details are introduced, they are related back to the “Big Picture” and previously introduced schemata. Students are required to develop notetaking skills utilizing a modified Cornell / Metacognitive template. Students are allowed to use electronic devices provided they are not used for any other purpose than academic, during school hours. Instructors construct “cognitive maps” to assist student understanding of relationships between “chunks” of knowledge. An example of one such “cognitive map” is the “Arithmetic Counting Operations” illustrated on this page. Instructors are trained to engage students at different levels of confidence and knowledge simultaneously within the lecture environment.

*Cognitive Maps*: Visually condensed model of a concept such as the Six Arithmetic Operations, Expert Trial Paper Flow, SOP,

*Need-to-Know Discussions*: are whole class student directed discussions. Students identify areas in which they need further explanation and formulate and submit specific questions to the instructor prior to the Need-to-Know discussion. The instructor organizes and groups the questions. During the interactive discussion, students answer questions, and the instructor elaborates on their responses (if needed.) Additionally, through the use of various non-verbal techniques, the instructor shapes students’ critical analysis, logical reasoning, and dialectical thinking. The instructor provides explicit instructions and guided practice while displaying learning-to-learn behaviors, including; a variety of prob­lem-solving strategies, self-monitoring skills, and self-directed learning with self-questioning. If a student fails to complete an assignment but has made a good-faith-effort the student formulates specific question in preparation for the "Need-To-Know" discussion. Students maintain a Need-to-know “Question Log” along with the most economical and reasonable answers to their questions.

*Continuous Assessment:* Challenge and Expert trials are administered daily, provide for continuous evaluation of “growth” and support high student accountability. They fuel data driven feedback loops in each subject. They measure individual student’s progress rather than group performance, however when the data is analyzed as grouped data, they are a reliable measures of instructor effectiveness. Expert Trials build knowledge constructs through “cumulative learning” and strengthen recall through “distributed-practice” (subject matter engagement is spread intermittently over time). Expert Trials additionally, generates evaluative data that is used to drive instruction, guides academic intervention, and identifies in-service needs of instructors. Unlike traditional summative exams, which are administered at low frequency (two to three times a semester) in long sessions; Expert Trials, which are administered at high frequency (every day) in short sessions, the Expert Trial model facilitates deep learning with high retention and recall. Traditional exams, at best, can only “sample” general aspects of the targeted learning goals whereas Expert Trials provide for fine-grained learning and fine-grained evaluation of students’ acquisition of the targeted learning, in real-time.

**EXPERT SHEET 96**  Exponentiation /

Repeated addition

NAME \_\_\_\_\_\_\_\_\_TIME \_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61 | = |  | 62 | = |  | 63 | = |  |
|  |  |  |  |  |  |  |  |  |
| 71 | = |  | 72 | = |  | 73 | = |  |
|  |  |  |  |  |  |  |  |  |
| 81 | = |  | 82 | = |  | 83 | = |  |
|  |  |  |  |  |  |  |  |  |
| 91 | = |  | 92 | = |  | 93 | = |  |
|  |  |  |  |  |  |  |  |  |
| 101 | = |  | 102 | = |  | 103 | = |  |
|  |  |  |  |  |  |  |  |  |
| 352 | = |  | 652 | = |  | 853 | = |  |
|  |  |  |  |  |  |  |  |  |
| 231 | = |  | 492 | = |  | 973 | = |  |

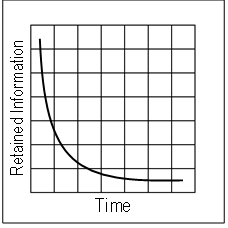
**©**David Jones & Associates **ERRORS** ≤2 TIME ≤10:00 minutesExpert 96

|  |  |
| --- | --- |
| EXPERT TRIAL | |
| LEVELS Should be attempted in numerical order. If level is not mastered return to the level before attempting a higher number trial. | TIME Record beginning time on the line. Record ending time above the beginning time. Subtract the beginning time from the ending time and write the laps time below line |

|  |  |
| --- | --- |
| ERRORS Maximum number of errors a to consider the level mastered. | TIME Maximum time allowed to consider the level mastered. |

Expert Trials are of a self-leveling design such that difficulty level is matched to each student’s proficiency level (challenge level). Expert Trials are easy to “master” if the learner understands the targeted content and become successively more difficult if the learner does not possess “deep” understanding. Such design allows students to reach their individualized challenge level quickly. Expert Trials provide objective criterion referenced measures of each student’s “mastery” of the targeted content.

# Expert Trials are used to evaluate learning effectiveness as well as participate in the consolidation of the target knowledge with prior knowledge. Trials specify a maximum testing time and a maximum number of errors (cut scores) for each level. If the maximum error rate or time limit is exceeded, a student must re-study and retake the same level the next day. If time and error rate is at or less than the specified “cut-score” limit, the next sequentially numbered trial is attempted. If students wish, and the allotted time permits, more Trial numbers may be attempted. Formative (the evaluation instrument is involved in both the teaching and evaluative process) Expert Trials help students rapidly progress to their challenge level (ZPD). Expert Trials are self-limiting; if the student finds the learning task relatively easy, s/he is encouraged to increase the rate at which the evaluations are completed. The Expert Trials are a mastery component in which students’ progress at rates commensurate with their effort. There is no penalty for repeating levels other than a reduction in rate of learning and delay in completing the requirements. If students complete the evaluation materials and other requirements prior to the time other students complete this work, the student may choose to accelerate their acquisition of knowledge and/or enter an elective class.

Typically, Expert Trials are proctored in each subject two to three times a week; contain from 12-30 short answer, essay, process, and/or construct questions (dependent on subject); and must be completed within fifteen to twenty minutes. Trials specify a maximum testing time and a maximum number of errors (cut scores) for each level. The anticipated “Mastery” rate average is approximately 2.4 trials for each subject, for each week of instruction, however there is no maximum rate (ceiling) and students may progress at rates commensurate with their effort and ability. Students participate with the instructor to ensure feedback is provided in close temporal proximity to effort; by the end of the time allotted for testing (approximately 15 minutes) the majority of students have their scored Expert Trials returned to them (see: Expert Trial Paper Flow). Generally, a Need-to-know discussion, in the subject area of the Expert Trial just completed, will follow immediately.

attempt

Master

Retake

Next

Trial

Need-to-Know

Feedback

*Challenge Exercises / Continuous Assessments:* Challenge Exercise procedures are both formative and evaluative. Challenge Exercises represent the “application” of knowledge component of the overall instructional design and focus predominantly on the development of procedural knowledge, expansion of problem solving skills, and generalization and application of declarative and procedural knowledge in unique circumstances. The Challenge Exercise protocols and design provide extensive feedback loops (i.e., goal directed effort ⇄ corrective feedback). Challenge Exercises are included in classwork and comprise a substantial percentage of the homework assigned. Challenge Exercises are sequentially numbered with higher numbers corresponding to increasing sophistication of cognitive demands and require cumulative content knowledge recall. However, it does not always follow that higher numbers represent greater difficul­ty. Similar to the Expert Trials, the difficulty level of sequentially numbered Challenge Exercises decreases abruptly when new concepts are introduced and increase incrementally as the intricacy and depth of constructs and skills are developed (both forward and backward chaining skill development strategies are imbedded within the Challenge design). Unlike Expert Trials, Challenge Exercises do not have cut scores, after receiving feedback students correct all their errors and resubmit their work for evaluation. Only on-time good-faith-effort and error-correction data are recorded by the students, in their personal records, and by the instructor, in the official record (see: Challenge Summary Record this page). Challenge Exercises are embedded and sequentially numbered within several of the subject content series Expert Trials. Challenge Exercises are not proctored or timed and students participate along with the instructor to ensure timely feedback is provided. Anticipated mastery rate is approximately 2.5 Challenge Exercises, for each week of instruction; however, there is no maximum rate (ceiling). Students may progress at a rate commensurate with effort and functional ability (see: Challenge Procedure Paper Flow, this page). Embedded in the Challenge series are a variety of cognitive primers and incidental topics used to inspire group discussion and elaboration.

CHALLENGE / SUMMARY RECORD

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Names | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 90 |
| *James Otis* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Lucy Stone* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Thomas Gage* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Abigail Adams* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Edgar Adrian* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Robert Frost* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Marc Chagall* |  |  |  |  |  |  |  |  |  |  |  |  |
| *David Nash* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Josef Albers* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Paul Cezanne* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Isadora Duncan* |  |  |  |  |  |  |  |  |  |  |  |  |

Challenge Level

Errors Corrected

Good Faith Effort

*Homework:* Students have “Homework Options” every day. The encouragement of goal-oriented behaviors makes most homework a pleasant and desirable experience for parents and students. Most students are able to complete homework assignments within one hours (with the exception of long-term assignments) however, some students require more time-on-task while others require less. Neither homework nor seatwork is busy-work, nor is it used as punishment (at school or at home). If a student is not completing homework on a regular basis and not using homework time effectively, it is recommended to parents that they limit study time to a maximum of one hour and note doing so, in the “Teacher-Parent Dialogue Record” that travels home and to school every school day. Most assignments are due the following school day; some complex assignments extend over a longer term but require incremental evaluations. Instructors check and record progress on homework daily.

Unlike the traditional concept of homework (e.g., homework is “practice”) *GF* homework requires the student to apply what has been learned to novel problems, investigate content yet to be taught, and is designed to challenge thinking, however students are not expected to spend an inordinate amount of "effortful" time on homework. Through development of their metacognitive skills, students learn to discriminate ineffective effortless work from effective effortful work. Although students are not discouraged from developing greater tenacity and spending more time on Homework and academic topics of interest, care is taken to avoid allowing a student to struggle to the point of frustration. If a student is not able, after a good faith effort, to solve or "figure-it-out" a problem, s/he formulates a specific question enters it in the “Need-to-Know Question Log” and finishes the remaining homework. This process facilitates the development of tenacity, problem-solving strategies, self-monitoring skills, and self-directed learning.

*Expert/ Challenge Conventions:*

Students reach minimum threshold numbers to meet requirements for course of study. Students receive “Course of Study Credit” when threshold “range” has been met or exceeded.

* 1. Content requirements are not time dependent: They may be met in two semesters or sooner
  2. Students move to sequential content when requirements are met regardless of term or semester
  3. Students receive “Course of Study Credit” when threshold has been met or exceeded
  4. “Time in Residence” and “Course of Study Credit” are not synonymous

1. No ceiling effect/ unencumbered access to appropriate level of difficulty: No constraints shall be placed on student progress which reduces the possibility of measuring further growth.
   1. Students must not be required to wait for lectures to attempt “Experts” or “Challenges.”
   2. Students must not be required to slowdown or wait for the class to “catch-up.”
   3. Student must be allowed to attempt more than one trial during a designated proctored time.
   4. Proctoring protocols must be standardized such that all instructor are allowed to proctor
2. No accumulated ignorance effect/ embedded self-leveling challenge effect: Students advance through sequential content relative to their functional level.
   1. A Trial not mastered, shall be attempted during the next proctored opportunity.
   2. Challenges not mastered must have all errors corrected then resubmitted.
   3. Difficulty stepping between sequential Trials (Challenge and Expert) is roughly equal and achievable in the allotted time (1:1 power ratio) with directed effort but not without.
   4. Avoidance of cherry-picking: Students may not attempt Trials beyond target mastery range (spread 3 not mastered beyond last mastered).
   5. Content difficulty may require multiple years, if mastery is too slow, instructor interventions are required (three or more attempts on any one Expert or Challenge without mastery)
   6. Students must demonstrate targeted skills upon mastery, assessed with independent measures.
3. Record Keeping: Accurate and cumulative records must be maintained from year to year
   1. Average minimum mastery pace per five contact days shall not be less than 2.4 (any slower rate interferes with motivation) (if mastery rate is too slow teacher interventions are required)
   2. Accurate, real-time, student performance records must be maintained daily

PORTFOLIOCLASSROOM FILE

Students use classroom file to stock personal folder

SCORING

Teacher Assistants mark errors or labels those with all errors corrected with “M”

Instructor reviews scored Challenges

Records “Mastery” directly into MARC (ALL’s data management system)

Returns to student

Students

Place Challenge on desk

Begin Expert Trial

CHALLENGE PAPER FLOW PROCEDURES

CHALLENGES WITH ERRORS

For those challenges without an “M” student rework

STUDENT MASTERY RECORD

For those with an “M” student records in personal log and places Challenge in portfolio.

STUDENT

After Need-to-know, revises Challenge and resubmits the next day

* 1. Assessment instruments and dynamic assessments protocols shall be standardized; maintaining instrument reliability and interrater reliability; within and between classrooms
  2. Data entered in MARC must be “clean” and must remain un-confounded.
  3. At the beginning of the academic, year students must start series at the number they ended the previous year. Accurate end “numbers” must be entered in MARC.

1. Expert Series and Challenge Series Inclusions and Selected Design Characteristics. Each content-subject series includes:
   1. Criterion referenced assessments with significant “depth of knowledge” demands,
   2. Reading comprehension questions,
   3. Writing (e.g., essay, short answer) questions,
   4. Includes nomenclature questions within content domain,
   5. Problem solving questions within content domain.

*Topic Reading Assignments*: Reading topics are assigned as both homework and in-school reading. Reading is expected to be completed IN ADVANCE of lectures and as related to some Expert Trials and/or Challenge assignments

*Content Grade*: (Academic Growth Letter Grade, top line, e.g., MATHEMATICS, LANGUAGE) Need-To–Know / Participation, Choral Review / Participation, and Homework Completion can often predict or explain an average grade. Outcome knowledge and skill acquisition are weighted more heavily than activities which are designed to support such acquisition. Therefore it is possible, although unlikely, that a student can receive negative evaluations in Need-to-Know, Choral Exercises, and Homework Completion; receive progress grades of A’s in Challenge Exercises and Expert Trials; and receive an overall grade of A in the content area.

Additionally, proprietary instructional materials are provided to assist instructors and students with difficult concepts and skill acquisition, including written and graphic Subject Content Support resources that are keyed to specific “Challenges” and “Experts,” along with concrete models and specialized equipment (laboratory apparatus, kits, models) that augment lectures, demonstrations, discussions, and experiments. The support materials include technology integration, as the internet’s resources are of significant value and provide for stimulating multi-media presentations. Software applications and web based instructional support tools are made available to both students and instructors. Many assignments and activities require internet connectivity. Instructors may access the internet and exhibit the output on large format LCD displays, during lectures or whole-group discussions. Content in many subject areas is also supported with traditional texts and reference resources.

*Teacher qualifications*: GF’s teachers meet Highly Qualified requirements. Certified teachers, including those holding certificates through an alternative to the State pathway, may teach in areas associated with their certificate(s)/endorsement(s). Entry level teachers and assistant teachers, at a minimum, must hold a bachelor's degree in the discipline of instruction, from an accredited institution of higher learning, with a 3.2 minimum GPA. GF’s hierarchy for the recognition of educator quality includes: Teacher Practitioner; Associate Teacher; Master Teacher; Instructor; Instructor Fellow; Master Instructor; Senior Instructor. Such ranking indicates the level of skill each teacher has demonstrated, through rigorous evaluation, extensive training, continuing post-baccalaureate education, and years of experience.

*Teacher Training:* In addition to meeting other qualifications, GF teachers and instructors are provided with intensive in-situ and formal in-service training. Although learning paradigms and instructional techniques utilized at GF are described in educational research literature, it is improbable that any teacher (State qualified or not) could develop sufficient procedural knowledge to meet the pedagogical demands of the twenty-first century and GF without direct and intensive training. It is unlikely that even the most seasoned teacher might be capable of meeting GF’s expectations without significant “procedural” training. In other words; GF Instructors are trained to apply the methods described in “Instructional Components” (in this document) effectively and efficiently. It is ineffective to simply tell teaches what to do and hope they can apply the strategies without active and intensive training!

*Content Flexibility/ Knowledge Resources*: Parents are encouraged to be involved in their children’s education and students are encouraged to work in groups in which each they are regarded as a contributing community member. Instructors facilitate an esprit de corps ambiance and cultivates a supportive, risk-free learning environment where one student's success is not be dependent on another’s failure. *GF* is dedicated to a learner-centered and knowledge-centered environment that maximizes the effectiveness and efficiency of learning activities and instructional practices. GF is committed to improving: student learning outcomes; instructor skills; the quality of curricular materials; and pedagogical efficiency through data driven design decisions.

*GF* recognizes parents as valuable partners in the education of their children however *GF* also recognizes that resources and opportunities vary widely between families. Consequently, those parents and who can and will invest time and energy in their child’s education are encouraged to do so. *GF* encourages parents to embark, with their children, on their areas of passion or expertise. *GF* will sometimes quote the Italian proverb, "GF roads to Rome.” (i.e., there are many ways to solve most problems), when children complain, "That's not the way my teacher does it." It is to a child's advantage to be exposed to divergent explanations and approaches to problem solving. *GF* does not expect parents to teach their children but does hope and encourage them to be involved in the instructional process.

Metamemory

Encoding

STM → LTM

Segmentation

Chunking

Linking new to old

Sequencing Schemes

Chaining

Mnemonics

Imagery

Peg, Loci

Cognitive Maps

Cumulative Constructs

Meta-attention

Directed

Focused-diffuse

Intensity

Internal

Managed

Category target

Divided

External

New

Threat

Change

reward

*Metacognition*: the knowledge, monitoring, and regulation of one's own mental processes. Students receive instruction in a variety of metacognitive and soft skill topics embedded within subject content instruction. Skills and strategies are explicitly taught, modeled and reinforced from both declarative and procedural knowledge perspectives. Students receive ample opportunities to practice metacognitive and soft skill techniques while applying them to learning specific academic content. Additionally, instructors actively shape individual and group learning behaviors (metacognitive, soft, and trait) across all instructional domains (e.g., lectures, group learning, individual inquiry, etc.) Foci include: self-management; interpersonal competencies; team-working skills; critical thinking and problems solving skills; openness to learning and ideas; ability to cooperate and agreeability; conscientiousness; emotional intelligence; organizational and planning skills; communication skills; strategic thinking; self-monitoring and control. As students begin to exhibit independence and gain competence, they are given increasing responsibility for directing, planning, implementing and regulating their own learning. Metacognitive knowledge may develop independently of metacognitive regulation.

A culture of metacognitive awareness is a central to *GF*’s view of “classrooms as learning communities.” Implicit to this idea is that teachers, and parents are not the ideal managers of all aspects of planning, monitoring, regulating, and feedback; rather teachers and parents provide the transitional support necessary for students to experience academic success, but then “fade” support as students gain competence as strategic thinkers and active learners. Through direct instruction, guided practice in metacognitive declarative knowledge and strategies, members of GF’s learning communities, learn to activate their “executive functions” (cognitive control over learning process), suppress impulsive behaviors (when counterproductive to group or individual learning,) and plan learning activities strategically. Skill specific strategies are taught in situ across learning domains (e.g., “Learning in a Lecture Environment;” “Optimizing Learning in a Seminar Format;” etc.)

