



Region 2 State Support Team/ESCLC

Franklin B. Walter Outstanding Educator Award 2010 Guidelines for Nomination



Purpose: To honor educators who have made outstanding contributions by improving access to and progress in the general curriculum (i.e. Ohio Content Standards) for children and youth with disabilities.)

Selection Categories: The Region 2 SST/ESCLC Quality Task Force will select:

1. One **Special Educator**; or
2. One **General Educator**; or
3. A collaborative **General and Special Educator team** at the building level supported by district administration with shared responsibility for the education of ALL children. *Refer to Team Nomination Packet for complete guidelines.

Eligibility Criteria:

1. The nominee(s) must be currently employed as educators by a public school district (including educators who provide services to children in chartered non public schools), a state operated program, or a county board of MR/DD.
2. Special Educators include: special education teachers, adapted physical education specialists, audiologists, occupational therapists, physical therapists, orientation and mobility instructors, school psychologists, speech and language pathologists, work-study and vocational special education coordinators.
3. General educators include: classroom teachers, counselors, school nurses and other certificated non-supervisory staff.
4. The nominee(s) must be appropriately qualified for the position held according to Ohio Department of Education rules and certification standards.
5. Each nominee's responsibility must include providing services to children with disabilities.
6. The activity that constitutes the nominee's outstanding contribution(s) must comply with Operating Standards of Ohio's Schools Serving Children with Disabilities.

Nomination Procedures:

- 1) Each nomination must include 3 letters of recommendation; one **MUST** be from the nominee's Superintendent
- 2) Letters of recommendation should support the area of contribution described on the nomination form.
- 3) The application must include the nominee's vita/resume, which must not exceed two pages.
- 4) A completed Participant Release Form" signed by the nominee **MUST** accompany each nomination.
- 5) A recent Photo e-mailed (jpg) to erwine@esclc.org to be used for publicity if nominated.

Timelines: The Quality Task Force must receive all nominations no later than **March 11, 2010**. Nominees will be advised of further activities and timelines as soon as possible. Visits to observe nominees will be scheduled between March 18-April 30 2010.

Presentation of Award: The award will be presented to the recipient(s) at the May 26, 2010 "Catch a Shining Star" Awards Luncheon at ESC of Lorain County.

RETURN NOMINATION TO:

Region 2 SST/ESCLC Quality Task Force

c/o Moira Erwine

1885 Lake Avenue

Elyria, OH 44035

Fax: 440-324-7355

MUST BE RECEIVED NO LATER THAN March 11, 2010

Region 2 State Support Team/ESCLC
Franklin B. Walter Outstanding Educator Award
Educator Nomination Form 2010

Section A: Identification

Northern Ohio Region 2

Information about Nominator (person nominating the outstanding educator)

You will be invited to attend the May 26, 2010 awards luncheon **and introduce** the nominee if selected.

Name _____ Title _____

School District _____ Phone _____

Address _____

City/State/Zip _____

Home Address _____

City/State/Zip _____ Phone _____

Letters of Recommendation (one of which *Must be from nominee's Superintendent*) These three people will be invited to attend the awards luncheon May 26, 2010 if the nominee is selected by the Quality Task Force.

1. Name (Nominator) _____ Title _____

Address _____

City/State/Zip _____ Phone _____

2. Name _____ Title **Superintendent**

Address _____

City/State/Zip _____ Phone _____

3. Name _____ Title **Principal/Supervisor**

Address _____

City/State/Zip _____ Phone _____

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Section C (completed by the person being nominated for the award)

Information About Nominee (attach vita/resume - not to exceed two pages)

*Name _____ Title _____

School District _____ Phone _____

Name of School _____

School Address _____

City/State/Zip _____

Home Address _____ Phone _____

City/State/Zip _____

Total Years Professional Experience _____ Years in Current Position _____

Superintendent _____

Address _____

School District _____ Phone _____

*** Type or print exactly as to be published**

**Region 2 State Support Team/ESCLC
Franklin B. Walter Outstanding Educator Award
Educator Nomination Form 2010**

**FRANKLIN B. WALTER OUTSTANDING EDUCATOR AWARD
Participant Release Form**

Name of Participant _____

Type or print name exactly as to be published and inscribed on trophy

Address _____

City/State/Zip _____

Phone _____

I, _____ authorize the _____

Participant Name

School District Name

School District, ESCLC/Region 2 State Support Team/ and the Ohio Department of Education and/or their authorized agents to release publicly my name, use videotapes, photographs, and otherwise publish or cause to be published any information relevant to their achievements supporting their selection for recognition of outstanding achievement. This information may be used in local, regional, state, or national publications of the agencies listed above as well as release to appropriate newspapers and/or news publications.

I authorize release of the above information for the purposes stated.

Signature _____ Date _____

Address _____

City/State/Zip _____

Phone _____

Comparing Educational Environments Looks Like, Sounds Like...

ELEMENT	TRADITIONAL	SBE
SYSTEMS THINKING		
Role of the Student	Teacher-centered, passive learner	Learner-centered, active learner
	Data/results given after the fact	Knows what is expected in advance (standards/benchmark); Knows performance criteria in advance
	Feedback after the fact and cannot be used to improve	Uses feedback daily to improve (formative assessment, checking for understanding tools)
	Assignments given to the student, no questions asked	Learner seeks clarification of assignment when unclear or confusing
Role of the Parents	Parents finds out strengths and weaknesses at end of nine weeks, parent-teacher conferencing	Parents know child's strengths and areas for improvement continuously so can assist child
	Parents evaluate child's abilities based upon letter grades and rewards for "A's" and "B's"	Parents requests that child demonstrate what they are learning as opposed to asking for a letter grade
	Parents hold school and teachers accountable for child's learning	Parents holds child accountable for learning as well
	Parents unaware of what is expected to be learned	Parents requests copy of standards and is aware of expectations and what is to be learned each year
Role of the Teachers	Teacher is "Sage on the Stage" – focus on teaching	Functions as a learning facilitator to help students become more resilient and independent learners
	Expectations communicated after the fact when assessment results returned to learner	Communicates clear expectations at the beginning of the semester, course and assignment
	Student is <u>not</u> guided in setting goals, self-assessment, reflective practice, metacognition	Helps students take responsibility and ownership for their learning
	Curriculum, instruction and assessment (projects) is determined by textbook and teacher preference	Knows standards very well so that they may be integrated across projects/assessment tasks

Comparing Educational Environments Looks Like, Sounds Like...

