

Carbon Valley Academy Meeting Minutes

Monday, Month Date, 2006

Called to Order at 6:38 p.m.

Adjourned at 8:10 p.m.

Attendees:

Board Members – Tony Carey, Merrie Harper, Dustin Jones, Stephanie Kajcienski, Wes LaVanchy, Monique Miller, Anne-Marie Nichols

Principal – Chad Auer

Motions Approved:

1-Approval of meeting minutes for 3/20/06

Moved by TC, seconded by DJ

Unanimously approved

2-Approval of Consent Agenda

- Volunteer Committee Policy revision

Moved by MM, seconded by SK

Unanimously approved

Changes to the Agenda:

- Add Principal's report
- Add Bursar's report

Public Comment on Non-Agenda Items:

- None

Recognition Thank Yous:

- None

Reports:

- Principal's Report

5th Grader Hayden Bebbler won a \$500 scholarship from Valley Bank and Trust. He is a three-time winner of this scholarship – the funds will go toward his college education. Principal Auer recommended that we encourage stronger participation in this program next year.

Staffing plan update – Receiving 2-3 resumes per week for the teaching position posted on the website. Several other people have expressed interest in working at Carbon Valley Academy in other positions, as those are identified.

The Virtual School pilot program is on the St. Vrain Valley School District Board of Director's agenda for Wednesday, April 12. Chad will attend the meeting to answer any questions they may have.

Plans are being made to add a string orchestra to the instrumental music program at CVA next year.

20-30 students are enrolled for summer school. CVA is exploring the possibility of financial assistance for those who qualify and have requested it.

Several board members asked questions and there was discussion about the process of retaining students at their current grade level – the process would include staff (teachers), the principal and parents. In the case of a disagreement between parents and staff, the board could be called upon to act as mediator.

- Bursar's Report

Construction update – Total cost for six additional classrooms, three offices and three rooftop units with restrooms is \$208,000. If the planned additional restrooms are built, we will be within code for the 25

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average students per classroom. The funds for this project will come from the capital construction monies, the Tatonka loan and the charter Sschool improvement funds.

The budget submitted to SVVSD for next year was based on 300 students. Waiting List is over 180 students as of 4/10/06. Discussion of possibility of creating an 'advance' waiting list, especially for siblings.

Bart Skidmore will attend our next meeting.

Building needs – fence needs to be repaired (looks like someone may have run into it with a car), traffic signs are needed, and there is some weeding to be done on the grounds.

Considering installing a soft drink vending machine, to be placed in a staff only area where students will not have access. Stephanie will provide Tony a list of vendors.

- **Golf Tournament update – Dustin**

Two new volunteers; Looking into door prizes / silent auction item possibilities. Information to go home in Friday folders.

New Business:

Construction:

- **Proceed with construction not to exceed a total cost of \$210,000**

Moved by WL, seconded by MM

Unanimously Approved

- Logo Discussion – the new logo was chosen by unanimous decision of the board
- Bond rating information – Wes
Wes has offered to have a colleague come to a board of directors meeting and speak about Bond Ratings
- **Teacher Evaluation Presentation – Principal Auer**
(see attached)

Old Business:

- None

Next Board Meeting – Wednesday, May 3rd, 2006 at 7pm

Attachments – Teacher Evaluation Presentation

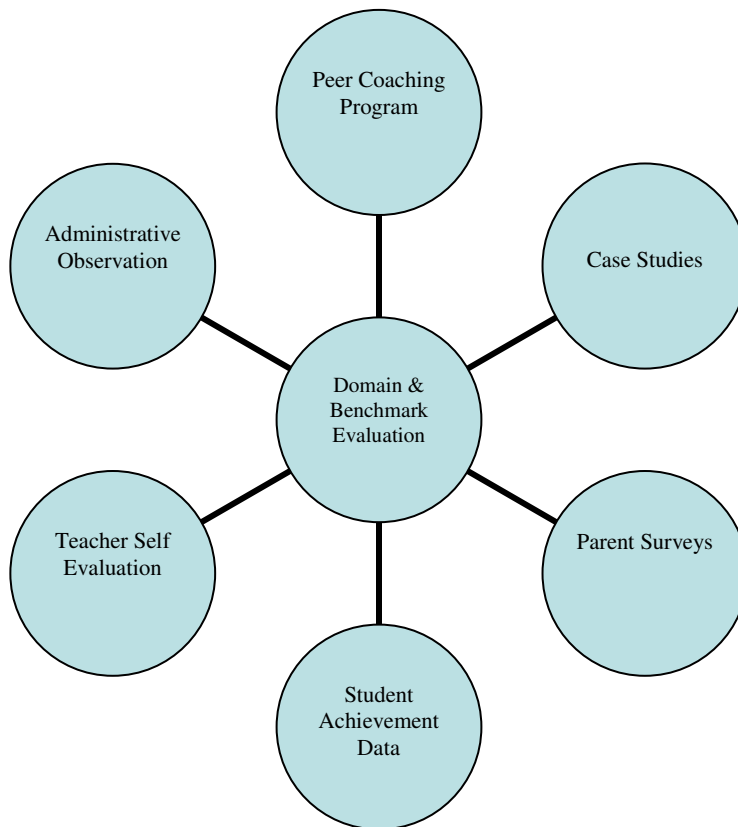
Carbon Valley Academy Teacher Evaluation

*The Mission of Carbon Valley Academy is
to provide rich content and solid skills instruction in an environment that
champions character and personal academic achievement*

Introduction

Carbon Valley Academy's teacher evaluation program is centered on maximizing the professional practice of teachers toward the fulfillment of the school mission. Teachers are evaluated on a set of professional domains and corresponding benchmarks which define optimal teacher performance at Carbon Valley Academy.