Memory Failures

Decay

Repression

Actively pruning

Proactive Interference

Retroactive Interference

Cognitive Biases

Anchoring Bias

Bandwagon Effect

Halo Effect

Conscientiousness

Agreeableness

Extraversion

Neuroticism

Openness

*Fixed-pattern behaviors:* Habituated fixed-pattern behaviors (dispositions) that are detrimental to learning (e.g., inappropriate orienting behaviors; attention seeking behaviors; disruptive, avoidance, off-topic, or trolling behaviors are “shaped” to more nearly resemble socially agreeable interactions or behaviorally supplanted with automatized “habitual” noncognitive behaviors that are conducive to learning (e.g., Self-efficacy and coping scripts; diffusion chaining, covert and overt social shaping techniques, (principally successive approximations and feedback loop chaining) are utilized to automatize a host of metacognitive procedural skills and adaptive learning behaviors.

*Self-monitored Learning:* Teaching practices utilized at GF not only helps form meaningful associations between what students have learned and what they are learning; but includes the teaching of mentalistic techniques that helps increase retention and recall, while reducing encoding effort. The value of time-and-effort investments, in learning, is critically dependent on the effectiveness of students’ self-monitoring and self-regulatory skills. The development of these fundamental metacognitive skills is not only critical to the acquisition of “conscious” academic knowledge but it is critical to the growth of “sentient” social and emotional awareness. Declarative knowledge, procedural knowledge, and the development and automatization of “Learning-to-Learn” skills are initially taught directly. As “repetitions-with-modulations” continue, the functional scaffolds of these skills gradually ossify and fade into noncognitive processing routines, while all the time they are held in proximal association with the subject targets.

Guided Lecture Format

Review-with-elaboration targeted content cognitive primming

|  |  |  |
| --- | --- | --- |
|  | Locus of control | |
|  | internal | external |
| control | ability | difficulty |
| no control | effort | luck |

*Lifelong Learning Behaviors*: Students come to understand that learning is a cumulative, lifelong process, not an all-or-none mental state. Students come to realize that they are in control of their own academic success or failure. They come to understand that they can monitor and mediate not only their learning but their impulses, and emotions. They learn that, in most cases, as effort increases ability expands, and that things that are hard today, with effort, will be easy tomorrow. They learn that with “intelligent thought” and planning, rewards, both long-term and short-term come with their success; success they control. Teachers encourage students to think strategically. Teachers model and encourage students to embed explicit metacognitive problem-solving strategies “automatically” within both academic and social patterns of interaction. GF’s pedagogical practices allow students to experience and apply a large variety of empiric, heuristic, and analytic strategies to the solution of academic and nonacademic problems. Additional skills, that have been shown to promote self-esteem, teachers model and teach include: strategic planning; organizational chunking; task analysis; hierarchical knowledge trees; theory of mind.

*Distributed Learning with Elaboration*: is among GF’s important instruction-learning strategies in which particularly complex learning goals are strategically decomposed to allow for hierarchical cognitive mapping and high-specificity cue-encoding. These sessions are distributed over time. Each session is structured into three parts: review-with-elaboration, target content, and cognitive primming. These sequenced sessions are designed to overlap; each current session overlaps with the previous session. Primed content, from the previous session, becomes the target content in the current session. Target content from the previous becomes the reviewed in the current. Sessions are separated by a lengthy rest period (24 hours) or by short periods of high engagement in different activities, rather than occurring in close temporal proximity.

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1 2 3 4 days

Retained Information

*Review with Elaboration*: Differential-associative processing: Distributed Practice:

Cognitive Maps: visual model of a concept such as the six arithmetic operations

input

system

output

*Feedback Loops*: Expert Trials, Challenge Trials, Challenge Exercises, incremental exams and projects provide for formative and summative evaluations of individual student performance and declarative grasp of targeted learning goals. Continuous formative evaluations of each student’s progress towards their individualized goals is made possible through the Expert Trials and Challenge protocols along with their high frequency administration. Instructors input student data directly into MARC (*GF*’s automated data analysis and management system) as it is generated, where the official school record is maintained. Students maintain dated records of their progress in their personal log.

With the use of “MARC” students, parents, instructors, and administrators have real-time access to “trend-analysis” predictions of individual student progress. Expert Trials and Challenges are fine-grained (test in high detail, rather than sample), provide for deep learning and rehearsal of previously learned content; build new knowledge and procedural skill with previously learned material; are administered at a high frequency (daily), are returned to the student only minutes after completion; and are immediately followed by a corrective “Need-to-know” feedback sessions guided by high quality student outcome data. (See: Expert Trials / Challenge Exercises / Homework).

*advanced organizers:* , cognitive flexibility, inhibitory impulse control

*self-efficacy:* belief in one's capabilities to organize and execute the courses of action required to manage prospective situations

*Hebbian Paradox:* (One must first know a thing, before one can learn that thing.) The contrast between recognizing and knowing. Concepts and/or constructs confronted for the first time leave a fragile memory trace and remain temporally plastic (unstable). Without compensatory amplification the trace degrades on a short timescale.

*Cognitive Primer*: A property of learning in that exposure to one stimulus influences the subsequent exposure to the same or another associated stimulus. Related to the Hebbian Paradox

*Assessment Objectives:* A variety of assessment tools utilized at *GF* produce overlapping data streams that represent related but distinctly different objectives including: Appropriate placement of students; Reports to parents or guardians of assessment outcomes documenting their child’s progress towards individualized student learning objectives (SLO); Providing students with individualized data driven, feedback (assessment) loops with which they can monitor and adjust their own progress; Providing instructors with data driven real-time feedback loops, with which they can monitor teaching effectiveness in each content subject; Providing administrators with data driven real-time feedback loops with which they can monitor instructor effectiveness, by content subject, by grade, by student demographics, and the school as a whole; Guiding the selection of in-service training topics; And providing data driven evaluations that can inform the further development and revision of subject content materials and pedagogical strategies.

*Progress Reports*: End of term Student Progress Reports are mailed to each student’s home address at approximately fourth-five-day intervals. Midterm Student Progress “Trend Reports” (reports predicating end-of-term letter grades) are mailed home midway through each term. However, with the use of MARC parents, teachers, administrators, and students can view progress towards individualized goals in real-time (daily/hourly) over a secure internet link. The instructor enters raw data directly into MARC where it is condensed, processed, and directed to various output reports, including the Student Progress Report.

The following is an example of a typical end-of-term student progress report. Column one (Subject Domains) and column eight (Instructional Series) may vary slightly within classrooms and substantially between classrooms. Column two (Start Number) is the student’s level in the indicated series at the beginning of the term. Column three (End Number) is the student’s level at the end of the term. Their difference is used to calculate column four, Percent of the individualized goal. Column five is the Letter Grade (A-F) based on the student’s “Growth” relative to individualized Goal. Column six indicates the student’s functional grade level relative to the student’s actual grade level (ABG-above grade level; ATG-at grade level; BLG-below grade level). Column seven (Subject Weighted Grade) is the student’s grade (A-F) in the Subject, weighted across subject Domains.

*Benchmark Growth Model/ Goals: GF* incorporates a learner centered instructional model in which academic growth, from each student’s individualized baseline is considered a primary metric. For a student who is functioning well above grade level, setting a grade level goal commensurate based on age can be terribly discouraging. For such a student, *GF* will set a goal that is rigorous but reasonable, even if it requires completing AP calculus and AP physics in the eighth grade (not unheard of at *GF*). For the student whose skills are so poor that reaching grade level within the foreseeable future is unachievable, setting a grade level goal commensurate with age will likely guarantee academic failure (an example of cumulative failure.) For such a student, *GF* will set goals that are rigorous but reasonable, such that the student will experience frequent success, and that will sooner than later lead to the acquisition of grade level proficiency. *GF* recognizes that motivation and passion are increased when learning-task-demands are within a student’s ability to succeed with effort, but above a student’s ability to succeed without meaningful effort. *GF* recognizes that success increases passion and motivation, and greatly expands students’ ZPD range. *GF* also recognizes that both, success with little effort, and failure due to task-demands that require unreasonable effort, greatly decrease motivation, passion and diminishes students’ ZPD range. *GF* believes it essential to place students at the appropriate challenge levels where they can succeed with meaningful effort; not at their “cumulative failure level” where they simply fall increasingly behind. When students have not mastered the required skills to reach grade proficiency, are segregated into classes based on only grade level, they are unlikely to succeed. When students who have already exceeded grade level proficiency standards, are segregated into classes based on only grade, they are unlikely to reach their potential. In both cases, our society suffers.

*GF’s* “benchmark” growth model produces accelerated academic growth and offers realistic hope for students who are behind, to eventually meet or exceed grade level expectations. Ironically, *GF*’s growth model also offers pronounced advantages to advanced students who are curious about everything, motivated by scholarly achievement, and who recognize the enduring benefits of academic success. No student is required to wait for an instructor or other students to progress. Instructional strategies which address broad variations in student knowledge includes an open-ended content design which allows students to progress at their own pace without being restricted by either grade-level-content barriers or lock-step-pacing. Students work at their challenge level and ceiling effects (grade-level-content barriers) have been eliminated.

Seldom does a group of same grade students produce an educationally homogeneous classroom. Students are not uniform in regard to academic preparation, family or peer support, drive, or developed talent. With the realization that a school is comprised of individuals whose learning characteristics vary from student to student, it follows that students possess needs specific to their particular strengths or weaknesses. As a consequence, each student has a unique learning profile. At *GF*, Students receive instruction at their functional level. They are allowed to benefit from their unique cognitive resources and receive resources consistent with their needs. Curricular materials are sequenced and stepped to challenge but not overwhelm the students. Although students are empowered to control their own progress, they are required to meet or exceed specific minimum growth goals. Students are expected to progress towards these goals commensurate with their prior knowledge and cognitive characteristics. Over time, most students can be expected to accelerate beyond traditional grade level expectations. However, if a student is not learning at a rate commensurate with ability, teachers and staff do ‘what-ever-it-takes’ to ensure academic success.

Students are expected to achieve mastery as demonstrated by objective and clear outcome criteria. Each student accrues a cumulative portfolio that testifies to the breadth and depth of learning achievement. Instructional level is not constrained by a student’s age or grade. Classroom spread relative to students’ academic level and learning behavioral profiles, is reduced through the use of multi-grade classrooms. Students are selected for classroom membership based on academic level and learning behavioral profiles not age or grade. Multi-grade classrooms support appropriate instruction level for each student. Additionally, they provide for a mix of older and younger children, facilitating a broad range of natural and desirable social behaviors (e.g., nurturing, spontaneous cross age cooperation, teacher-learner flexibility).

*Identifying Goals:* Within the MARC Environment student performance data is evaluated and output reports are produced that include the goals listed below:

* By the first day of the schoolyear, each enrolled student shall be assigned a rigorous but realistic individualized “yearend” (end of the schoolyear) academic growth goal in each content subject; relative to each student’s baseline measure, grade benchmarks, instructional level, performance level, calculated average learning curve trend (past growth performance).
* Each student’s yearend-goal, in each content subject, shall be divided into “midterm,” and “quarter-end” academic growth goals for first, second, third, and fourth quarters; relative to the number of weeks in each quarter.
* Each student’s quarter-end-goal, for the first quarter shall be divided into “weekly” and “daily” academic growth goals in each subject area; relative to instructional days.
* Between the end of the first quarter and beginning of the second quarter, each student’s first quarter-end-goal shall be reviewed and if necessary, adjusted to reflect a rigorous but realistic yearend-goal, second-midterm-goal, second-quarter-end-goal, weekly-goal, and daily-goal; likewise for second quarter to third quarter, and third quarter to fourth quarter.
* Student performance, classroom-wide shall be ranked on the basis of “preparedness” within each content subject. Each subject ranking shall be divided into three coherent (meaningful cut scores) clusters. Each subject-performance-cluster shall be assigned rigorous but realistic yearend-goals, first-midterm-goals, first-quarter-end-goals, weekly-goals, and daily-goals; based on cluster averages.
* Student performance, school-wide shall be ranked on the basis of “preparedness” within each content subject. Each subject ranking shall be divided into three coherent clusters. Each subject-performance-cluster shall be assigned rigorous but realistic goals
* MARC will automatically compile various other classroom-level and school-level demographic subject-performance-clusters, and assign rigorous but realistic goals based on a given algorithm.

*Progress Towards Goals / Demographics:* A growth model of academic achievement is used in determining student, cohort, classroom-level, and school-level progress towards identified goals. Group academic performance is evaluated on basis of averaged individual student performance within fixed/flexible quartiles. (Initial quartile group assignments are fixed on the basis intake performance plus expected growth. End-state quartile membership is “flexible” determined by “change scores.” Such that! Each classroom will initially distribute quartile membership evenly. However, in a classroom with high average student learning it is possible to have the two upper quartiles over-filled and no students assigned to the lower quartiles. At the beginning of the school year, specific academic goals are delineated for individual students, classrooms, subgroups within classrooms, cohorts, and the school as a whole. Goals for various groupings are determined by averaging the outcome history (learning curves and baselines) of individual members within the particular group and adding a rigorous but realistic growth factor for each content-subject. Reduction in academic variation within each classroom increases achievement outcomes for all students.

*MARC (Measurement and Analysis Report Compiler)*: MARC, *GF*’s automated data analysis and management system is a repository for raw data related to academic performance and nonacademic factors the impact performance; collected from sources such as formative evaluations (Expert Trials, Challenges, Homework, etc.), summative exams, and standardized tests (SAT, ACT, MAP etc.); as well as from sources ancillary to academic performance, such as raw data collected from parent and student perception surveys, student attendance, and educator in-service training attendance. MARC is equipped with specialized algorithms and statistical tools so as to perform a variety of collection, organization, analysis, graphing, and reporting tasks. Among the significant advantages MARC makes possible is the ability for parents, teachers, administrators, and students to view student progress towards individualized goals in real-time (daily/hourly) and to view simple to understand predictions as to whether progress towards goals is on-track. Within the MARC Environment, meaningful and measurable academic data relevant to student progress and proficiency, educator and school performance, and pedagogical and instructional material effectiveness is collected and stored in rational data arrays; such data when analyzed provides valid, reliable, and relevant indicators with which to drive wise and informed educational choices. Students, Parents, Instructors, and administrators have variously restricted (secure) access to MARC’s output reports on line.

*MARC/ Continuous assessment in real-time*: Direct input protocols greatly reduces instructors’ data collection and analysis efforts, leaving instructors with increased opportunity for high quality student contact time. The user interface is designed to look like an incentive chart; an instructor familiar format. The instructor simply enters the date of mastery or a “c” for the current date. This simple yet powerful interface metaphor allows for rapid acclimation to the software by the faculty. Once entered, the data is automatically processed, analyzed and directed to various output reports. In each core content-subject, GF utilizes a series of criterion referenced proprietary instructional and evaluative materials. Each content-series contains “Expert Trials” (mastery power-exams) and “Challenge Exercises” (application/ procedural knowledge assessments) that are sequentially numbered. Numbers correspond to discrete topics within the general subject of each series. Student “mastery rates” across series numbers, on these instruments, together with outcomes from various types of dynamic assessments, generate continuous data streams, within each content-subject, which measure student growth over time. MARC analyzes these data streams together with other relevant factors such as item difficulty. The report that is produced includes, among other things, a prioritized list of discrete topics, within each content-subject, arranged by the greatest need of instruction for the largest number of students. The instructor uses this information to fuel continuous feedback loops. This information provides many opportunities for educators to modify instructional practices, interventions, goals, and targets (group of students or individual students) based on data driven judgements relative to progress. MARC automatically “flags” (graphically and with an audible alarm) individual student and group performance (interval linked growth towards defined goals) with a measured variance of greater than ten percent from goal. Both performance that falls below and exceeds targeted goals is flagged. Additionally, MARC collects and analyzes data concerning the number of times each Expert or Challenge has been attempted prior to mastery and the frequency of proctored opportunities. Expert Trials, Challenges exercises, and other dynamic assessments across all core content subjects, provide fine-grained and frequent (daily) measures of content knowledge which inform corrective Need-to-know feedback sessions. (See: Need-to-Know Discussions.) “Expert” and “Challenge” numbers are expected to correlate with, and be predictive of, student outcome scores on standardized exams normed on grade level benchmarks. Each student’s progress is recorded daily in MARC, and progress within the core subjects towards specific individual and group goals, along with long-term and short-term “trend” predictions, are automatically calculated and reported within the MARC environment.

Students may progress at varying rates, but each student is assigned individualized growth goals in each content subject series. In most cases, it takes several years for a student to complete a specific content series. At the beginning of each year, each student begins on the “number” in each subject series where s/he finished the year before. This number suffices as the returning student’s baseline measure. Baselines are ascertained for new students by utilizing summative criterion referenced intake evaluations which inform placement decisions. Each student’s baseline measure is used to gauge progress (growth). Students and parents and/or guardians are provided with summative reports indicating incremental progress (difference measures) or growth from the student’s measured baseline scores towards the student’s individualized goal (see: Student Progress Reports). Students receive explicit training and direct instruction in metacognitive strategies. Students are trained to monitor their own progress, reflect upon inputs (effortful learning procedures), and outcomes and adjust learning strategies and/or behaviors (See: Metacognitive Skills).

MARC uses MySQL as a back-end relational database. The server-side scripting language PHP then generates dynamic webpages via SQL queries to the database. AJAX (asynchronous JavaScript and XML) techniques allow the teachers to enter scores without the need to reload the webpage thus allowing rapid and efficient processing of data. The only software required to access MARC is a standards compliant web browser (e.g., Internet Explorer, Google Chrome, Firefox, or Safari). Communication with the server on which MARC runs is over the secure protocol HTTPS. Username and password authentication is handled by the Apache HTTP Server, the world’s most used web server software. Once logged onto MARC, users have access only to the data to which they have explicitly been given access. Multimedia presentations (e.g. graphs) are displayed on the user’s web browser through the use of HTML5.