ELEMENT	TRADITIONAL	SBE
SYSTEMS THINKING		
Role of the Teachers Cont.	Students are not made aware of what they are expected to learn nor why	Post standards in all classrooms; Uses "I am Learning" and "I Can" statements, essential questions
	Teach, assess and move on. Push students through curriculum	Abolishes the word "failure" and focuses on student success; Multiple opportunities for mastery
	Textbook assessments and grade book is the data; no time given to reflection or reteaching	Teacher is reflective and uses data regularly to influence curriculum and instructional decisions
	Isolated, remains in classroom behind closed door, teaches without collaborating with colleagues	Recognizes that sharing is essential; collaborates with colleagues on improving
	Teacher unfamiliar with grade level below/above except when has problem or receives/promotes students	Works with teachers across grade levels to implement standards and decrease redundancy
Role of the Principal	Sees self as a manager of the school	Sees self as a learner in a community of learners
	Delegates and holds teachers accountable	Stimulates learning by sharing responsibility and accountability
	Analyzes year-to-year norm-referenced and end of year assessment data	Uses baseline data to guide curriculum, instruction, and assessment practices in support of standards
	Collects lesson plans	Reviews assessments (short cycle) and student work regularly to understand what happens in classrooms
	Evaluates teachers according to contractual obligations only	Gives continuous and immediate performance feedback to staff (Classroom Walk-Throughs)
	Uses staff meetings to share information that could be provided in a memo or by email	Uses staff meetings for learning and improving student achievement

Comparing Educational Environments Looks Like, Sounds Like...

ELEMENT	TRADITIONAL	SBE
ASSESSMENT		
Grading Practices	Bell curve, grades averaged	Public and precise criteria; Uses rubrics and anchor papers to define quality; Communicates “targets” to learner before instruction; Standard met, progressing, not met
Opportunity to Demonstrate Mastery	One opportunity	Multiple opportunities
Assessment Occurs	After instruction (only Assessment OF Learning used)	Integrated with instruction (Assessment FOR Learning; checking for understanding during)
Type of Assessments Given	Paper and pencil based	Balanced assessment, target-method-match given indicators
Assessments Used For	Proving and accountability	Preassessment of Learners; Diagnose and prescribe
Assessment Focuses On	Focus on product	Focus on product and process (metacognition)
Communication with Stakeholders	Parent-teacher conferencing	Student-led conferencing; student meets with teacher regularly regarding how to improve
Feedback	Teacher gives feedback such as “nice job,” “C-,” “try harder,” “smiley faces,” “67%,” etc.	Teacher gives effective feedback that tells student what they did well, not so well, and HOW to improve
Who Knows the Most	Teacher only knows the grades	Student monitor progress, sets and monitors goals, uses feedback provided by teacher; Self-Assessment

Comparing Educational Environments Looks Like, Sounds Like...

ELEMENT	TRADITIONAL	SBE
INSTRUCTION		
Centered On	Teacher centered	Learner centered
Teaching For	Coverage and activity based teaching	Teaches for understanding
Instructional Design	Plans activities first, assessment last	Backwards Design: Begins with standards and assessment first
Organized Around	Time	Results
Strategies Instruction	Single teaching strategy	Multiple teaching strategies and <u>purposely</u> selected given the task analysis and learner preassessment
Number of Times Instruct	Teach once	Reteaching and enrichment
Grouping	Fixed groups	Flexible groups
Instruction Given	Whole group instruction	Differentiated instruction
How Learning Occurs	Passive learning	Active learning; engages learners with essential questions and meaningful tasks

Comparing Educational Environments Looks Like, Sounds Like...

ELEMENT	TRADITIONAL	SBE
SYSTEM'S MONITORING (DATA)		
Professional Development	Teachers attend inservice days for "sit and get" workshop	Teachers attend high quality professional development that is job-embedded, sustained throughout the year, implemented and monitored based upon impact on student learning
Guides	Courses of Study	Comprehensive Curriculum Guides are developed that connect C-A-I
Monitored	Principal collects lesson plans	Principal and teachers review assessments and student work together
Evaluation	Principal evaluates teacher according to contract	Principal also conducts classroom walk-throughs regularly and provides reflective questions for staff
Test Data	School receives norm-referenced and proficiency data, mails results home to parents, files in student records and filing cabinet	Staff analyzes data collectively to determine strengths, weaknesses, and sets goals and strategies for identified areas for improvement (by Standards, item analysis, AYP/subgroup, etc.)
Data Collection/Analysis	Principal and teachers compare end of year data each year	Staff analyzes all data,, using baseline data, diagnostics, short-cycle assessments; recognize value added during the year, and set goals and strategies for improvement
Reporting System	Averages, percentages, zeros - achievement and behavioral lumped together on one reporting tool: The report card – resulting in miscommunication of actual ability	Reporting <u>system</u> used. Grade card is one tool among many used to communicate learning. Grade card reflects each separately: achievement (latest evidence), progress, and process (nonacademic/behavior).