There are six aspects of the evaluation program.



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Each piece is a unique instrument that provides the Principal with the necessary data, a ‘dash board’, to make final decisions regarding teacher evaluation.

Professional Domains & Benchmarks

The domains and corresponding benchmarks below articulate optimal professional teacher practice at Carbon Valley Academy.

Domain	Professional Practice Benchmarks
Planning & Preparation	<ul style="list-style-type: none"> • Full knowledge of content and pedagogy • Understanding of prerequisite relationships • Knowledge of age group, students varied skill and knowledge levels • Understanding and application of various learning styles • Learning goals are appropriate, clear and aligned to state & Core Knowledge standards • Demonstrates knowledge of resources for teaching & learning • Learning activities are diverse, appropriate, clear and effective • Student learning is assessed appropriately and often • Uses web page to post curriculum plans, announcements, news etc... • Uses various material outside basic curriculum resources • Understands background information on Core Knowledge and is prepared to answer side questions • Allows time for individual instruction according to variety of needs • Articulated (written & oral) objective goals for each lesson
Classroom Environment	<ul style="list-style-type: none"> • Classroom management system/plan is upheld and consistent with the vision of the school • Learning environment is learning focused, quiet and distractions are dealt with quickly and effectively • Students take pride in behavior and work • Expectations are clear to students and parents • Transitions are clear, efficient and effective. Students know routines and follow them • Student safety is secured • Student dress code is enforced • Students are treated with respect, encouragement and support • Student work is displayed in the classroom and/or in the school • Praise and positive reinforcement are used appropriately • Positive classroom community is established
Instructional Practice	<ul style="list-style-type: none"> • Clear communication of expectations, directions and procedures • High quality of questions and techniques • Instruction is clearly tied to content standards • Parents are informed ahead of time what students will be learning • Students are given timely and meaningful feedback • Structure and pacing is appropriate • Groupings are effective • Content integration is used appropriately and in a meaningful fashion • Teacher checks for understanding through a variety of conduits (oral, written, non-verbal...) • Transitions are smooth and clear • Feedback on student work is immediate and aims students toward mastery • Use of pre-assessment techniques to inform instructional practice • Student performance on such data sets as CSAP & NWEA MAPS.

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Domain	Professional Practice Benchmarks
Professional Practice	<ul style="list-style-type: none">• Respect, cleanliness, integrity, follow up and punctuality are demonstrated• Protocol of conflict resolution is followed• Engaged in all professional development programs• Reflective practice is used• Maintains accurate records and keeps confidentiality• Communicates with parents frequently about student progress• Positive collegial relationships• Advocacy of CVA as an institution and as a community• Community Involvement (committee participation, community events etc...)• Positive attitude toward all members of the school community• Treats all students with respect and dignity• Attends all staff meetings, conferences etc...

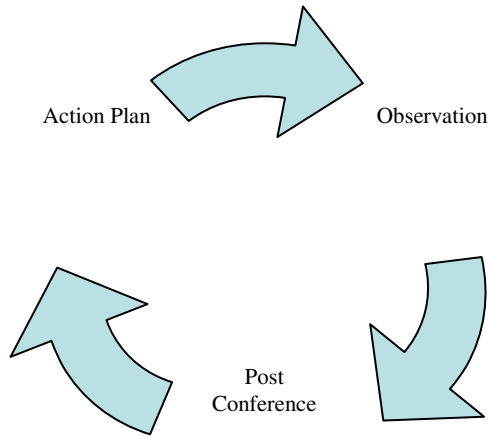
Peer Coaching Program

The goal of this section is to improve professional practice through the exchange of best practices and feedback from peers.

Step by Step instructions:

1. Initial Meeting.
 - a. Introductions (discuss your past professional experiences, share your highs/lows as a professional, and share your initial motivation for entering the field of education).
 - b. Establish your individual professional instructional goals (2 or 3). For this school year these goals will serve as the central focus of the peer coaching process and should be rooted in “Professional Benchmarks” listed above.
2. Schedule Observations.
 - a. Complete at least three observations (to be completed by March 1).
 - b. Fill out the peer coaching log provided. This is a running record of progress and will be turned in to the administration for inclusion in the teacher’s final evaluation.
3. Observations:
 - a. Observing teacher will fill in the appropriate fields of the peer coaching log (date, classroom description & observations) – the action plan section is to be filled out during the post conference. Be as detailed as possible when making observation notes. These observations should be focused on the teachers professional goals, but don’t limit your observation notes. Look for areas of accomplishment as well as areas of improvement.
 - b. Post Conference: Observing teacher shares his/her observations. Together, the team will establish one or two areas to improve and write these in the action plan.
 - c. Complete this cycle of observation, post conference, action plan three times before March 1.