*Expected Competencies for teachers and staff*

* Project a positive attitude
* Display good judgment
* Honesty: trustworthy, loyalty, sincerity, fairness
* courtesy
* Integrity
* Transparency; act openly
* Accountability: taking responsibility for actions and consequences
* Objectivity: unbiased
* Respectfulness: treating all others with kindness and compassion
* Compliance: Follow the law, Standard Operating Procedures (SOP), regulatory, governmental, GF guidelines
* Act as a role model to students
* Protect students from mistreatment
* Treat your classroom as a sanctuary for the dissemination of knowledge to all children without bias or prejudice

*Teacher responsibilities:* Teacher roles and responsibilities include:

* Properly entering each student’s academic mastery/retake data (e.g., Expert, Challenge, assignment) directly into MARC in a timely (daily) manner (see: II.A.1.a. Expert Trials, Challenge Exercises);
* Ensuring that confidentiality safeguards (FERPA) regarding student data are maintained;
* Within the MARC Environment and during normal classroom operations, teachers are responsible for monitoring student progress towards individualized goals;
* Viewing flagged “off goal” individual student, class-wide, and targeted group outcomes, across all subjects and planning effective interventions where indicated;
* Monitor students’ timely progress towards their individualized goals and assist when required;
* Providing students with explicit metacognitive instruction, relative to the use of meaningful data for self-monitoring and planning progress towards defined goals;
* Frequently reviewing student-maintained classroom records (e.g., incentive charts), student portfolios, students’ personal records;
* Reviewing students’ self-monitoring activities, self-reflection and strategic planning for success; and providing corrective feedback when needed;
* Teachers are responsible for implementing appropriate and supportive interventions, in a timely manner, for students who are not performing at their optimum level.
* Teachers are responsible for acknowledging exceptional student performance supported by meaningful and measurable outcomes;
* Daily reviewing MARC data outputs across all content-subjects and adjusting instruction where indicated;
* Ensuring the smooth function of data driven, continuous feedback loops across all content-subjects;
* Keeping a log of pedagogical strategies, specific content procedural or declarative knowledge topics, classroom issues, and or the effective use of MARC outputs to guide instruction
* Self-assess performance;
* Prioritize and submit requests for in-service training or in-class modeling relative to student progress towards defined goals as indicated by measurable and meaningful outcomes, at or before the end of each week.

*AR (Action Research)*: Professional staff members are encouraged to participate, with their peers, in collaborative problem-solving utilizing protocols associated with “action research.” In addition, teachers are encouraged to introduce their students to these problem-solving techniques on the classroom level. AR involves the combined processes of: objective inquiry and critical reflection; making informal judgments about cause and effect; planning interventions; and initiating corrective actions plans. The goal of AR is to improve a system, environment, or practice. The appeal of AR rests in its ability to generate heuristic solutions to complex problems; its ability to engage practitioners in the identification and solution of problems with their own practices; and its ability to blend evidence-based inquiry with feedback strategies.

Input

Data gathering & Analysis

Problem Identification

Analysis of cause & effect

Output

Desired Change

Unintended Change

No Change

Transformation

Action Plan /Action steps

Synthesis / Operationalize

Implementation / Fidelity

Input

Data gathering

Problem Identification

Analysis: cause & effect

Output

Desired Change

Unintended Change

No Change

Transformation

Action Plan /Action steps

Synthesis / Operationalize

Implementation / Fidelity

*Revision of Pedagogy and Instructional Materials*

Yearly, Gf revises and improves its pedagogy, instructional materials, and management strategies on the bases of “new” scientific findings in the field of human learning and motivation. GF yearly, updates instructional materials on the basis of new discoveries and/or developments. Yearly, GF uses observations of students and teacher application and use of instructional materials; teacher input; and analyzed student performance data to:

1. estimate and adjust item difficulty;
2. identify: ambiguous items and content needing more or less coverage;
3. to improve clarity, accuracy, and judged effectiveness of instructional materials revise curricula, pedagogy, instructional materials;
4. and correct errors

Instructional materials and assessment instruments, utilized in content-subjects, are evaluated yearly on the basis of their effectiveness and efficiency to:

* deepen learning;
* accurately measure student knowledge and academic growth in real-time;
* predict student performance on independent instruments (concurrent validity)
* forecast academic growth across intervals of time and grade level
* approximate “prescribed” difficulty (construct vs complexity) on Each item within each series of Experts
* improve the efficacy and design of ALLMEE (GF’s Measures of Educator Effectiveness)

Incentive charts

*Professional Development Overview:* Tuesdays 4:00-5:30pm in-service training is required for first-year and second-year instructional staff.

GF provides instructors with in situ and ex situ in-service professional development training.

In situ includes:

1. In-class modeling: A Master Instructor models specific instructional methods while the Teacher Trainee observes. The Master Instructor models in both the Trainee’s classes and classes unfamiliar to the Trainee. Normally a third party alerts the Trainee to specific techniques which may be virtually undetectable but highly effective
2. In the Trainee’s classroom the Master Instructor assists the trainee with specific instructional or classroom management techniques as the Master Instructor fades (does less and less while the Trainee takes over.)
3. A Mentor Teacher is assigned to each new teacher, to help with the mechanics of the instructional process.

ex situ includes:

Student performance data is used to improve instruction and inform in-service training. Pedagogy, curricula, instructional materials, evaluation instruments, and use of technology may be altered or revised as indicated ~~b~~

as well as . GF focuses professional development instruction on core issues including pedagogy, curriculum, instructional practices, training in the use of MARC, and GF’s code of conduct.

*PD Sample of Topics*: GF focuses professional development instruction on core issues including pedagogy, curriculum, instructional practices, training in the use of MARC, and GF’s code of conduct.

Project Overview, Survey Instruments, Teaching Performance, Student Level Data, Classroom Level Data, Formal Observation Process, Baseline Data, Student Learning Objectives (SLO), Classroom-wide Learning Objectives, Identifying Targeted Students, Monitoring Progress, Formative Feedback Loops, Performance Classifications,

Reflective Practices, Theory of Mind, Student Engagement and Arousal, Questioning Techniques, Review with Elaboration, Content Density, Knowledge Scaffolds, Cognitive Maps, Meta-memory, Mental Networks, Metacognitive Instruction, Opportunities to Respond, Advanced Organizers, motivation,

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| Non-academic Attributes that impact Academic performance:   1. engagement;    1. Behavioral (Predictive of life achievement)    2. Cognitive (linked to achievement, grades       1. Effort, persistence, tenacity       2. Strategies, metacognition    3. Emotional (interest, boredom, enthusiasm 2. Social and Emotional Skills; 3. Dispositions (self-efficacy, belonging, hope, purpose) | Self-efficacy: beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations  associated with motivation, academic choices whether to take courses perceived to be challenging), achievement Sense of Belonging feel accepted, respected, and supported in the school social environment It linked with student grades, may be due in part to effort Hope or optimism about the future associated with a range of other dispositions and educational outcomes predictive of achievement also predictive of well-being defined Sense of Purpose to be a stable intention to accomplish something that is both personally meaningful and has perceived impacts beyond oneself. It is associated with student achievement, an effect work through students' future orientation and coping strategies, |

*Measure of Educator Effectiveness* (ALLMEE): was inspired by the MET Project, ISLLC Standards, Tripod Project, The Charlotte Danielson Framework, and AMEE Accelerated Learning Laboratory. ALLMEE was created to provide a manageable system comprised of meaningful measures of educator (instructor, teacher, administrator, and leadership) effectiveness that could be embedded in CLP’s integrated educational system and that could evolve and improve with the “whole” system over time. ALLMEE consists of three weighted components for measuring educator effectiveness: 1. Teaching Performance. 2. Student Academic Progress 3. Survey Instruments (parent, student, peer, Self-reflection)

*Evaluation of Instructor/Teacher Effectiveness:* Instructor and Teacher evaluations consider student learning outcomes. Teachers are provided with measurable educational objectives, continuous assessment tools, and training in the use of scientifically based pedagogy. Student achievement is defined as aggregate individual scores reflecting the difference between end-state and initial-state achievement; and student success in meeting targeted learning objectives. Teachers maintain up-to-date, clearly understandable, objective records reflecting individual student progress. Measures of formative and contextual evaluations indicating student daily progress toward academic goals are available to the student, parent, teacher, and administrators. Student records and portfolios are available for inspection by parents.

Teachers and instructors receive financial incentives for exceptional performance, theirs and the students’ (whole group averages based on gain scores analyzed for practical and statistical significance). The competence, quality, and effectiveness of our teachers are of immeasurable importance to our nation’s social and financial well-being. *GF* takes great care in the selection and retention of only the most highly skilled and gifted educators. Teachers who demonstrate exceptional talent for: effective teaching, motivating students, knowledge in targeted content areas, organizational skills, interpersonal skills, and for creating a classroom ambiance of civility and cooperation for all students are retained. Teachers who do not perform, or cease to perform at an exceptional level are not retained.

*Fingerprint Clearance Card Policy:* Administrators, Instructors, Teachers, substitute teachers, coaches, janitors and all school staff who have direct unsupervised contact with students are required to hold a current level one fingerprint clearance card. Fingerprint clearance cards are the property of the individual whose name is on the card and any fees incurred in obtaining or updating such a card is the responsibility of the cardholder. Volunteers and Chaperones who do not have direct contact with students and volunteers who do have direct contact with students but are supervised by a school employee who holds a level one fingerprint clearance card, are not required to hold a fingerprint clearance card. Volunteers and Chaperones who have direct contact with students and do not have in-person supervision by a school employee who holds a current level one fingerprint clearance card, are required to hold a regular fingerprint clearance card. Parents, Guardians, and Designees who chaperone only their own children or who are legally responsible for the care and management of the student(s) they are supervising, are not required to hold a fingerprint clearance card. Designees including grandparents, aunts, uncles, etc. must file written authorization signed by a parent or guardian, with the school. Persons who are required to hold a current fingerprint clearance card, must have a facsimile on file in the appropriate office prior to interacting with students.

# Parent-Student Rights under FERPA: Parents or eligible students (students 18 years of age or older) have the right to inspect all of the student's education records maintained by GF. GF will provide an opportunity to inspect and review maintained educational records within 45 days following the receipt of a written, dated and signed request from a qualifying person. There is a fee of 35 cents per page for unofficial copies. Parents and eligible students have the right to request that inaccurate or misleading records be corrected. If GF decides not to amend the record, the parent or eligible student then has the right to request a formal hearing before the GF Board. After the hearing, if GF still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on only the contested information in the record.

# GF requires written permission from the qualifying parent(s), as defined in Section 152 of the Internal Revenue Code, or eligible student before releasing any information from a student's record unless such release is mandated by law or is required for the normal delivery of services to the student. Specific information will be released without consent to only those who have both legitimate educational interest and a right to know as follows: employees who have a need to know; other schools to which a student is transferring; certain government officials in order to carry out lawful functions; appropriate parties in connection with financial aid to a student; organizations or persons conducting certain studies for the school; accrediting organizations; individuals who have obtained court orders or subpoenas; persons who need to know in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law.

*GF* under FERPA directives, may disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, grade level, enrollment status, honors and awards, and dates of attendance. However,the qualifying student or parent has the right to restrict the disclosure of directory type information if *GF* receives a written request for non-disclosure of directory information at the time of registration, from a parents or eligible student.

Consistent with FERPA directives *GF* may disclose personal information to the victim(s) of an alleged perpetrator of a crime of violence. *GF* may disclose personal information to any third party following the final results of a disciplinary proceeding related to a crime of violence or violation of the school's rules or policies including: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure shall not include the name of any other student, including victims or witnesses, without their written consent.

*Arizona School Tax Credit:* Taxpayers are eligible to receive a tax credit of up to $250.00 for contributions made or fees paid for *ALL* sponsored extracurricular activities. To qualify for the credit a taxpayer must make cash contributions or pay fees directly to *ALL*. The credit is a dollar-for-dollar reduction in state taxes. This means a contribution is free to most taxpayers. The tax dollars which would go to the state, without the contribution, go directly to our school. Contributions will help us reduce cost for each activity, increase the selection of activities, and provide more students with access to extracurricular activities. A contributor to the Extracurricular General Fund is not required to have a child attending *ALL* to receive the credit. Fees paid for supplemental activities such as “After School Homework Helper”, “Early-bird Homework Review” (before school)”, equipment use fees, laboratory fees, or any other school sponsored extracurricular function that require enrolled students to pay a fee qualifies for the credit. Participating students must be included in *ALL*’s membership count.

A taxpayer wishing to receive the credit should request a receipt at the time of payment. Please check that the receipt includes your name, your social security number, payment amount, payment date, and a description of the activity or fund. ARS 15-342.24 requires that payments be made directly to *ALL*. The statute also requires *ALL*’s board to determine which activities are extracurricular and what fees are to be levied. Unfortunately, the statute does not allow school tax credits for contributions or fees paid to parent organizations. Please phone or inquire in the main office for more information.

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| <https://aztxcr.org/parents/>  It is our mission to make a private education part of your child’s life path, even if you thought it was not affordable. If you are looking to enroll a child or children, then you have come to the right place!  Arizona Tax Credit allows taxpayers to donate scholarship money to a student in grades K-12. You may apply for a scholarship directly from our website here. When we have received your completed application, your child will then become eligible for a scholarship award. Our organization awards Individual and Overflow/Plus scholarships twice a month.  We grant tuition assistance to students based on the financial and emotional circumstance, as well as recommendations from donors. Arizona Tax Credit also supports the Overflow/Plus tax credit that was set into place in 2012 by Governor Jan Brewer; along with the Low-Income Corporate Income Tax Credit Law that Arizona Tax Credit also supports.  If your school is not partnered with us at time of application we will contact your child’s school and encourage the administration to apply for a partnership with Arizona Tax Credit so more children can succeed in the future. Any private school in Arizona is an eligible partner. |
| Individual Tax Credit:  The 2022 Individual tax credit allows Arizona taxpayers to donate money to Arizona Tax Credit till April 18, 2023 and receive a 2022 tax credit of up to $1,245 for married couples filing jointly or $623 for single heads of a household. The Individual tax credit can be recommended toward a specific student and/or a specific school. |
| No scholarship cap. By helping children succeed, they can get a dollar-for-dollar tax credit on their Arizona state taxes. |

*Parent Association (PA):* is open to family members of *GF* students from High School to Pre-School. Its mission is to support the school’s mission. *APA* meets in July to plan the year’s meetings, fund-raisers, and other events. The parent group organizes many after-school activities, sponsors skating parties, assists with end-of-year celebrations, and organizes the scholastic book sales. *GF* greatly appreciates *APA’s* generous donations of time, expertise, and talent. The *GF Parent Association* has two elected positions, chairperson and secretary. It often publishes a newsletter after *APA* meetings in that *GF* parents may become aware of topics discussed and plans made.

*Volunteers/ Managing /Training: GF* provides many ways in which students, family members, and the responsible community can become involved in the *GF* community. Volunteers are always needed, as teacher helpers, graders, copier operators, playground supervisors, before or after-school monitors, etc. The list is endless but the volunteers are not. A half hour to an hour of your time each week can be a rewarding experience and meaningful contribution. Volunteering can help parents prove they are committed to their children’s’ education by responding to the oft-thought but seldom articulated litmus test, “If school is important enough for me to work my hardest, then it is important enough for my parents to be involved and know what I’m doing.” Please aid us in making the school a better place for GF our children by stopping by the Main office and signing up to be an *APA* volunteer.

*School Hours:* Teachers in classrooms before 8:00 A.M. are preparing lessons and materials. This is an important activity and the teacher should not be interrupted. Students needing to be dropped off before 7:55 A.M. for elementary school or 7:45 A.M. for secondary school can arrange for Before-school Care at the Extended Day office. At the appropriate time, students should report promptly to class for involvement in morning activities. Playgrounds and recreational areas are not open prior to the beginning of school. On-time arrival and prompt pickup after school contribute to each student’s safety and sense of responsibility. Students arriving after 8:10 for elementary school or after 8:00 for secondary, should sign-in at the office.

Students not picked up by shortly after the culmination of the school day or not in sponsored classes or activities will be placed under the care of the Extended-Day staff. There is a charge for these services. Rates for children placed in “Extended Care” by staff are higher than if parents make prior arrangements. Rates for Before-School and Extended-Day are available upon request.

*English as a Second Language*: The language of general instruction and instructional materials, at *GF,* is English. For Students 3-12, whose primary language is not English, an English Language Assessment will be utilized to determine English language proficiency in listening, speaking, reading, and writing. Students who do not receive a composite score of “proficient” and who are acquiring English as a second language may be asked to participate in a Structured English Immersion plan for a transition period. Our goal is for every student to attain fluent English proficiency within a year.

*Student Discipline Philosophy*: For a community to be respected its members must be respectable. Students who attend *GF* are held to a high standard of ethical and civil behavior. They are expected to behave honorably and display a sense of social responsibility. Students are expected to do more than follow the “letter of the rule” they are expected to understand and conform to the spirit of *GF*’s canons of conduct. Students are expected to recognize and change rules, which they view as unjust, in a socially defensible and responsible manner. Dishonesty and the absence or manipulation of justice are harmful to the preservation of a community where the free exchange of ideas, freedom of expression, and individual rights are valued. In order that the *GF* community be worthy of preservation, community members must be intolerant of cheating, behaviors that harm others, or actions that destroy property. Discipline, academic integrity, and honor remain the foundation of an educated and enlightened community. Students are expected to support *GF*’s egalitarian community, defend its inclusive culture, and ensure an inviting and comfortable academic environment for all students regardless of ethnicity, culture, socioeconomic status, neighborhood, personal affiliation or any other defining characteristic.

