



Franklin B. Walter Outstanding
Educator Team Award 2010



Team Nomination Guidelines

Purpose: To honor Special and General Education Teams 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.

Criteria for Team Nomination: A collaborative **General and Special Educator team** at the building level supported by district administration with shared responsibility for the education of ALL children.

Eligibility Criteria:

1. Each team nominee 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 DD.
2. Special Educators includes: 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 includes: classroom teachers, counselors, school nurses and other certificated non-supervisory staff.
4. Each team nominee(s) must be appropriately qualified for the position held according to Ohio Department of Education rules and certification standards.
5. The team's responsibility must include providing services to children with disabilities.
6. The activity that constitutes the team's outstanding contribution(s) must comply with Operating Standards of Ohio's Schools Serving Children with Disabilities. The nominees for the team award should be members of a building level team. This team should have active support and involvement of the superintendent, principal, staff and parents and should encourage shared responsibility for the education of all children.

Documents Required:

- Nomination form completed by Nominator – **Sections A and B**
- Information about each team member – Nominee **Section C** completed by each of the team members and with each members vita attached.
- **Three Letters of recommendation** – One must be from the team's Superintendent or designee, Special Education Director, Principal or Supervisor.
- Letters of recommendation should support the area of contribution described on the nomination form.
- **Participant Release Form** completed by each team member.
- **Photo of nominees** e-mailed to erwine@esclc.org as a jpg attachment.

Timelines: The Quality Task Force must receive all team nominations no later than **March 11, 2010**. Teams will be advised of further activities and timelines as soon as possible.

Presentation of Award: The award will be presented to the selected team at the May 26, 2010 Annual "Catch a Shining Star" Awards Luncheon at ESCLC/Region 2 SST

RETURN TEAM NOMINATIONS TO:

Region 2 State Support Team/ESCLC Quality Task Force

c/o Moira Erwine

1885 Lake Ave.

Elyria, OH 44035 Fax: 440-324-7355

MUST BE RECEIVED NO LATER THAN March 11, 2010.

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

Section A: Identification

Region 2 SST/ESCLC

Information about Nominator (person nominating the team)

Name _____ Title _____

School District _____ Phone _____

Address _____

City/State/Zip _____

Home Address _____

City/State/Zip _____ Phone _____

Summer Contact Person _____ Phone _____

Address _____

City/State/Zip _____

Letters of Recommendation (one of which **Must** be from nominee's superintendent or designee)

Name _____ Title _____ Phone _____

Name _____ Title _____ Phone _____

Name _____ Title _____ Phone _____

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

Section C (completed by Special Education Team member)

Information About Nominee (attach vita - 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 Quality Task Force
Franklin B. Walter Outstanding Educator Award
Team Nomination Form 2010

Section C (completed by Regular Education Team member)

Information About Nominee (attach vita - 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 Quality Task Force
Franklin B. Walter Outstanding Educator Award
Team Nomination Form 2010

FRANKLIN B. WALTER OUTSTANDING EDUCATOR AWARD
Participant Release Form (General Education Team Member)

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/Quality Task Force 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 be released 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 _____

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

FRANKLIN B. WALTER OUTSTANDING EDUCATOR AWARD
Participant Release Form (Special Education Team Member)

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, Region 2 SST/ESCLC Quality Task Force 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 be released 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 | Standards Based Edu. |
|-------------------------|--|--|
| 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 | Standards Based Edu. |
|----------------------------|---|---|
| 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 | Standards Based Edu. |
|------------------------------------|--|---|
| 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 | Standards Based Edu. |
|--------------------------|---|--|
| 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 | Standards Based Edu. |
|-----------------------------------|--|---|
| 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). |
| | | |