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4. Summary/Reflection:

- a. The teacher being observed should fill out the final summary/reflection section and submit the entire form to administration. In the summary/reflection the teacher should become the 'reflective practitioner' by discussing progress toward professional instructional goals through the peer coaching process and how student achievement was ultimately improved. The teacher may also discuss certain aspects of the process that were helpful/challenging/useful/distracting etc...

Peer Coaching Log Template: Teacher are to fill this out and submit to administration upon completion.

Teacher:	Professional Instructional Goals:		
	1. [Goal 1] Tie back to Professional Benchmarks 2. [Goal 2]		
Date	Classroom Description	Observations	Improvement Action Items
	[Who is the observing teacher, classroom setting, lesson subject being taught, time of day, etc...]	[Observation notes should be brief but descriptive]	[Meet as a team within 5 days of observation for a post conf. Discuss observations and look for areas of improvement. Write one or two action items that the teacher will work to improve. These will serve as the entrée for subsequent observations]
Summary/Reflection			
[Discuss progress toward instructional goals, reflections, ideas etc...]			

Annual Time Line

Date Completed	Item
First two weeks of School	Initial Meeting with peer
2 nd & 3 rd Quarter	Case studies – present anytime before 3/1/05
1 st , 2 nd & 3 rd Quarters	Peer Observations (x3)
March 10	Peer Observation summary
March	Parent Satisfaction Survey
April	Final Conference with Principal

Case Studies

Each teacher will be asked to present one short case study to faculty during our regular staff meetings. At the meeting, you will present the case (maximum of one page) with three guiding questions aimed at acquiring. Administration or designee will guide/facilitate the discussion.

Data

Student achievement data will be included in the teacher evaluation. The intent is to show value added by teachers based on baseline data and measured growth. In terms of CSAP, successful teachers will demonstrate appropriate longitudinal growth as well as marked improvement/movement of students to higher achievement areas. For example, moving students from unsatisfactory to partially proficient, from partially proficient to proficient and/or from proficient to advanced. NWEA MAPS assessments provide graphic longitudinal data up to three times per calendar year. Successful teachers will show class growth as well as individual student growth.

It should be noted that assessment data alone is not the sole determinant of instructional success. However, it is an important tool that will be used in teacher and school evaluation.

Parent Satisfaction

An annual parent survey will be collected and data compiled as to levels of satisfaction. This data contributes to the overall appraisal. Parent surveys include free text response that will be made available to the teacher as appropriate.

Self Evaluation

Teachers will be asked to fill out a self evaluation before the final conference in the spring. The self evaluation will be a part of the teachers file and should be considered an opportunity for genuine reflection.

Administrative Observation

Administration will conduct formal and informal observations through out the year. Data will be compiled and used to inform the Administrations final evaluation.

Performance Evaluation Tier Designation & Pay for Performance

Teachers will be evaluated in each of the four performance areas and assigned a score (1 – 4). The teacher will subsequently be assigned a tier level, also a 1 – 4 rubric which will correlate to rehire and performance pay amounts. The following rubric will serve as an overall description of each tier level:

Tier 4	Exemplary. Individual meets the benchmarks in each of the domains but is a model and mentor to others. This individual has track record (2 – 3 years) of consistently high performance here at CVA. Students, parents and fellow faculty members look to this person as a leader with respect and counsel. Students in this teachers charge are pushed, encouraged, respected and clearly show significant academic achievement through such data points as CSAP & NWEA MAPS. This teacher is a visible advocate for the school both inside and outside the CVA community. This teacher is organized, dedicated, compassionate and effective. Classroom environment is orderly, focused and respectful. Students are disciplined appropriately and effectively with dignity and respect. Simply put, this teacher is above and beyond.
Tier 3	Sustained. This teacher has emerged as a master teacher. Students are challenged, on task and clear about expectations. Parents are welcomed and communication is consistent. This individual demonstrates consistent ability to weave all the benchmark areas into professional practice and their students show sustained improvement and growth.
Tier 2	Improving. This teacher has demonstrated improvement in exemplifying domain benchmarks. Teacher’s students are maintaining expected levels of achievement; classroom environment is generally conducive to learning. Teacher is incorporating new strategies, documenting progress and genuinely engaged in professional improvement. This teacher is
Tier 1	Probationary. First year teachers start here. This individual has not yet established consistent positive relationships with the CVA community. This teacher has not yet met majority of benchmarks in each domain. This teacher needs frequent interventions, has significant gaps in content knowledge, instructional practice, organization, diversifying instruction, and classroom management skills. This teacher struggles to support the mission of the school. Teachers in tier 1 are on probationary status.