*Student Responsibilities*: The *GF* community is committed to ensuring a safe learner oriented, knowledge-based environment that fosters a culture of civility, mutual respect, individual dignity, and academic freedom. The following typifies the “spirit” of *GF*’s tenets that are expected to promote an atmosphere conducive to learning and teaching, it is not exhaustive:

* Every student is expected to be an attentive learner and compassionate teacher.
* Student are expected to be involved in classroom procedures, perform reasonable classroom duties, keep their work area neat and clean, participate in classroom and school wide “town hall meeting.” Students are expected, not only to clean up after themselves but to encourage others to do the same, and participate in helping maintain a clean environment, even if it is not their mess.
* Every student has the right to learn in a risk-free environment. No student may interfere their own or another students’ learning.
* Hour long lunches are intended to be “working lunches” with a variety of educational options the get personal help. Students who schedule appointments or have appointments scheduled for them during lunch hour, are expected to be on time.
* Students who play when they should to be learning, should expect to work when they could be playing.
* Students are expected to submit original, independent work, unless collaboration is clearly part of the instructions.
* Students are expected to properly cite sources.
* Students are expected to facilitate their instructor’s ability to teach. Disruptive behavior is not allowed.
* Students are expected to “help” without being asked. If help is refused, the decline should be honored. One student shall not attempt to force another to accept help. Students should be compassionate of others’ struggles.
* Students shall be civil and respectful of staff, peers, parents, and visitors. Students shall exhibit appropriate “school” manners at all time.
* Students are expected to: respect the authority of instructors and administrators; respect the privacy of others; respect individual differences of those in the *GF* Community including race, ethnicity, national origin, and differences in SES status.
* Students are expected to display civil responsibility. If students observe other students’ rights being violated or property damaged, they are expected to intervene (if such does not present physical risk) and/or report the incident. The code of disrepute among criminal, “don’t rat or tattletale” is dishonorable and socially unprincipled.
* Students shall discriminate between moral behavior and peer pressure and shall participate in the maintenance of a benevolent and sheltered educational environment. Older students shall be nurturing of younger.
* Stop means stop. No, never means yes. If a student expresses her/his wish verbally or through actions, the other student must immediately desist. Every student has the right to determine who may or may not come into physical contact with them. The only justifiable exception may be restraining or defensive actions involving protection of oneself or another individual. If a student can simply walk-away s/he must. If a student should have known that another student might not want personal contact, no contact may occur.
* Violent or aggressive actions and play are prohibited. Students may not bring toy weapons to school, pretend to shoot another individual with a finger, play fight, wrestle on campus, or otherwise behave in an aggressive manner.
* Profanity, vulgarity, invectives, or substitutes (i.e., fork), racial epithets or slurs, or innuendos are strictly prohibited.
* No student may emotionally injure, humiliate, defame, disgrace, or dishonor another student (e.g., laughing at a child’s reasoning or academic response, name calling, teasing, gossiping, non-verbal expressions, derogatory statements, innuendo, or allusion) verbally, in written form, gesturally or by any other form of expression.
* No student may physically injure another student for any reason. The threadbare justifications, “She hit me first,” “We were just playing,” “He made me mad,” “She took my…” and endless variations display poor socialization and will trigger an “intervention” response in addition to the related consequence attached to the physical behavior. Retaliation is not an excuse. Students are required to report any incident in which they were “bothered” or injured.
* Students are expected to take responsibility for their actions. If a student intentionally or unintentionally destroys property, regardless of monetary value, the student is expected to replace or pay for the property.
* Threatening behavior, disrespectful conduct, talking back, bullying, and disregard for propriety or decency are not allowed.

*Student Discipline Policies*: *GF*’s discipline code, Discipline Philosophy and list of Conduct Expectations include ethical guidelines which provide appropriate and effective policies supportive of a safe and orderly school climate. *GF* responds to minor infractions of the student discipline code so as to minimize escalation of undesirable behaviors. Respect, safety, safeguarding student rights, and preservation of a supportive atmosphere conducive to teaching and learning are basic objectives of *GF*’s code of conduct. Interventions include consequence-based components. Parents are financially responsible for property damage that their child intentionally or unintentionally causes; punishment is not imposed but consequences connected to behaviors are viewed as the options students choose (e.g., If a student cannot play with other children without hurting them, the student has elected to not play with other children.) Students, who engage in undignified behavior (regardless of where the behavior occurs) or present unreasonable risk to others, have elected to be subjected to disciplinary action including suspension or expulsion. Students are aware that bullying, fighting (regardless of the victim or perpetrator), aggressive behavior, or threatening actions can result in expulsion or suspension on the first violation. Students are aware that profanity; disrespectful language; obscene or lewd language or gestures, or disrespect to staff or other students can result in expulsion or suspension on the first violation. Students know that if they destroy property or place property or people at risk, whether by overt action or negligence, they may be suspended or expelled with the first infraction. Students are encouraged to make the strategic choices that have a high probability of resulting in the achievement of their goals. *GF* provides an environment where even the most fanciful dreams may be achieved. *GF*’s discipline code is designed to maintain an environment that provides every student with this hope.

*Student discipline/ Suspension, Dismissal, and Crisis removal*: Violations of the code of conduct may result in the immediate short-term suspension of the offending student, if the Administrator in Charge is of the opinion that the student’s continue presences constitutes a reasonable and continuing threat to: the safety of another person, school or personal property, or the maintenance of a harmonious learning or teaching atmosphere. Such “crisis suspension” may range in severity from short-term “on-campus suspension” to short-term “off-campus suspension” and be of a duration of from one (1) hour to four (4) days, at the discretion of the Administrator in Charge. Significant infractions may be referred for consideration of more sever remedies at such time that an Administrative Hearing can be convened. Violations that result in injury (alleged offender or victim); violations that result in school or personal property damage; violations that involve threats against any person or property and/or violations related to the possession of any dangerous weapon, illegal substance, or alcoholic substance require immediate off-campus suspension and, at the discretion of the Administrator in Charge, referral to law enforcement.

Disciplinary action and /or remedies for violations of *GF*’s Code of Conduct are viewed as consequences rather than punishments and are intended to help the alleged perpetrator modify future behavioral choices, as well as protect the rights of victims and the rights of the alleged perpetrator. Remedies are intended to be relative to the severity of the infractions and be connected to the offence in terms of restitution. Any significant infraction shall be documented by a written description with sufficient detail to identify any extenuating circumstances. Remedies lasting ten (10) day or less are not subject to appeal. The following is a general list of possible remedies:

* Conference
* Alteration in class schedule
* Contract, written by the student accused of the infraction, must provide reasonable expectation of a change in behavior and include: Truthful statement detailing circumstances of alleged infraction; Confession to specific involvement; Speculation of the consequence to victims (including academic ambiance), Statement of contrition; Specific remedies, should a similar infraction be repeated.
* Restitution
* Confiscation and short-term or long-term impound of prohibited items
* Confiscation and destruction of prohibited items
* Confiscation and impound of inculpatory evidence regardless of prohibited item status
* Confiscation of dangerous weapons, illegal substances, or allegedly stolen property to the appropriate law enforcement agency
* Fines that reflect the cost of repairing or replacing vandalized, destroyed, or stolen objects
* Loss of privileges or access to items, services, facilities related to the offense for a specified and appropriate duration of time
* On-campus short-term suspension lasting less than ten (10) days.
* On-campus long-term suspension lasting ten (10) days or more.
* Off-campus short-term suspension lasting less than ten (10) days.
* Off-campus long-term suspension lasting ten (10) days or more.
* Expulsion
* Referral to law enforcement

*Procedural due process for all students*: Prior to scheduling and/or convening an Administrative Hearing, the Administrator in Charge shall make reasonable effort to contact the parent(s) of the student accused of the offence and schedule a “Resolution Conference” with the goal of finding a mutually acceptable resolution (behavioral contract, restitution, etc.). Should the violation be of a nature that such resolution is not possible or appropriate, parties are not amenable, or such resolution conference is not held, the Administrator in Charge may schedule an Administrative Hearing. The Administrator in Charge shall preside over such Hearing if not a victim in which case a proper referee shall be appointed. Any finding of fact shall be written and include the reason for the judgement. Prior to convening an Administrative Hearing, parents shall be involved in any and all disciplinary process and reasonable effort shall be made to provide parents and the student who allegedly committed the offence, with prior written notification containing: Administrative Hearing time, date, location; the name of the persons, and/or their titles, and their roles who are expected to present evidence or pass judgement; the reason for disciplinary action; a written account of the alleged infraction with sufficient detail to identify any extenuating circumstances or claims that occurred at the time of the incident; notification of the right to appeal any subsequent findings and the process of such appeal. Additionally, reasonable efforts shall be made to ensure that proper notice is provided to all parties to the charges, including any victims; of the accused’s right to present evidence and call witnesses; the accused’s right to representation; the accused’s right to cross-examine witnesses and examine opposing evidence; and the accused’s right to appeal any subsequent judgement to the Governing Board.

Administrative Hearing Judgements of disciplinary action lasting more than ten (10) days may be appealed to the Governing Board. A request to schedule an Appeals Hearing must be written and received ten (10) or more work days prior to a regularly scheduled Governing Board meeting. Prior to convening any Appeals Hearing, written notification shall be provided to an individual accused of the infraction in question: that a quorum of Governing Board members must be present to consider an appeal; the reason for suspension, expulsion, or disciplinary action; that the accused has the right to representation; that the accused has the right to present evidence; that the accused has the right to cross-examine witnesses; and that Board decisions are final and may not be appealed.

Students who are absent from class for fourteen (14) days or less, due to disciplinary action, shall be allowed to submit all assignments, homework, and projects and be given reasonable opportunity to take any quizzes or tests administered during such absence, and receive commensurate academic credit for completed work without penalty.

*Offenses and items for which students may be disciplined, suspended or dismissed:*

* Chewing gum of any type or any substance chewed but not intended to be swallowed.
* Marking instruments such as spray-paint or indelible markers
* Matches or any item with the potential of setting a fire
* Skate boards, roller-skates, scooters, or any form of transportation propelled by pushing with the foot or feet, pumping the legs or body.
* Explosives, bullets, CO2 canisters fireworks, caps, other such item that could possibly detonate
* Real or toy knives, swords, guns, any instrument resembling a knife, gun, or dangerous weapon and any weapon of any kind. Any such items will be destroyed.
* Any potentially dangerous instrument used in a threatening or dangerous manner including but not limited to: rocks, sticks, found objects
* Objects of no reasonable utility in a school setting including but not limited to: noisemakers, laser pointers, or drug paraphernalia
* Any knife or knife-like object that has the potential to be used in a dangerous or threating manner
* Weapons or any item that appears capable of causing injury including but not limited to: a firearm of any type or configuration (functional or nonfunctional); knife of any configuration with a blade over 1.5 inches; slingshot, blowgun, blackjack, metallic knuckles or similar object, nunchaku or similar object; shuriken or similar object.
* Box openers, razor blades, or any instrument with an edge which is, or reasonably could be considered a weapon.
* Alcoholic beverages, alcohol products of any kind, or any substance containing alcohol
* Tobacco products of any kind (including e-cigarettes, chewing tobacco)
* Controlled substance or prescription medication without a prescription or prescribed for another person
* Refusing to identify one’s self or giving false identification
* Impeding an investigation of a possible violations to this code
* Bullying including cyberbullying
* Violating another person’s civil rights
* Racial or ethnic slurs, profanity or obscene language
* Sexual harassment (sexual contacts, offensive sexual insults or comments)
* Endeavoring through force or threat of force to steal private property or school property, including tampering with school records
* Theft of private or school property and/or damaging private or school property, including tampering with school records
* Presence in a restricted area without permission or hiding in any part of the school, including but not limited to lavatories, under counters, behind doors, under desks or in storage areas.
* Leaving a classroom, school building, or campus without permission from an authorized school official
* Absence from class or school without proper authorization
* Endangering others or one’s own safety by acts of disregard or unreasonable carelessness
* Blocking an entrance, exit, or passageway to any school building, corridor, or room
* Making a bomb threat or threat of any nature that could reasonably cause alarm
* Pulling a fire alarm or falsely reporting a fire or any false report that could possibly cause alarm

*Additional Discipline Remedies:*

* Parents are financially responsible for property damage that their child intentionally or unintentionally causes.
* Punishment is generally not imposed but consequences connected to behaviors are viewed as the most productive options. (e.g., If a student cannot play with other children without hurting them, the student has elected to not play with other children.)

*Field trips*: can be stimulating and unforgettable educational experiences. When selecting a fieldtrip, a major concern is its cost (in the form of time and economics), balanced against its educational and experiential benefit. Additionally, the safety of students, staff, and chaperones, and the management of risk require that we take steps to insure the physical wellbeing of students while we protect the financial assets that enable us to provide exceptional educational services. Judicious management of excessive liability and the need to reduce unwarranted litigation has forced us to require parents and guardians to sign a release of liability for field trips.

*Green Fields School does not discriminate*: on the basis of race, color, national origin, sex, disability, religion, sexual orientation or age in its programs, activities, hiring, employment, or enrollment practices.

Appendix

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| Private School Licensing  Registration, Licensing, Approval  No requirements for Registration license to operate  No requirements for Licensing.  No requirements for Approval.  "Private school" is defined as "a nonpublic institution, other than the child's home, where academic instruction is provided for at least the same number of days and hours each year as a public school." Ariz. Rev. Stat. Ann. §15-802F.2.  "Nothing in this title shall be construed to provide the state board of education or the governing boards of school districts control or supervision over private schools." Ariz. Rev. Stat. Ann. §15-161.  To comply with the Arizona compulsory school attendance statute, private school students must attend school for the full time school is in session in the local school district. Ariz. Rev. Stat. Ann. §15-802B.2. |
| Curriculum  "Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a school as defined in this section to provide instruction." Ariz. Rev. Stat. Ann. §15-802A.  If a student transfers from a private school to a public school, the public school must provide the student with a list that indicates which credits are accepted and denied by the school district. The student is allowed to take an examination in each course denied credit. If the student earns a passing score on a test designated by the school district and evaluated by a teacher in that district, the student will receive credit for the course. The governing board of the school district may recommend requirements for accepting credits of private school students transferring to public schools in that district. Ariz. Rev. Stat. Ann. §15-701.01G. |
| Recordkeeping and Reports  Upon enrollment of the pupil, private schools must maintain a copy in the pupil's file of the reliable proof of her or his identity and age, e.g., birth certificate or baptismal certificate. Any inaccurate or suspicious affidavit must be reported to the local law enforcement agency. Ariz. Rev. Stat. Ann. §15-828A, C, E.  Within five school days after enrolling a transfer student from a private school or another school district, a school must request directly from the pupil's previous school a certified copy of the transcript's record with "due diligence." Any school requested to forward a copy of a student's record must do so within 10 days unless financial debt is owed or the record has been flagged pursuant to section 15-829 referencing a missing child reported by a parent or guardian. If the record is flagged, the requested school must not notify the local law enforcement agency of the request and not forward the copy of the record. Ariz. Rev. Stat. Ann. §15-828 F.  By November 30 of each school year, private schools must report the following to the health department and the department of health services on forms provided: 1) the number of pupils immunized/or who have submitted laboratory evidence of immunity; 2) the number of students with incomplete immunization; and 3) the number of students exempt from immunization. Ariz. Rev. Stat. Ann. §15-874 D.  Parents enrolling students in private schools must file an affidavit with the county superintendent stating that the student is attending a school for the full time that the schools in the school district are in session, and the name and address of the school that the child is attending. Ariz. Rev. Stat. Ann. §15-802B.2. Before January 15 each year, the superintendent of public instruction must make an annual report to the governor and state legislature of the number of children attending private schools. Ariz. Rev. Stat. Ann. §15-255. |
| Health and Safety Requirements  Children are not allowed to attend school without submitting proof of immunization to the school administrator, unless they are exempt under §15-873, or in the process of immunization. Ariz. Rev. Stat. Ann. §15-872.  The fire marshal is responsible for establishing programs for evacuating school buildings and instructing students in private schools on the importance of fire preventions and control. Ariz. Rev. Stat. Ann. §§41-2165; 2163A.4.  Arizona requires students, teachers, and visitors in private schools to use protective eyewear while participating in or observing certain educational activities in vocational, technical and industrial arts, art, or laboratory science. Private or parochial schools must equip their schools with the appropriate protective eyewear. Ariz. Rev. Stat. Ann. §15-151.  Arizona places additional criminal penalties on persons convicted of selling illegal drugs in a drug-free school zone. The administrative officer of a nonpublic school shall place and maintain signs identifying the school and its grounds as a drug-free school zone. Illegal drug transactions observed by school personnel must be reported. School records of alleged student violations must be available to the peace officer upon written request. Ariz. Rev. Stat. Ann. §13-3411.  Private schools may participate in school meal programs offered by the state and through federal assistance programs. Ariz. Rev. Stat. Ann. §15-1151. |

AFFIDAVIT OF INTENT TO ATTEND PRIVATE SCHOOL

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Child’s legal last name First Middle Date of Birth School district of residence

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Name(s) of the parent(s) or person(s) with custody of the child Daytime telephone numbers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AZ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AZ \_\_\_\_\_\_

Physical address(es) of the person(s) with custody of the child Zip code Mailing address (if different) Zip code

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of private school Address of private school Zip code

For County Office use only

I understand that an Affidavit of Intent shall be filed within thirty days from the time the child begins to attend and is not required thereafter unless the private school instruction is terminated and then resumed. I understand the child must be instructed in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall notify the County School Superintendent within thirty days of the termination of the program that the child is no longer being instructed in a private school. If private school instruction is resumed, the person who has custody of the child shall file another Affidavit of Intent with the County School Superintendent within thirty days (A.R.S. §15-802).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent or person with custody

State of Arizona, County of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUBSCRIBED AND SWORN TO before me this \_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Commission Expires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return signed and notarized affidavit, along with proof of child’s age and identity to:

Pima County School Superintendent’s Office

200 N Stone Avenue

Mailstop: DT-200NSTONE-1

Tucson, AZ 85701-1208

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| Public Aid for Private Education  Programs for Financial Assistance for Attendance at Private Schools:   1. Individual School Tuition Organization This program provides tax credits to individual taxpayers for contributions made to school tuition organizations (STOs). An STO is defined as a 501(c)(3) organization that "allocates at least 90 percent of its annual revenue for education scholarships or tuition grants to children" to allow them to attend the school of their choice, including private and/or parochial schools. The amount of the credit is equal to the amount contributed, with a maximum credit of $500 to a single taxpayer and $1,000 for a married couple filing jointly. STOs determine the amount of the scholarship and student eligibility. Ariz. Rev. Stat. Ann. §43-1089. This program's constitutionality was upheld by the Arizona Supreme Court in Kotterman v. Killian (1999). 2. Corporate School Tuition Organization Tax Credit became law in 2006 and allows corporations to receive a tax credit for contributing to a school tuition organization. The amount of the credit is equal to the amount contributed. The maximum aggregate amount of tax credits is $10 million, which increases by 20 percent annually. Tax credits are awarded on a first-come, first-served basis. The scholarships have maximum limits of $4,200 and $5,500 for students grades K— 8 and 9— 12, respectively. A student is eligible if his or her family's income does not exceed 185 percent of the income limit required for students to qualify for the federal free or reduced-price lunch program. Ariz. Rev. Stat. Ann. §43-1183. 3. Arizona Scholarships for Pupils with Disabilities Program was implemented in the 2006— 07 school year and provides special needs children with the option of attending another public school or receiving a scholarship for attendance at a qualified private school. In order to be a state-qualified school, the school may not discriminate on the basis of race, color, handicap, familial status, or national origin. An eligible student must have an Individualized Education Program and attended a public school in the prior year. The amount of assistance is the school's tuition and fees or actual cost per pupil, whichever is greater, but may not exceed the amount of funding the student would have generated had he or she remained in a public school. Ariz. Rev. Stat. Ann. §§15— 891— 891.06. 4. Displaced Pupils Choice Grant Program became law in 2006 and began in the 2007— 08 academic year. A student is eligible to receive this voucher if he or she has been in the foster care system any time before high school graduation. Vouchers are distributed on a first-come, first-served basis and can be used to pay tuition at any private school in the state of Arizona. Participating schools may not discriminate on the basis of race, color, handicap, familial status, or national origin. Ariz. Rev. Stat. Ann. §§15-817—817.07. 5. Empowerment Scholarship Account Program became law in 2011. Designated for special needs children, these educational savings account funds provide for qualified students to access an education which must, at minimum, include reading, grammar, mathematics, social studies, and science. An eligible student receives a scholarship account into which the state deposits 90 percent of the student's funding level as determined by the school finance formula. Parents draw on the funds for private school and related expenses. Participating schools must be nongovernmental K—12 schools or preschools for handicapped students and must not discriminate on the basis of race, color, or national origin. Ariz. Rev. Stat. Ann. §§15—2401—2402. |

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| Universal Vouchers and the Empowerment Scholarship Account (ESA) Program  To apply under "Universal" you will need the following:   1. Student’s Birth Certificate    1. The person applying must be listed on the birth certificate (or other legal documentation).    2. If the applicant's legal name at the time of application does not match what is on the birth certificate, documentation of legal name change must be included with the birth certificate.    3. Students must be 5 years of age by January 1st. 2. Proof of Residency Document in the Applicant’s Name (parent/guardian applying). You only need to provide ONE of the following documents listing your physical address. This is not an exhaustive list. | |
| 1. Valid Arizona driver’s license, Arizona identification card 2. Valid Arizona motor vehicle registration 3. Property Deed / Warranty Deed 4. Mortgage documents 5. Property tax bill | 1. Rental agreement or lease 2. Utility bill (water, electric, gas, cable, phone) 3. Bank or credit card statement 4. W-2 wage statement 5. Payroll stub 6. Certificate of tribal enrollment |

**Green Fields School**

Measure of Educator Effectiveness Overview

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| **Accelerated Learning Laboratory Measure of Educator Effectiveness** (ALLMEE) was inspired by the MET Project, ISLLC Standards, Tripod Project, The Charlotte Danielson Framework, and AMEE (ALL-Tucson). ALLMEE was created to provide a manageable system comprised of meaningful measures of educator (instructor, teacher, administrator, and leadership) effectiveness that could be embedded in *ALL*’s integrated educational system and that could evolve and improve with the “whole” system over time. ALLMEE consists of three weighted components for measuring educator effectiveness: 1. Teaching Performance 50% (60 of 120 points) 2. Student Academic Progress 33% (40 of 120 points) 3. Survey Instruments (parent, student, peer, Self-reflection) 17% (20 of 120 points) |

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| **Overall Performance Classifications for Educator Effectiveness**   1. **Highly effective**   Teacher consistently demonstrates teaching effectiveness above stated expectations, exceeds all objectives, goals and targets for student performance, survey data indicate very high levels of satisfaction. Top performer in all areas including student achievement. Convincing evidence is required for rating a teacher as Highly Effective.   1. **Effective**   Teacher consistently demonstrates teaching effectiveness at or above stated expectations, meets or exceeds all objectives, goals and targets for student performance, survey data indicates high levels of satisfaction. High performer in all areas including student achievement. While there may be some areas that require minor development the teacher is a highly valued educator. Strong evidence is required for rating a teacher as Effective.   1. **Developing**   Teacher consistently demonstrates reasonable teaching effectiveness at stated expectations, meets most goals established for student performance, survey data indicate moderate levels of satisfaction. Adequate to good performer in all areas including student achievement. While there are areas that require further development the teacher is a valued educator with promise.   1. **Ineffective**   Teacher rarely demonstrates teaching effectiveness at reasonable expectations, meets few goals established for student performance, survey data indicate low levels of satisfaction. Unsatisfactory performer in most areas including student achievement. Significant improvement is required in most areas. Convincing evidence and high specificity is required for rating a teacher as Ineffective. |

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| Teaching Performance  50% (60 points)  Teaching Performance Evaluations utilizes four Domains; 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, 4) Professional Responsibilities. The degree to which an instructor meets the criteria in each subdomain is determined by measurable observational evidence, and data driven analysis generated within MARC.  Rubric Domains define performance criteria for specific sub-domains and provide four Teaching Performance classifications: 1) Unsatisfactory 2) Basic 3) Proficient 4) Distinguished.   1. **Planning and Preparation**    1. **Content Knowledge**:   Knowledge of content & concepts in the subject discipline; Ability to generalize learning to concepts within the discipline and to knowledge structures external to the subject discipline; Knowledge and use of effective pedagogy specific to discipline; Understanding of perquisite skills and knowledge required for student success; Anticipation of student misconceptions   * 1. **Knowledge of Students**   Knowledge of students’ levels of development and background, culture, skill, language proficiency, interest, and special needs, as a group and as individuals   * 1. **Setting / Instructional Objectives**   Learning objectives within the discipline are rigorous, worthwhile, and require effort to achieve. Goals and expectations are clear and easily accessible to all students. Assessments are fair, valid, reliable, and measure meaningful learning. Target objectives account for individual student needs.   * 1. **Knowledge of Resources**   Knowledge of resources e.g., texts, colleges, self created, internet, learning groups, guest speakers, field experiences,   * 1. **Coherent Instruction**   Student engagement and arousal is skillfully enhanced. Lesson displays in-depth coverage, feedback loops, sufficient content density with differential instruction across ability levels, clear knowledge scaffolds, a clear constructed knowledge sequence, and simultaneous instruction across varying levels of student knowledge, rigorous but realistic objectives, content review with elaboration, and builds new knowledge on previously learned concepts. Teacher actively teaches metacognitive skills and student choice/control develops metacognitive awareness.   * 1. **Student Assessments**   Aligned with instructional outcomes, clear criteria that show evidence of learning, individualized, formative, teacher uses MARCH output to plan future instruction. | Student Level Data  Student Academic Progress  33% (40 of 120 points)  Provides multiple measures of student academic performance. Rating Tables supply point allocations.     1. Achievement (1-16 points)    1. AMO Data    2. Other Valid and Reliable Measures 2. Growth 20% (24 of 120 points)    1. Class-wide Student Learning Objectives (SLO)    2. Targeted SLOs 3. College and Career Ready (1-16 points) | Survey Instruments  17% (20 of 120 points)  Survey Inventories are used to inform professional development recommendations for each teacher. Review of data may be used to set school, district, or classroom goals   1. **Parent Perception Inventory**   Solicit information from parents on the quality of teacher and school. Administered anonymously on-line.   1. **Student Perception Inventory**   Provide opportunity for students to rate teachers on teaching skill, subjective learning, student engagement, and academic rigor. All 3-8 teachers, including SPED teachers. Administered anonymously on-line.   1. **Peer Perception Inventory**   Each teacher is assigned a minimum of three peer reviewers: Two are chosen by the principal and one is selected by the teacher being evaluated. Administered anonymously on-line.   1. **Self-reflection Instrument / Teacher Self-Review**   Completed by the teacher prior to, and after each Formal Observations and reviewed at appropriate teacher-evaluator conferences. Teacher reflects on each of the four domains, prior year student academic progress data, and survey data. For completion, one point is awarded in the final summative calculation.  **Parent Perception Inventory**  The staff at my child’s school is respectful and caring.  My child is safe at school.  My child’s school has high academic expectations for my child.  My child’s school prepares my child to be on track for college or a career.  My child’s teacher inform me of my child’s progress.  My child likes going to school.  My child’s school values my opinion.  My child is involved with the school community.  A B C D F  What overall grade would you give your child’s teacher(s)?  What overall grade would you give the school administrator(s)?  What overall grade would you give the quality of education that your child is receiving?  What overall grade would you give your child’s school?  **Student Survey Questions 3-5 / Perception Inventory**  The schoolwork we do helps me learn.  The schoolwork we do is interesting.  What I learn in this class is useful to me.  I am not bored in this class.  In this class, we learn a lot almost every day.  My teacher makes sure that we think about the things we read and write.  When the work is hard, my teacher encourages me to keep trying.  In this class, it is more important to understand the than to memorize.  My teacher uses many different ways to explain things.  My teacher knows when we understand the lesson and when we do not.  Our classroom materials have their own place and things are easy to find.  My teacher tells us what we are learning and why.  My teacher wants us to share what we think.  In this class, students feel comfortable about sharing their own ideas.  My teacher talks to me about my work to help me understand my mistakes.  My teacher writes notes on my work that help me do better next time.  My teacher builds on things we learned in other classes, subjects, and years.  My teacher cares about me.  If I am sad or angry, my teacher helps me feel better.  My teacher would notice if something was bothering me.  We do not waste time in this class.  Students in my class are respectful to our teacher.  My classmates behave the way my teacher wants them to behave.  The kids in my class know what they are supposed to be doing and learning.  Students behave in this class which makes the teacher happy.  The people we learn and read about in this class are like me.  My teacher teaches us to respect people’s differences.  In this class, I feel like I fit in.  I feel like an important part of my classroom community.  My teacher knows what my life is like outside of school.  My teacher knows what is important to me.  Work in this class is challenging but not too difficult.  I feel like I can ask for help when I need it.  I feel like I do a good job in this class.  **Student Survey Questions 6-12 / Perception Inventory**  My teacher makes learning enjoyable.  What I learn in this class is useful to me.  My teacher teaches things that are important.  My teacher knows the things that make me excited about learning.  I am not bored in this class.  In this class we learn a lot every day.  In this class, it is more important to understand the lesson than to memorize.  When the work is hard, my teacher encourages me to keep trying.  My teacher accepts noting less than my best effort.  My teacher knows when we understand the lesson and when we do not.  If I don’t understand something, my teacher explains it a different way.  My teacher explains difficult things clearly.  My classroom is organized and I know where to find what I need.  Students feel comfortable sharing their ideas in this class.  My teacher respects my opinions and suggestions.  In this class, we have a say in what we learn and do.  My teacher talks to me about my work to help me understand my mistakes.  My teacher writes notes on my work that help me improve  My teacher makes connections to other subjects or classes.  My teacher cares about me.  My teacher pays attention to what all students are thinking and feeling.  My teacher would notice if something was bothering me.  We do not waste time in this class.  Students in this class treat the teacher with respect  The students behave the way my teacher wants them to behave.  Students behave in this class which helps us to progress.  The classroom materials, pictures, words, books and art reflect my cultural.  My teacher respects my cultural background.  My teacher sees me as an individual.  Students in this class respect each other’s differences.  In this class, I feel like I fit in.  I feel like an important part of this classroom community.  My teacher knows what my life is like outside of school.  My teacher knows what is important to me.  School work in this class is challenging but not too difficult.  I as for help when I need it.  I feel like I do a good job in this class.  **Teacher Peer-Review / Peer Perception Inventory**  The teacher identifies specific ways in which a lesson might be improved.  The teacher has an efficient and effective process for recording student attainment of learning goals: students are able to see ho they’re progressing.  The teacher regularly sends home information about student progress.  The teacher develops activities designed to engage families successfully and appropriately in their children’s learning.  The teacher has supportive and collaborative relationships with colleagues.  The teacher frequently volunteers to participate in school events and/or district and community projects.  The teacher seeks regular opportunities for continued professional development.  The teacher welcomes colleagues in the classroom for the purpose of gaining insight from their feedback.  The teacher actively addresses students’ needs. The teacher actively works to provide opportunities.  The teacher willingly participates in team and departmental decision making.  The teacher takes a leadership role in team and developmental decision making.  **Teacher Self-Reflection Questions**  What are the instructional objectives of your lesson? How will you evaluate student learning? How will you provide for formative evaluations? How will you determine each student’s baseline for the purpose of this lesson?  How does your lesson fit into a hierarchical scaffold of this class’s content?  Describe the students in this class, including those with special needs.  How will you provide instruction in metacognition relative to this content area? How will you create a continuous feedback loop?  How will you engage your students? What will you do? What will the students do? Will the students work individually or in groups?  How will you provide for differential instruction, e.g., simultaneous instruction for students at differing skill and knowledge levels?  How will you provide students with a high frequency of opportunities to respond?  Is there any specific thing you would like observed during the lesson?  How is the lesson aligned to the Common Core State Standards? |
| Rating Table Example / Grades 4-6 / Evaluator and teacher select appropriate table during conference.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Category | Point value | Classroom Data | point value | Data Source | | Achievement | 8 | % pass AMO Reading | 2 | Prior Y | | % pass AMO Math | 2 | Prior Y | | Class SLO | 4 | Current Y | | Growth | 24 | Target SLO | 8 | Current Y | | S Growth target Reading | 4 | Prior Y | | S Growth Target Math | 4 | Prior Y | | Mean SGP reading & math | 8 | Prior Y | | Career & College Ready | 8 | AMO CCR equiv Reading | 4 | Prior Y | | AMO CCR equiv Math | 4 | Prior Y | |
| 1. **Classroom Environment**    1. **Respect and rapport**   Interactions are respectful, sensitivity to students as individuals, high levels of civility among all members of the class   * 1. **Culture for Learning**   Classroom culture is cognitively vibrant, shared belief in the importance of learning, teacher conveys high expectations for all students and insists on hard work, student assumes responsibility, students engage in peer tutoring   * 1. **Managing Classroom Procedures**   Maximized instructional time, efficient classroom routines, students contribute to the function of classroom routines, routines understood and initiated by students, short transitions, efficient handling of materials and supplies, no student is waiting or idle at any time for any reason   * 1. **Managing Student Behavior**   Student behavior is appropriate, students take an active role in self-monitoring their own behavior and that of other students, teacher’s monitoring of student behavior is subtle and preventative, teachers response to student misbehavior is consequence based and non-punitive, there is an ambiance of mutual respect between students and between teacher and students   * 1. **Organization of Physical Space**   Classroom is safe, learning is accessible to all students including those with special needs, teacher makes effective use of physical resources including computer technology, physical arrangement is appropriate to learning activities, students contribute to use or adaptation of physical environment   1. **Instruction**    1. **Communicating with Students**   Teacher links instructional purpose of the lesson to student interests, directions are clear and anticipate student misunderstanding, teacher’s explanation of content is through and clear, teacher uses cognitive maps – scaffolding – and connects new learning to earlier lessons and knowledge, content is meaningful to students interest – students demonstrate interest and passion for content, teacher demonstrates passion for content, students are engaged with each other and with the teacher, teacher and students stay on topic, teacher finds opportunities to extend students’ vocabulary   * 1. **Using Questioning / Prompts / Discussion**   Teacher uses a variety of questioning techniques to cognitively challenge and engage students, teacher engages every student through high frequency of questions, there is a high level of thinking and sophisticated discourse, teacher promotes metacognitive skills, student formulate many questions, students initiate questioning and make unsolicited contributions, students ensure that all voices are heard in the discussion   * 1. **Engaging Students in Learning**   All students are intellectually engaged in challenging content. There is evidence of student initiated inquiry and student contributions to important content. Pacing of the lesson provides students with required time to intellectually engage with and reflect upon their learning. There is evidence that students consolidate their current learning with previous learning. Students display metacognitive choice in task completion. There is evidence that students serve as resources for one another.   * 1. **Using Assessment in Instruction**   Formative assessments are fully integrated into instruction. Students display metacognitive skills including self-monitoring their progress, and self-assessing the depth and breath of their knowledge and sufficiency of their understanding. Continuous Formative feedback-loops are visible including: verbal and nonverbal, prompting and priming, and written assessments. Assessment accurately and reliably identifies areas of strengths and weaknesses, is accurate, specific, and advances learning. Assessment is individualized.   * 1. **Demonstrating Flexibility and Responsiveness**   Teacher takes advantage of “teachable moments” that unexpectedly occur. Teacher spontaneously adjusts instructional level or pacing relative to the learners’ level of understanding. Teacher addresses individual student’s needs, misunderstandings, or interests at the time they become apparent. Teacher seeks to learn / acquire effective instructional strategies and solicits help to increase skill. Teacher displays a broad range of appropriate instructional strategies and skills.   1. **Professional Responsibilities**    1. **Reflecting on Teaching**   Teacher objectively and accurately self-assess lesson effectiveness and the extent to which it achieved its instructional objectives. Teacher cites specific examples of the lesson’s strengths and weakness, and offers realistic ways in which the lesson might be improved.   * 1. **Maintaining Accurate Records**   Teacher collects and maintains detailed and accurate data and maintains portfolios that reflect meaningful progress each student is making towards the defined academic goals; Including but not limited to: completion of assignments, outcomes of exams, Expert Trials, Challenges, and homework. Students participate in maintaining and accumulating this data. Data is organized such that the teacher can quickly assess individual and group progress and students can assess their own progress in rea-time. Students, teacher, and parents must be able to easily access this data without interference. Data is collected in every subject every day and is finegrained. Teacher maintains confidentiality of appropriate data. Data is organized such that it informs modifications in instructional practices for both individuals and the whole group.   * 1. **Communicating with Families**   Teacher communicates with families frequently and is sensitive to their culture. Students contribute to and facilitate this communication. Teacher responds to family concerns in a timely and professional manner. The outcomes of this communication are successful as evidenced by student achievement and family satisfaction.   * 1. **Participating in a Professional Community**   Relationships with colleagues are characterized by mutual support and cooperation. Teacher displays initiative and takes appropriate leadership roles among faculty and is active in appropriate supportive roles. Teacher volunteers to participate in school events and makes substantial contributions to non-academic campus life including assuming a leadership role in at least one extracurricular activity. Teacher takes an active role in maintaining a professional environment anchored by mutual respect.   * 1. **Growing and Developing Professionally**   Teacher seeks opportunities for professional development. Teacher seeks feedback from both supervisors and colleagues. Teacher initiates important activities that contribute to the professional ambiance of the school and profession.   * 1. **Showing Professionalism**   Teacher maintains the highest standards of honesty, integrity, and confidentiality. Teacher makes a concerted effort to challenge negative attitudes or practices and ensures that all students and deserving staff are honored, including those traditionally overlooked. Teacher complies fully with school and district regulations. Teacher is involved at the leadership level in many academic and extracurricular major projects.  **Definitions / Selected Operational Definitions**  **Continuing Teacher**: A teacher in or beyond the third year of employment at a single school and who did been performed in the lowest classification the previous school year or who has not regained continuing status after being designated as probationary teacher.  **Probationary Teacher**: A teacher who is not in or beyond the third year of employment at a single school or a continuing teacher who has been designated in the lowest performance classification and has not regained continuing status.  **Group A Teachers**: Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Common Core State Standards, and appropriate to individual teacher’s content areas.  **Group B Teachers**: Teachers with limited or no classroom-level student achievement data that are valid and reliable, aligned to Common Core State Standards, and appropriate to individual teacher’s content areas.  **Classroom-level Data**: Data that is limited to student academic performance within an individual classroom or course. May include SBA scores, SAT scores, AP scores, school assessments that are valid and reliable, other standardized assessments, and Student Learning Objectives (SLO’s). Classroom-level data is not intended to include teacher made quizzes or teacher made tests for a specific classroom but does include school-wide Expert Trials and Challenge Exercises.  **Classroom-wide data:** Student data averaged across a classroom  **Schoolwide data:** Student data averages across the school.  **School-level Data**: Group data that is limited to student academic performance within an individual school. Includes: SBA scores, SAT scores, AP scores, school assessments that are valid and reliable, other standardized assessments.  **S.M.A.R.T. Goals**: **S**pecific: who, what, where? **M**easurable: How will progress towards the goals and the achievement of the goals be measured? **A**ttainable: Is the goal realistic, yet rigorous? **R**esults-oriented: Are the goals consistent with established goals and with immediate and long rang goals. **T**ime-bound: Are the goals trackable and do they allow for monitoring of progress.  **Baseline**: Student performance data collected at or near the beginning of a cycle before strategies, interventions or action plans have been implemented.  **Real-time**: The actual time during which a process or event occurs. Input data processed within a very short period of time.  **Content-series**:  **Content-subject**: Curricular subjects such as mathematics and science taught in a school including non-core subjects.  **Instructor**: A highly qualified teacher having achieved the performance ranking of “highly effective” for three (3) consecutive years or more, and not having been ranked less than “highly effective” for any subsequent two year period. | |

**Green Fields School**

Measure of Educator Effectiveness

Teaching Performance / Formal Observation Evaluation

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Probationary |  | Continuing |  | Elementary |  | Secondary |
| Instructor Name |  | year |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Formal Observation #1 |  | Formal Observation #2 |  |
|  |  |  |  |
| Instructor Signature | Date | Instructor Signature | Date |
| Evaluator Signature: | Date | Evaluator Signature | Date |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Formal Observation #1 | | | |  | Formal Observation #2 | | | |  |  | Same a FO2 if higher than FO! |
|  | Date: | | | |  | Date: | | | |  |  |
|  | Unsatisfactory | Basic | Proficient | Distinguished |  | Unsatisfactory | Basic | Proficient | Distinguished |  | Sub-total | Final Performance Classification |
| Domain 1: Planning and Preparation 18 possible points |  | | | |  |  | | | |  |  |  |
| 1a. Content Knowledge | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |  |
| 1b. Knowledge of Students | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |  |
| 1c. Setting / Instructional Outcomes | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 1d. Knowledge of Resources | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 1e. Coherent Instruction | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 1f. Student Assessments | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
|  | Domain 1: Planning and Preparation TOTAL | | | | | | | | | | |  |
|  |
| Domain 2: The Classroom Environment 15 possible points |  |  |  |  |  |  |  |  |  |  |  |  |
| 2a. Respect and rapport | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 2b. Culture for Learning | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 2c. Managing Classroom Procedures | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 2d. Managing Student Behavior | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 2e. Organization of Physical Space | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
|  | Domain 2: The Classroom Environment TOTAL | | | | | | | | | | |  |
|  |
| Domain 3: Instruction 15 possible points |  |  |  |  |  |  |  |  |  |  |  |  |
| 3a. Communicating with Students | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 3b. Using Questioning / Prompts / Discussion | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 3c. Engaging Students in Learning | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 3d. Using Assessment in Instruction | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
| 3e. Demonstrating Flexibility and Responsiveness | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |  |  |
|  | Domain 3: Instruction TOTAL | | | | | | | | | | |  |
|  |  | | | |  |  | | | | | | |
| Domain 4: Professional Responsibilities 18 possible points |  | | | |  |  | | | | | | |
| 4a. Reflecting on Teaching | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |  |
| 4b. Maintaining Accurate Records | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |
| 4c. Communicating with Families | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |
| 4d. Participating in a Professional Community | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |
| 4e. Growing and Developing Professionally | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |
| 4f. Showing Professionalism | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |  |  |
| Domain 4: Professional Responsibilities TOTAL | | | | | | | | | | | |  |
| Domain 4: Professional Responsibilities adjustment (Weighted to compensate for point accumulated in the peer reviews) TOTAL X .67 = | | | | | | | | | | | |  |

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| --- | --- |
| Teaching Performance TOTAL (60 possible) |  |

**Green Fields School**

Measure of Educator Effectiveness

Evaluation: Observation Component

In-service training (Tuesdays 4:00-5:30pm with optional Wednesday: Required of all instructional staff)

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| Selected list of Topics | Project Overview, Survey Instruments, Teaching Performance, Student Level Data, Classroom Level Data, Formal Observation Process, Baseline Data, Student Learning Objectives (SLO), Classroom-wide Learning Objectives, Identifying Targeted Students, Monitoring Progress, Formative Feedback Loops, Performance Classifications, Common Core, Reflective Practices, Theory of Mind, Student Engagement and Arousal, Questioning Techniques, Review with Elaboration, Content Density, Knowledge Scaffolds, Cognitive Maps, Meta-memory, Mental Networks, Impeded Metacognitive Instruction, Opportunities to Respond |

Evaluation Cycle / Lesson Observation / In-class Visitation

Informal Observations / Modeling

|  |  |
| --- | --- |
| Observation | Observations targeting specific instructional objectives, and/or data collection may be semi-formal (announced but not scheduled) or informal (impromptu or unannounced) throughout the evaluation cycle. Teacher conferences often follow within the same day. |
| Insitu Training | In-class modeling and/or demonstrations of: content scaffolding, maximizing content density, techniques increasing student engagement, etc. may be followed by teacher conferences and may be formal, semi-formal or informal and occur throughout the evaluation cycle. |
| Data Evaluation | In-class evaluation of data collection methods and reliability may be formal or informal throughout the evaluation cycle. May include evaluation of timelines, timeliness and methods used to produce real-time analysis of group and individual student progress towards long and short-term learning goals. May also include sampling of student portfolios and other documents descriptive of student progress. Teacher conferences may follow. |

Formal Observation Sequence

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| --- | --- |
| Self-reflection | **Teacher Self-Reflection Pre-conference Form**: Teacher completes form prior to Pre-observation Planning Conference |
| Conference | **Pre-observation Planning conference**: Teacher and evaluator discuss student learning objectives of a scheduled lesson and methods/instruments used to assess the lesson effectiveness. Teacher submits the Teacher Pre-Observation Self-reflection Form. At the discretion of the teacher the following may also be included/discussed/submitted: Detailed Lesson Plans, description of activities, identification of materials to be used, and discussion/submission of the Teacher Pre-Observation Self-reflection Form. The may alter any aspect of the planned lesson during this conference. Evaluator and teacher select the appropriate rating table to be used. |
| Observation | **Scheduled Classroom Lesson Observation**: Formal uninterrupted classroom observation of a teacher’s planned lesson. NOTE: Observations cannot be conducted within 2 instructional days of any scheduled school breaks of at least one week. |
| Self-reflection | **Teacher Self-Review Post Observation Form**: Teacher completes a new form or modifies / revises old form prior to Post Observation Conference |
| Conference | **Post Observation Evaluation Conference**: Teacher and evaluator identify areas of strengths and opportunities for improvement based on evidence provided to the teacher by the evaluator and items from the Teacher Self-Reflection Pre-conference Form completed by the teacher. The teacher submits the completed Teacher Self-Reflection Pre-conference Form. Plans, activities, and strategies to improve student performance should be the goal. The Post Observation Evaluation Conference must occur within 10 business days of the observation. Any additional items the teacher may want to be considered must be submitted within 24hrs of the completion of the Post Observation Conference. |
| Self-reflection | **Teacher Self-Reflection Pre-conference Form #2**: Teacher completes a new form or modifies / revises old form prior to 2nd Pre-observation Planning Conference. |
| Conference | **Pre-observation Planning conference**: Teacher and evaluator discuss student learning objectives of a scheduled lesson and methods/instruments used to assess the lesson effectiveness. Teacher submits the Teacher Pre-Observation Self-reflection Form. At the discretion of the teacher the following may also be included/discussed/submitted: Detailed Lesson Plans, description of activities, identification of materials to be used, and discussion/submission of the Teacher Pre-Observation Self-reflection Form. The may alter any aspect of the planned lesson during this conference. |
| Observation | **Scheduled Classroom Lesson Observation #2**: Formal uninterrupted classroom observation of a teacher’s planned lesson. NOTE: Observations cannot be conducted within 2 instructional days of any scheduled school breaks of at least one week. Scheduled Classroom Lesson Observations must be separated by at least 60 calendar days. The Scheduled Classroom Lesson Observation #2 and related requirements may be waived for a continuing teacher if the first observation resulted in a rating of Proficient or Distinguished. |
| Self-reflection | **Teacher Self-Review Post Observation** **Form**: Teacher completes a new form or modifies / revises old form prior to 2nd Post Observation Conference. |
| Conference | **Post Observation Evaluation Conference #2**: Teacher and evaluator identify areas of strengths and opportunities for improvement based on evidence provided to the teacher by the evaluator and items from the Teacher Self-Reflection Pre-conference Form completed by the teacher. The teacher submits the completed Teacher Self-Reflection Pre-conference Form. Plans, activities, and strategies to improve student performance should be the goal. The Post Observation Evaluation Conference #2 must occur within 10 business days of observation #2. Any additional items the teacher may want considered must be submitted within 24hrs of the completion of the Post Observation Conference #2. |

Summative

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| Conference | **Summative Evaluation Conference:** If Student Academic Progress and Survey Data for the current year evaluation are not available at the time of the second post-observation conference, the Summative Evaluation Conference will complete the annual evaluation cycle and includes a review of student achievement data and other evidence of teacher effectiveness. The teacher and evaluator will discuss with the results of the Teaching Performance Component, the Student Academic Progress Component, and the Survey Component and a resultant summative performance classification (Highly Effective, Effective, Developing, Ineffective) will be assigned. Identification of future actions for improvement/growth may also be decided. |

**Green Fields School**

Measure of Educator Effectiveness

Teacher Self-review / Teaching Performance / Pre - Post Formal Observation

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| To be completed by the teacher prior to, and after Formal Observations and reviewed at appropriate teacher-evaluator conferences. Teacher reflects / speculates on each of the four domains, prior year student academic progress data, survey data, and sets SMART goals to improve student performance for the current year. One point is awarded, for completion of all self-review instruments, in the final summative calculation. Additional pages may be attached. May be modified by or teacher and evaluator at conferences. |

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|  |  |  |  |  | Probationary |  | Continuing |  | Elementary |  | Secondary |
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| Instructor Name |  | date |  |  | Pre-observation |  | Post Observation |  | Observation #1 |  | Observation #2 |

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| Domain 1: Planning / Preparation  1a. Content Knowledge  1b. Knowledge of Students  1c. Setting Goals  1d. Knowledge of Resources  1e. Coherent Instruction  1f. Student Assessments |  |
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| Domain 2: Class Environment  2a. Respect and rapport  2b. Culture for Learning  2c. Managing Class Procedures  2d. Managing Student Behavior  2e. Organizing Physical Space |  |
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| Domain 3: Instruction  3a. Student Communication  3b. Using Questioning / Prompts  3c. Engaging Students  3d. Assessment in Instruction  3e. Flexibility / Responsiveness |  |
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| Domain 4: Professionalism  4a. Reflecting on Teaching  4b. Maintaining Records  4c. Family Communication  4d Professional Community  4e. Developing Professionally  4f. Showing Professionalism |  |
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| Prior year student academic progress data, survey data, SMART goals Specific Measurable Attainable Rigorous Time-bound |
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**Green Fields School**

Measure of Educator Effectiveness

Form “A” General Instructions

Student Baselines / Student Learning Objectives / Targeted Students

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| Background: In all content subjects *GF* utilizes formative, criterion referenced, proprietary instructional materials including a Physical Science Series, Syntax and Semantics Series, Numeric Operations Series, among others. Each series contains “Expert Trials” (mastery power-exams) and “Challenge Trials” (application assessments) that are sequentially numbered and administered at a high frequency in a proctored setting. These evaluation instruments are fine grained (they assess student content knowledge and skills in high detail, that is, they are not sampling instruments) and facilitate continuous feedback loops with many opportunities for instructors to modify their instructional practices based on data driven decisions relative to student progress (individual and group) towards individualized performance goals (student learning objectives, **SLO**). Additionally, for each content subject, summative exams are proctored at regular intervals throughout the year, including an end-of-year summative exam (**S-Exam**.) Students may progress at varying rates but each student in each classroom is assigned an individualized growth goal in each content area (yearly growth, class-wide subject SLO **CS-SLO**). Each student’s progress towards this goal is recorded daily. In most cases, it takes several years for a student to complete a series. At the beginning of each year, each student begins on the “number” in each series, s/he finished the year before (the current year, subject baseline, **S-Baseline**). Students are selected for inclusion in a classroom primarily on the basis of these “academic level” numbers without excessive regard for age or grade so as to reduce the academic variation within each classroom. Due GF’s unique, record keeping system, individual progress as well as the classroom average progress can be quickly determined. “Expert” and “Challenge” (jointly referred to as “Trials”) numbers predict performance on end of the year standardized exams (student performance expectations for a specific grade level, the normal grade level benchmark, **NGL benchmark**). Because students are selected for membership in classrooms based on academic level and performance, not grade or age, all K-8 classrooms contain students of various ages and grades but with narrow academic spread. Data collected on Form “A” is used to evaluate each teacher across all core subjects they teach. In addition, all students assigned to each teacher, are included in that teacher’s evaluation. |
| **Form “A”** / Each instructor shall complete one Form A for each subject area taught in accordance to the following guidelines.   1. S-Baseline: The Subject-Baseline represents where each student finished (level of academic achievement) the year before (or the end of the instructional period) in the content subject under consideration. The S-Baseline must be based on objective and reliable data. S-Baselines are determined once each year and are used as a starting point to evaluate: each student’s yearly growth as well as incremental progress toward individualized goals, student grades, and teacher effectiveness. The S-Baseline shall be established using one of the following:    * **Content Series Baselines**: The highest “Trial” number achieved by a specific student in the subject at the end of the prior year becomes the next year’s baseline and starting point.    * **Deferred Baselines**: For classrooms in which all students begin a series on the same trial (Expert and/or Challenge) number, determination of a baseline is deferred until the middle of the first quarter. The baseline then becomes the highest “Trial” number achieved at that point in time.    * **Placement-exam Baseline**: For classrooms in which the majority of students have progressed through a series and are on divergent “trial” numbers, baselines for new students are determined by administering a school provided placement exam.    1. Elementary School Subjects       1. Mathematics          1. Numeric Operations          2. Intermediate Algebra       2. English Language Arts          1. Penmanship          2. Dictated Spelling          3. Lexicon          4. Syntax & Semantics (Language Series)          5. Expository Composition          6. Oration       3. Reading / Reading Comprehension / Cross Content Reading       4. Writing: Cross Content       5. Science:          1. General Science          2. Physical Science          3. Anatomy & Physiology          4. Physical Geography / Earth Science       6. Social Science          1. Political Geography          2. US History          3. World History       7. Foreign Language and Culture       8. Visual Arts    2. Secondary School Subject categories (6,7,8)       1. Mathematics       2. English Language Arts       3. Science:       4. Social Science       5. Foreign Language and Culture       6. Fine Arts    3. Instructional Intervention Classrooms       1. The entire population of students assigned to any one specialist teacher is treated as that specialist’s “virtual” classrooms. For the purposes of Form “A” each Specialist shall have two classrooms, one comprised of students whose regular classroom is in the elementary school and the other comprised of students whose regular classrooms are in the secondary school. This shall be done regardless of student load, student grade, age, or disability.       2. Each specialist teacher shall complete a separate “Form A” for each subject listed in Ab1-4 above for both their Virtual Elementary and Virtual Secondary classrooms.       3. The S-Baseline “Trial” number for each student shall be the same as assigned by the regular classroom teacher. 2. SB-Rank: The Subject Baseline Rank represents each student’s baseline rank in a given subject relative to each other student’s in the current classroom.    1. Elementary Classrooms: Each student’s S-Baseline ranking shall be determined for the given subject relative to the student’s current classroom by ranking the baseline numbers for each student in descending order and assigning the appropriate “rank” number to each student. (The student with the highest trial number is ranked “1”. The lowest ranked, equals the total number of baseline scores in that subject within the classroom. Neither grade nor age shall be considered.) NOTE: Because students will be listed in rank-order based on their average rank for all subjects (ASB-Rank) and not based on the single subject rank (SB-Rank), ranking scores in this column will not be sequentially ordered.    2. Secondary Classrooms: The S-Baseline numbers for all students studying the subject in the current classroom shall be ranked in descending order and the appropriate “rank” number assigned to each student (the student with the highest trial number is ranked “1”, the lowest ranked, equals the total number of in the classroom or period. Neither grade nor age shall be considered.) In single subject secondary classrooms, this column shall be sequentially ordered with the highest performing student at the top.    3. Intervention Specialists’ Classrooms:       1. The SB-Rank shall be expressed as a common fraction with a numerator and denominator       2. The numerator shall be the SB-Rank assigned by the regular classroom teacher for this subject.       3. The denominator shall be the total number of students studying this subject in the regular teacher’s classroom.       4. Note: Because these are mixed rankings, several may cluster and the group as a whole may not demonstrate the full range of ranking possible.       5. Because students listed on this form will be rank-order based on the average rank of each student across all subjects (ASB-Rank) the single subject rank numbers (SB-Rank) in this column will not be ordered.      1. SB-Quotient: The Subject Baseline Quotient represents each student’s baseline performance in a given subject relative to all other students in the current classroom. Because all students in a single classroom may not all be working on the same series in a content area, resulting in a different “N” for each content subject, “quotients” will be used to find each student’s average rank across all subjects (ASB-Quotient.)    1. Elementary: The SB-Quotient is calculated by dividing the SB-Rank by the total number of students studying that subject in that classroom and subtracting that number from one. The SB-Quotient is calculated for each student for each subject and recorded on the appropriated Form “A”    2. Secondary: The SB-Quotient shall be calculated by dividing the SB-Rank by the total number of ranked students in the period or class and subtracting that number from one.  |  |  |  | | --- | --- | --- | | 1 - | SB-Rank | = SB-Quotient | | # ranked S |  * 1. Intervention Specialists:      1. Elementary: For students in the Specialist’s Virtual Elementary Classroom, the SB-Rank shall be the same as the regular classroom teachers.      2. Secondary: For students in the Specialist’s Virtual Secondary Classroom, the SB-Rank shall be the same as the regular classroom teachers.  1. ASB-Quotient: The Average Subject Baseline Quotient represents each student’s rank averaged across all subjects, relative classmates in the current classroom.    1. Elementary: Each student’s SB-Quotients for all subjects studied by that student shall be added together and then divided by the number of quotients added, to produce the student’s average quotient across all subjects (ASB-Quotient).  |  |  | | --- | --- | | SB-Quotient | = ASB-Quotient | | # Quotients |  * 1. Secondary: Column left blank (single subject classrooms are not averaged on Form “A”)   2. Intervention Specialists      1. Elementary: The ASB- Quotient shall be the same as assigned by the regular classroom teacher. Note: These quotients represent relative performance in the regular classroom for each student in the Specialists virtual classroom.      2. Secondary: For students in the Specialist’s secondary classroom, the SB-Ranking number from each of a student’s periods or classes shall be added together and then divided by the number of items added, to produce that student’s average quotient across all subjects (ASB-Quotient).  1. ASB-Rank: The Average Subject Baseline Rank represents each student’s baseline rank averaged across all relevant subjects relative to students in the current classroom.    1. Elementary: Each student’s ASB-Quotient shall be ranked in descending ordered and assigned the appropriate “rank” number (ASB-Rank) (i.e., the student with the highest ASB-Quotient is ranked “1”. The lowest rank equals the total number of students in the classroom. Neither grade nor age shall be considered.    2. Secondary: For each single subject regular secondary school classroom, the ASB-Rank column should be disregarded although the rank-ordered ASB-Rank column will match the SB-Rank column.    3. Intervention Specialists:       1. Elementary: The SB-Quotient shall be used to produce a rank-order (ASB-Rank) of students that comprise the Specialist’s classroom. Note: The ASB-Rank represent a student’s rank in the Specialist’s classroom relative to each student’s rank in the regular teacher’s classroom averaged across all relevant content subjects.       2. Secondary: Each student’s ASB-Quotient shall be ranked in descending ordered and assigned the appropriate “rank” number (ASB-Rank) (i.e., the student with the highest ASB-Quotient number is ranked “1”. The lowest ranked number equals the total number of baseline scores within the classroom. 2. Preparedness: The rank-ordered list of students shall be divided into three equal groups and tentatively identified as high, adequate, and low (preliminary list of Targeted Students). After the Targeted populations of students are identified and any additional students are moved from the high or adequate groups into the “targeted groups” the three groups remain unaltered for the remainder of the academic year regardless of student performance.    1. Elementary: The rank-ordered (ASB-Rank) list of students shall be divided into three equal groups.       1. The first group in the list of students shall be tentatively identified as “High”       2. The second group in the list of students shall be tentatively identified as “Adept”       3. The third group in the list of students shall be tentatively be identified as “targeted”    2. Secondary: The rank-ordered (SB-Rank) list of students shall be divided into three equal groups.       1. The first group in the list of students shall be tentatively identified as “High”       2. The second group in the list of students shall be tentatively identified as “Adequate”       3. The third group in the list of students shall be tentatively identified as “Targeted”    3. Intervention Specialists:       1. Elementary & Secondary Virtual Classrooms: The ASB-Rank ordered lists of students produced for the Specialists classrooms shall be divided into three equal groups.          1. The first group in the list of students shall be tentatively identified as “High”          2. The second group in the list of students shall be tentatively identified as “Adequate”          3. The third group in the list of students shall be tentatively identified as “Targeted” 3. Targeted: Targeted Students in each classroom: Identifies groups of students who display the lowest performance and who warrant intensive intervention. After Targeted populations of students are identified and any additional students are moved from the high or adequate groups into the “targeted groups” targeted groups remain unaltered for the remainder of the academic year regardless of student performance.    1. Elementary & Secondary Students in regular education classrooms: Students who are not already in the targeted groups but scored “FFB” or “A” in any content area on the prior year AMO shall be moved from the high or adequate groups into targeted groups.    2. Intervention Specialists / Elementary & Secondary Virtual classrooms: Students who are not already in the targeted groups but scored “FFB” or “A” in any content area on the prior year AMO shall be moved from the high or adequate groups into targeted groups. 4. Grade Level: Student’s grade level 5. Grade Equivalent Benchmarks / Normal Grade Level Equivalent (NGL-Benchmark) by Subject: The NGL provides benchmarks in Accelerated Learning Laboratory’s instructional materials that are predictive of student performance on the AMO. Subject areas tested by AMO are aligned with a “Trial” number in the appropriate subject series relevant to grade. The NGL-Benchmark shall be taken from the chart supplied by the administration. 6. Classroom-wide Student Learning Objectives by Subject (CS-SLO): Provides reasonable-but-rigorous individualized academic goals for all students in all relevant subject areas. To determine the C-SLO in each subject, the number of contact weeks shall be multiplied by 2 and this product shall be added to each student’s baseline numbers for each subject. 7. Year End Classroom-wide Subject Student Learning Objectives (Y-end CS- SLO): Indicates the degree to which the teacher meets or approaches his/her goal for each student in the relevant subject. For meeting 100-90% of the goal enter a “4”, 89-80% “3”, 79-70% “2”, 69-60% “1”.      1. Year End Classroom-wide Subject Average Student Learning Objectives (Y-end CSA- SLO): Indicates the degree to which the teacher meets or approaches his/her goal for each student averaged across relevant subjects. For meeting 100-90% of the goal enter a “4”, 89-80% “3”, 79-70% “2”, 69-60% “1”. 2. Targeted Student Learning Objectives by Subject (T-SLO): For each targeted student, his/her Grade Equivalent Benchmark and C-SLO shall be determined for each relevant subject including the number of trials for each. The larger of the two numbers shall be multiplied by .8 to arrive at the students T-SLO for each subject. T-SLO’s are calculated for only Targeted Students. 3. Year End Targeted Student Learning Objectives by Subject (Y-end T-SLO-S): Indicates the degree to which the teacher meets or approaches his/her goal for each targeted student in the relevant subject. For meeting 100-90% of the goal enter a “4”, 89-80% “3”, 79-70% “2”, 69-60% “1”, calculated for only Targeted Students. 4. Year End Targeted Student Learning Objectives Averaged across all Subjects (Y-end T-SLO-AS): Indicates the degree to which the teacher meets or approaches his/her goals for each targeted student averaged across all subjects. For meeting 100-90% of the goal enter a “4”, 89-80% “3”, 79-70% “2”, 69-60% “1”, calculated for only Targeted Students. |
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**Green Fields School**

Measure of Educator Effectiveness

Baselines by Classroom and Subject / Class Wide SLO Goals by Subject / Targeted Students / Target SLO’s for Targeted Students

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| Instructional Series / Class Title / Subject |  |

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| Revision number: | |  |  | | |  | Intervention classroom | | | |  | Elementary |  | Secondary | | | |
| Instructor Name: | |  | |  | Instructor Signature: | | | | |  | | | | | Date: |  | |
| Evaluator Name: | |  | |  | Evaluator Signature: | | | | |  | | | | | Date: |  | |
|  | |  | |  |  | | | | | | | | | | | | |
|  | Teacher identified an appropriate S-Baseline for each student. | | | | | | |  | Teacher has NOT identified appropriate S-Baselines for each student. | | | | | | | |
|  |  | | | | | | |  |  | | | | | | | |
|  | Teacher identified an appropriate CS-SLO for each student. | | | | | | |  | Teacher has NOT selected an appropriate CS-SLO for each student. | | | | | | | |
|  |  | | | | | | |  |  | | | | | | | |
|  | Teacher appropriately identified targeted students. | | | | | | |  | Teacher has NOT appropriately identified targeted students. | | | | | | | |
|  |  | | | | | | |  |  | | | | | | | |
|  | Teacher identified an appropriate T-SLO for each targeted student. | | | | | | |  | Teacher has NOT identified an appropriate T-SLO for each targeted student. | | | | | | | |

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| F | A | B | C | D | E | Student Name | H | I | J | K | L | M | N | O |  |
| Preparedness | S-Baseline | SB- Rank | SB-Rank Quotient | ASB- Quotient | ASB--Rank |  | grade level | NGL Benchmark | CS-SLO | Y-end CS-SLO | Y-end CSA-SLO | T-SLO | Y- end T-SLO-S | Y- end T-SLO-AS | Y-End Subject Exam |
| High |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Adequate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Targeted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 4 | 3 | | | 2 | | 1 | | |
| 90-100% met their individualized SLO | 80-89% met their individualized SLO | | | 60-79% met their individualized SLO | | Less than 60% met individualized SLO | | |
| % of targeted students meeting T-SLO-AS | |  | Classroom wide % of students meeting CSA-SLO | |  | |  |  |

**Green Fields School**

Measure of Educator Effectiveness

Summative Teaching Performance / Formal Observation Evaluation / Post Observation Conference

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| To be completed by the Evaluator after Formal Observations and reviewed at appropriate Teacher-Evaluator conferences. Additional pages may be attached. May be modified by evaluator during Post-Observation Evaluation Conferences. Evaluator determines whether the teacher is making acceptable progress toward goals (Satisfactory, Not Progressing). |

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|  |  |  | Secondary |  | Observation #1 |  | Probationary |  | Intervention |
|  |  |  |  |  |  |  |  |  |  |
| Elementary Grade Range / Secondary Discipline |  |  | Elementary |  | Observation #2 |  | Continuing |  |  |

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| Teacher Printed Name |  | Teacher Signature |  | Date |
|  |  |  |  |  |
| Evaluator / Observer Printed Name |  | Evaluator / Observer Signature | | Date |

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|  | Observation 1 | | | |  | Observation 2 | | | | |  |  |  |  |  |  |  |  |
| Date: |  | | | |  |  | | | | |  |  |  |  |  |  |  |  |
|  | Unsatisfactory | Basic | Proficient | Distinguished |  | Unsatisfactory | Basic | | Proficient | Distinguished |  | Sub-total | Final Teaching Classification |  | Satisfactory | Not progressing |  | Comments |
| Domain 1: Planning and Preparation 18 possible points |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 1a. Content Knowledge | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 1b. Knowledge of Students | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 1c. Setting / Instructional Outcomes | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 1d. Knowledge of Resources | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 1e. Coherent Instruction | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 1f. Student Assessments | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| Domain 1: Planning and Preparation TOTAL | | | | | | | | | | | |  |  |  |  |  |  |  |
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| Domain 2: The Classroom Environment 15 possible points |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 2a. Respect and rapport | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 2b. Culture for Learning | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 2c. Managing Classroom Procedures | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 2d. Managing Student Behavior | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 2e. Organization of Physical Space | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| Domain 2: The Classroom Environment TOTAL | | | | | | | | | | | |  |  |  |  |  |  |  |
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| Domain 3: Instruction 15 possible points |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 3a. Communicating with Students | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 3b. Using Questioning / Prompts / Discussion | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 3c. Engaging Students in Learning | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 3d. Using Assessment in Instruction | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 3e. Demonstrating Flexibility and Responsiveness | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| Domain 3: Instruction TOTAL | | | | | | | | | | | |  |  |  |  |  |  |  |
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| Domain 4: Professional Responsibilities 18 possible points |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 4a. Reflecting on Teaching | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 4b. Maintaining Accurate Records | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 4c. Communicating with Families | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 4d. Participating in a Professional Community | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 4e. Growing and Developing Professionally | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| 4f. Showing Professionalism | 0 | 1 | 2 | 3 |  | 0 | | 1 | 2 | 3 |  |  |  |  |  |  |  |  |
| Domain 4: Professional Responsibilities TOTAL | | | | | | | | | | | |  |  |  |  |  |  |  |
| Domain 4 adjustment (Weighted to compensate for point accumulated in the peer reviews) TOTAL X .67 = | | | | | | | | | | | | |  |  |  |  |  |  |
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| Teaching Performance TOTAL (60 points possible) |  |  |  |  |  |  |

**Green Fields School**

Measure of Educator Effectiveness

Teaching Effectiveness Summative Evaluation Form

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| To be completed by the Evaluator at the end of yearly evaluation period and reviewed at appropriate Teacher-Evaluator conference. Additional pages may be attached. The student survey is not administered in grades K-2. Domain 4 is weighted to compensate for point(s) accumulated in the peer reviews for grades 3-8. Domain 4 is not weighted for grades K-2.  **Summative Performance Classifications for Educator Effectiveness**   1. **Highly effective:** Teacher consistently demonstrates teaching effectiveness above stated expectations, exceeds all objectives, goals and targets for student performance, survey data indicate very high levels of satisfaction. Top performer in all areas including student achievement. Convincing evidence is required for rating a teacher as Highly Effective. 2. **Effective:** Teacher consistently demonstrates teaching effectiveness at or above stated expectations, meets or exceeds all objectives, goals and targets for student performance, survey data indicates high levels of satisfaction. Very good performer in all areas including student achievement. While there may be some areas that require minor development the teacher is a highly valued educator. Strong evidence is required for rating a teacher as Effective. 3. **Developing:** Teacher consistently demonstrates reasonable teaching effectiveness at stated expectations, meets most goals established for student performance, survey data indicate moderate levels of satisfaction. Adequate to good performer in all areas including student achievement. While there are areas that require further development the teacher is a valued educator with promise. 4. **Ineffective:** Teacher rarely demonstrates teaching effectiveness at reasonable expectations, meets few goals established for student performance, survey data indicate low levels of satisfaction. Unsatisfactory performer in most areas including student achievement. Significant improvement is required in most areas. Convincing evidence and high specificity is required for rating a teacher as Ineffective. |

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|  |  |  |  |  | Probationary |  | K-2 |  | Secondary |  | Intervention |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary Grade Range / Secondary Discipline |  | Rating Table |  |  | Continuing |  | Grades 3-8 |  | Elementary |  | N/Y Prior year data |

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|  |  |  |  |  |
| Teacher Printed Name |  | Teacher Signature |  | Date |
|  |  |  |  |  |
| Performance Classification for this teacher ending this evaluation period. |  | Evaluator / Observer Signature | | Date |

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| Teaching Performance | Comments | | K-2 , 3-8 Points Possible | Points Earned | Weight | Final Points | Previous  Year points |
| Domain 1: Planning and Preparation |  | | 18 |  | x1 |  |  |
| Domain 2: The Classroom Environment |  | | 15 |  | x1 |  |  |
| Domain 3: Instruction |  | | 15 |  | x1 |  |  |
| Domain 4: Professional Responsibilities |  | | 18 |  | x.67 |  |  |
|  | | Total Teaching Performance Points (60 possible) | | | |  |  |

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| --- | --- | --- | --- | --- | --- |
| Student Academic Progress Data | Results / Comments | | Points Possible | Points Earned | Previous  Year |
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|  | | Total Student Academic Progress Points (40 possible) | |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Survey Data | Results / Comments | | Points Possible grades  K-2 | Points Possible grades 3-8 | Points Earned | Previous  Year |
| Student Survey |  | | - | 15 |  |  |
| Parent Survey |  | | 5 | 2 |  |  |
| Self-Review |  | | 1 | 1 |  |  |
| Peer Survey |  | | 4 | 2 |  |  |
|  | | Total Survey Points (grades K-2 possible =10, grades 3-8 possible = 20) | | |  |  |

Performance Classification Component Summary

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Results / Comments | | Points Possible grades  K-2 | Points Possible grades 3-8 | Points Earned | Previous  Year |
| Teaching Performance |  | | 66 | 60 |  |  |
| Student Academic Progress |  | | 44 | 40 |  |  |
| School Level and Survey Data |  | | 10 | 20 |  |  |
|  | | Total Performance Classification Component Points (120 possible) | | |  |  |

Green Fields School

Fieldtrip

Informed consent / Assumption of Risk / Liability Release

As the parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I hereby Grant consent for him/her to participate in GF approved field trips during the academic year.

I understand that fieldtrips are extracurricular, participation is voluntarily, and fieldtrips are not an integral or mandatory part of the curriculum.

I understand that participation in fieldtrips may involve risks not found in normal study, including but not limited to; risks associated with travel; risks of unique educational activities, risks related to activities such as camping and cooking, risks associated with rural surroundings including wildlife, and risks related to interaction with the general public. I accept full responsibility for any and all outcomes of any and all risks which fieldtrips might pose to my child. I am familiar with and recognize the risks associated with my child's participation in fieldtrips, which includes a variety of indoor and outdoor activities, including but not limited to activities which take place in the natural environment, and I freely and voluntarily consent to assume those risks. I hold Accelerated Learning Laboratory harmless from any damages or claims which might arise from injuries or property loss out of any act or omission on the part of GF, its staff, or designees as a result of such trips or activities. I further agree to indemnify and hold harmless GF, its staff, and designees from any loss, liability, damage or costs including but not limited to court costs and attorney’s fees that they may incur due to my child’s participation in fieldtrips and activities.

I understand that GF does not represent or act as an agent for service providers and GF is not responsible for service providers’ actions, misrepresentations, inactions, or any other failures to provide sufficient services or cautions. I understand that GF is not responsible for matters that are beyond its control including natural disasters, accidents, or actions of others.

I agree that my child shall abide by all rules and regulations of GF, whether written or oral, and understand that my child may be dismissed from the program and sent home, at my expense, at any time if my child fails to abide by these rules and regulations.

I grant permission to GF employees, staff, and designees to obtain emergency medical treatment for my child and agree that I am fully responsible for all costs of such treatment regardless of my concurrence with their judgment to seek such treatment. I hereby give authorization to GF, its employees and designees to take my child to an emergency room should, for any reason, my child require medical or surgical treatment and/or medication while participating in an GF approved fieldtrips or associated activities. I further authorize the hospital and its medical staff to administer treatment as deemed necessary by them for the well-being of my child.

I hereby release Accelerated Learning Laboratory, its affiliates, employees, officers and directors from any and all claims and causes of action of any nature (including those based on negligence) in connection with my child’s participation in fieldtrips. I agree that I will not initiate any legal action in any forum against Accelerated Learning Laboratory its affiliates, employees, officers and directors in connection with my child’s participation.

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| for academic year |  |  |  |
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| Student Signature | and date | Parent Signature | and date |
| Printed Name |  | Printed Name |  |

# STUDENT PLEDGE OF RESPONSIBLE, CIVIL AND HONORABLE BEHAVIOR (students 5th – 12th grades)

As a member of the *GF* community of scholars, I agree that I am responsible for upholding and enforcing the *GF* Honor Code which exemplifies honesty, integrity, fair play and responsible, disciplined and civil conduct. However, I pledge that I shall not use this Honor Code as an instrument of harassment. I shall aid in the promotion of trust among my fellow *GF* scholars. I shall have confidence in the discretion of the *GF* community and its members and presume that each fellow student is honorable unless proven otherwise. By signing below, I agree that I shall be held to the highest standards of ethical and civil behavior. I assert my understanding of the contents in this handbook, agree to support the rules and guidelines it contains, and consent to the prescribed consequences.

I have access to the Green Field handbook and agree to abide by the terms, conditions, and expectations it contains.

Additionally I pledge and agree to the following:

* I shall arrive in classes and be seated prior to the class start time. I shall attend all classes unless I have a documented emergency.
* I shall adequately prepare for class, including completing readings and assignments prior to attending class, and bringing requisite materials to class.
* I shall submit assignments by the day they are due. I shall independently insure that I am progressing towards a timely completion of academic expectations.
* Assignments, examinations, and trials shall be my original, independent work, unless collaboration is clearly part of the expectations.
* I shall maintain appropriate classroom etiquette and promote the teacher’s efficient delivery of instruction.
* I shall behave respectfully and politely to administrators, staff, teachers and other students.
* I shall refrain from disruptive behavior including speaking in a disruptive or profane manner, using unsanctioned electronic devices, or impeding the flow of the teacher’s instructional objectives.
* I shall promptly comply with all directives.
* I shall not leave class, except in an extreme emergency.
* I understand that I am fully responsible for my behavior and will not attempt to mitigate my responsibility by blaming others or claiming ignorance.

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| Student Signature |  |  |  |
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# PHOTO RELEASE (optional)

I hereby grant permission to Accelerated Learning Laboratory (GF) to use my photograph, digital recording, and/or likeness for reasons including but not limited to: teacher training, documentation, inclusion in a yearbook, promotion, on its web site, or in other official GF printed or electronic publications without further consideration. I acknowledge GF's right to crop or treat any photograph, digital recording, or likeness of me at its discretion. I also acknowledge that GF may choose not to use my photo or likeness at this time, but at a later date, may do so at its discretion. I agree to indemnify and hold harmless from any claims GF, its staff and/or teachers, and/or its assigns:

I hereby grant to GF and to its employees, agents and assigns the right to photograph me and/or my dependent and use the photo and/or other digital reproduction of him/her or other reproduction of his/her likeness for publication, whether electronic, print, digital or electronic publishing via the Internet.

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| Student Signature  and date |  | Parent Signature  and date |  |
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Organizational Chart

Governing Board

CEO

Pre-School Administrator

Quality Control

Secondary School Administrator

Test & Evaluation

Quality Control

Elementary School Administrator

Mentoring & Train

Quality Control

Building and Grounds Manager

Dean of

Students

Public Relations- Fund Raising

Business Administrator

Marketing

Electronic Media

Preschool Staff

Receptionist

Contract Management

Dean of Alumni Relations

Elementary Teachers

Secondary Teachers

Librarian

Dean of Publications

K-12 Teacher

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| Topics to consider for discussion and inclusion:Student / Snack Bar / Student Council entrepreneurship Career Planning: [https://bigfuture.collegeboard.org/explore-careers#](https://bigfuture.collegeboard.org/explore-careers)!  College Counselling  Internships:  Rat Shack |

Professional Development Seminar Notes:

Forgetting

Decay

Interference

* Proactive
* Retroactive

actively pruning

failure to store (adaptive)

suppression

repression

rehearsal

consolidation

*Serei (100 words) Honors Courses:* *GF*  offers many Honors level courses for qualified students.

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Time

Learning

Retained Information

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Time

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| Non-academic Attributes and Academic Performance  Bowles and Gintis (1976) provided the early conceptualization supporting research for how non-academic attributes influence educational and labor market success. They concluded that while an adequate level of cognitive skills is necessary, once reached, non-academic attributes are more essential. Over the past 40 years, a large body of research crosscutting education, economics, psychology, and other social sciences has documented a range of non-academic attributes that impact educational or life outcomes. This research largely supports Bowles and Gintis's conclusions (Farkas et al., 1990; Dweck, 1999; Bowles et al., 2001; Farkas, 2003; Cunha and Heckman, 2007; Duckworth et al., 2007; National Research Council, 2012). This review focuses on three types of non-academic attributes or skills that research suggests are most critical to academic performance at school: engagement, social, and emotional skills, and dispositions. |
| **Behavioral engagement**: generally refers to student behavior and conduct at school related to conforming to norms, adhering to school rules, and exhibiting “problem behaviors,” such as getting in trouble, being late, and skipping school without permission Behavioral Engagement is predictive of achievement, grades, and high school completion |
| **Cognitive engagement:** efforts expended strategies used to learn academic content and develop academic skills, particularly on complex content and skills that are difficult to master (Wang et al., 2011; Li and Lerner, 2013). Several studies have linked Cognitive Engagement with achievement. Specifically, students who use metacognitive strategies to regulate attention and effort, such as advanced organizers to relate new curricular content with prior knowledge, tend to exhibit higher achievement (Zimmerman, 1990; Boekaerts et al., 2000). Cognitive Engagement is also predictive of grades (Fredricks et al., 2004); however, as was the case for Behavioral Engagement, that effect may be overestimated because teachers often grade in part on effort and persistence, which are elements of Cognitive Engagement. |
| **Emotional Engagement** encompasses positive and negative reactions to teachers, classmates, academics, and school  is presumed to create ties to an institution and influence willingness to do the work.”  Students exhibit their level of Emotional Engagement through outward expressions (e.g., of interest, boredom, enthusiasm, etc.). Of the three forms of engagement, |
| **Dispositions**  (e.g., self-efficacy, sense of belonging, hope, and purpose) with academic performance. Self-efficacy is perhaps the most extensively studied of these. [Bandura (1997)](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B3) defined self-efficacy as the “beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations” It is associated with motivation, academic choices (e.g., whether to take courses or major in subjects perceived to be challenging), and achievement ([Pajares, 1996](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B64)). Sense of Belonging is the degree to which students feel accepted, respected, and supported in the school social environment ([Goodenow and Grady, 1993](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B36)). It has been linked with student grades, which may be due in part to its association with effort ([Goodenow, 1993](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B35)). Hope or optimism about the future is associated with a range of other dispositions and educational outcomes and is predictive of achievement even after controlling for other factors, such as intelligence, grades, and self-esteem ([Snyder et al., 1997](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B84); [Snyder, 2002](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B83)). It is also predictive of well-being ([Gilman et al., 2006](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B34)). [Damon et al. (2003)](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B18) defined Sense of Purpose to be a stable intention to accomplish something that is both personally meaningful and has perceived impacts beyond oneself. It is associated with student achievement, an effect that seems to work through students' future orientation and coping strategies, although these mechanisms are not well-understood ([Damon, 2008](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B17)). |

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| **Social and Emotional Skills**  Interpersonal or social skills are “learned behaviors that enable a person to interact effectively with others” ([Gresham and Elliott, 1990](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B38), p. 1). This includes a variety of skills, many of which center around communication or facilitate gainful collaboration. Most of the research on the effects of interpersonal skills on student performance is in the broader area of social and emotional skills. However, few studies have examined the effects of individual facets of interpersonal skills, such as communication or collaboration skills ([Gutman and Schoon, 2013](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B39)). Intrapersonal skills are the self-directed mechanisms within a person's mind that facilitate self-regulation, planning, and awareness. One of the most studied of these is Conscientiousness—the tendency to be responsible, hardworking, organized, and punctual. A review of the research literature on non-academic skills concluded that, of the Big Five personality traits, Conscientiousness is the most strongly predictive of educational attainment, job performance, longevity, and delinquency (negative association) ([Kautz et al., 2014](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B47)). This literature also includes a substantial body of research specifically examining the association between Conscientiousness and academic performance. For example, recent meta-analyses found that the effect of conscientiousness on academic performance is both largely independent of intelligence and has a comparable effect on academic performance as intelligence ([Poropat, 2009](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B74)). Also, a review of the postsecondary research literature concluded that, of the Big Five personality traits, conscientiousness is the strongest predictor of academic performance in college ([Trapmann et al., 2007](https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#B87)). |

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| <https://www.frontiersin.org/articles/10.3389/feduc.2019.00057/full#:~:text=This%20review%20focuses%20on%20three,and%20emotional%20skills%2C%20and%20dispositions>. |

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| Private School Requirements  <https://www2.ed.gov/about/inits/ed/non-public-education/regulation-map/arizona.html>  Accreditation, Registration, Licensing, and Approval   * No requirements for *Accreditation.* * No requirements for *Registration.* * No requirements for *Licensing.* * No requirements for *Approval.* * "Private school" is defined as "a nonpublic institution, other than the child's home, where academic instruction is provided for at least the same number of days and hours each year as a public school." *Ariz. Rev. Stat. Ann.* §15-802F.2. * "Nothing in this title shall be construed to provide the state board of education or the governing boards of school districts control or supervision over private schools." *Ariz. Rev. Stat. Ann.* §15-161.   Length of School Year and Days   * To comply with the Arizona compulsory school attendance statute, private school students must attend school for the full-time school is in session in the local school district. *Ariz. Rev. Stat. Ann.* §15-802B.2.   Curriculum   * "Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a public, private, charter or home school as defined in this section to provide instruction." *Ariz. Rev. Stat. Ann.* §15-802A. * If a student transfers from a private school to a public school, the public school must provide the student with a list that indicates which credits are accepted and denied by the school district. The student is allowed to take an examination in each course denied credit. If the student earns a passing score on a test designated by the school district and evaluated by a teacher in that district, the student will receive credit for the course. The governing board of the school district may recommend requirements for accepting credits of private school students transferring to public schools in that district. *Ariz. Rev. Stat. Ann.* §15-701.01G.   Recordkeeping and Reports   * Upon enrollment of the pupil, private schools must maintain a copy in the pupil's file of the reliable proof of her or his identity and age, e.g. birth certificate or baptismal certificate. Any inaccurate or suspicious affidavit must be reported to the local law enforcement agency. *Ariz. Rev. Stat. Ann.* §15-828A, C, E. * Within five school days after enrolling a transfer student from a private school or another school district, a school must request directly from the pupil's previous school a certified copy of the transcript's record with "due diligence." Any school requested to forward a copy of a student's record must do so within 10 days unless financial debt is owed or the record has been flagged pursuant to section 15-829 referencing a missing child reported by a parent or guardian. If the record is flagged, the requested school must not notify the local law enforcement agency of the request and not forward the copy of the record. *Ariz. Rev. Stat. Ann.* §15-828 F. * By November 30 of each school year, private schools must report the following to the health department and 00000department of health services on forms provided: 1) the number of pupils immunized/or who have submitted laboratory evidence of immunity; 2) the number of students with incomplete immunization; and 3) the number of students exempt from immunization. *Ariz. Rev. Stat. Ann.* §15-874 D. * Parents enrolling students in private schools must file an affidavit with the county superintendent stating that the student is attending a school for the full time that the schools in the school district are in session, and the name and address of the school that the child is attending. *Ariz. Rev. Stat. Ann.* §15-802B.2. * Before January 15 each year, the superintendent of public instruction must make an annual report to the governor and state legislature of the number of children attending private schools. *Ariz. Rev. Stat. Ann.* §15-255.   Transportation   * There is no state policy at this time.   Textbooks   * There is no state policy at this time.   Testing   * There is no state policy at this time.   Health and Safety Requirements   * Children are not allowed to attend school without submitting documentary proof of immunization to the school administrator, unless they are exempt under §15-873, or in the process of immunization. *Ariz. Rev. Stat. Ann.* §15-872. * The fire marshal is responsible for establishing programs for evacuating school buildings and instructing students in private schools on the importance of fire preventions and control. *Ariz. Rev. Stat. Ann.* §§41-2165; 2163A.4. * Arizona requires students, teachers, and visitors in private schools to use protective eyewear while participating in or observing certain educational activities in vocational, technical and industrial arts, art, or laboratory science. Private or parochial schools must equip their schools with the appropriate protective eyewear. *Ariz. Rev. Stat. Ann.* §15-151. * Arizona places additional criminal penalties on persons convicted of selling illegal drugs in a drug-free school zone. The administrative officer of a nonpublic school shall place and maintain signs identifying the school and its grounds as a drug-free school zone. Illegal drug transactions observed by school personnel must be reported. School records of alleged student violations must be made available to the peace officer upon written request. *Ariz. Rev. Stat. Ann.* §13-3411.   Special Education   * School districts or county school superintendents may contract with private schools to provide education and related services for public school students with disabilities. *Ariz. Rev. Stat. Ann.* §15-765D. * Arizona provides special education residential vouchers for special education students publicly placed in private special education facilities providing 24-hour residential care. Private schools accepting vouchers may not discriminate on the basis of race, religion, creed, color, national origin, or disability. *Ariz. Rev. Stat.* Ann. §15-1184.   Nursing and Health   * Private schools may participate in school meal programs offered by the state and through federal assistance programs. *Ariz. Rev. Stat. Ann.* §15-1151.   Tax Exemption   * No tax may be laid or appropriation of public money made in aid of any private or sectarian school. *Arizona Constitution,* Art. 9, Sec. 7. * Property of educational, charitable, and religious associations or institutions not used or held for profit may be exempt from taxation by law. *Arizona Constitution,* Art. 9, Sec. 2.   Public Aid for Private Education   * Constitutional Provisions: No public money or property may be appropriated or applied to any religious instruction or in support of any religious establishment. *Arizona Constitution,* Art. 2, Sec. 12. The state school fund may be apportioned only for public education. Arizona Constitution, Art. 11, Sec. 8. * Programs for Financial Assistance for Attendance at Private Schools:   1. *Individual School Tuition Organization Tax Credit* was enacted in 1997 and implemented in 1998. This program provides tax credits to individual taxpayers for contributions made to school tuition organizations (STOs). An STO is defined as a 501(c)(3) organization that "allocates at least 90 percent of its annual revenue for education scholarships or tuition grants to children" to allow them to attend the school of their choice, including private and/or parochial schools. The amount of the credit is equal to the amount contributed, with a maximum credit of $500 to a single taxpayer and $1,000 for a married couple filing jointly. STOs determine the amount of the scholarship and student eligibility. *Ariz. Rev. Stat. Ann.* §43-1089. This program's constitutionality was upheld by the Arizona Supreme Court in Kotterman v. Killian (1999).   2. *Corporate School Tuition Organization Tax Credit* became law in 2006 and allows corporations to receive a tax credit for contributing to a school tuition organization. The amount of the credit is equal to the amount contributed. The maximum aggregate amount of tax credits is $10 million, which increases by 20 percent annually. Tax credits are awarded on a first-come, first-served basis. The scholarships have maximum limits of $4,200 and $5,500 for students grades K— 8 and 9— 12, respectively. A student is eligible if his or her family's income does not exceed 185 percent of the income limit required for students to qualify for the federal free or reduced-price lunch program. *Ariz. Rev. Stat. Ann.* §43-1183.   3. *Arizona Scholarships for Pupils with Disabilities Program* was implemented in the 2006— 07 school year and provides special needs children with the option of attending another public school or receiving a scholarship for attendance at a qualified private school. In order to be a state-qualified school, the school may not discriminate on the basis of race, color, handicap, familial status, or national origin. An eligible student must have an Individualized Education Program and attended a public school in the prior year. The amount of assistance is the school's tuition and fees or actual cost per pupil, whichever is greater, but may not exceed the amount of funding the student would have generated had he or she remained in a public school. *Ariz. Rev. Stat. Ann.* §§15— 891— 891.06.   4. *Displaced Pupils Choice Grant Program* became law in 2006 and began in the 2007— 08 academic year. A student is eligible to receive this voucher if he or she has been in the foster care system any time before high school graduation. Vouchers are distributed on a first-come, first-served basis and can be used to pay tuition at any private school in the state of Arizona. Participating schools may not discriminate on the basis of race, color, handicap, familial status, or national origin. *Ariz. Rev. Stat. Ann.* §§15-817—817.07.   5. *Empowerment Scholarship Account Program* became law in 2011. Designated for special needs children, these educational savings account funds provide for qualified students to access an education which must, at minimum, include reading, grammar, mathematics, social studies, and science. An eligible student receives a scholarship account into which the state deposits 90 percent of the student's funding level as determined by the school finance formula. Parents draw on the funds for private school and related expenses. Participating schools must be nongovernmental K—12 schools or preschools for handicapped students and must not discriminate on the basis of race, color, or national origin. *Ariz. Rev. Stat. Ann.* §§15—2401—2402 |

Legal Requirements for Private Schools checklist

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| Nov 30 | | By November 30 of each school year, private schools must report the following to the health department and the department of health services on forms provided: 1) the number of pupils immunized/or who have submitted laboratory evidence of immunity; 2) the number of students with incomplete immunization; and 3) the number of students exempt from immunization. Ariz. Rev. Stat. Ann. §15-874 D. |
|  | Parents enrolling students in private schools must file an affidavit with the county superintendent stating that the student is attending a school for the full time that the schools in the school district are in session, and the name and address of the school that the child is attending. Ariz. Rev. Stat. Ann. §15-802B.2. | |
|  | The administrative officer of a nonpublic school shall place and maintain signs identifying the school and its grounds as a drug-free school zone. | |
|  | To comply with the Arizona compulsory school attendance statute, private school students must attend school for the full-time school is in session in the local school district. Ariz. Rev. Stat. Ann. §15-802B.2. | |
|  | "Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. | |
|  | Upon enrollment of the pupil, private schools must maintain a copy in the pupil's file of the reliable proof of her or his identity and age, e.g., birth certificate or baptismal certificate. Any inaccurate or suspicious affidavit must be reported to the local law enforcement agency. Ariz. Rev. Stat. Ann. §15-828A, C, E. | |
|  | Within five school days after enrolling a transfer student from a private school or another school district, a school must request directly from the pupil's previous school a certified copy of the transcript's record with "due diligence." | |
|  | Any school requested to forward a copy of a student's record must do so within 10 days unless financial debt is owed or the record has been flagged pursuant to section 15-829 referencing a missing child reported by a parent or guardian. | |
|  | If the record is flagged, the requested school must not notify the local law enforcement agency of the request and not forward the copy of the record. Ariz. Rev. Stat. Ann. §15-828 F. | |
|  | Tax Exemption  No tax may be laid or appropriation of public money made in aid of any private or sectarian school. Arizona Constitution, Art. 9, Sec. 7. Property of educational, charitable, and religious associations or institutions not used or held for profit may be exempt from taxation by law. Arizona Constitution, Art. 9, Sec. 2. | |

**Suggestions proposed for Incentive Daytrips**

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| University of Arizona, Saguaro National Park, University of Arizona museum of Art, Historical Museum, Pima Air & Space Museum, San Xavier del Bac Mission (White Dove of the Desert), Sonora Desert Museum, Tucson Mountain Park, Mount Lemmon (Sky Island Parkway), Tombstone, Mexican Food Tour, Seven Falls Trail in Sabino Canyon Recreation Area, Catalina State Park, Arizona State Museum, Mineral Museum, Arizona State Museum, Center for Creative Photography, Colossal Cave, Mount Lemmon Ski Valley, Catalina State Park, Oro Valley, Big Wash & Honeybee Canyon, Downtown Saturday night, botanical gardens, Madera Canyon (bird watching) 25 miles south of Tucson, Patagonia Lake, Roper Lake, Rose six-acre lake  Peña Blanca Lake 45 |
| St. Augustine Cathedral, Rock Climbing, 4th Avenue |
| Sedona, Hoover Dam, Lake Mead, tour of Hoover Dam or the Powerplant, Glen Canyon, Lake Powell, Canyon De Chelly National Monument, Havasu Falls, Petrified Forest National Park, Antelope Canyon at Page, Meteor Crater, Roper Lake 32 Parker 125 acres <https://itiswild.com/best-lakes-near-tucson/> |