# APPENDIX C
# INTERVAL REVIEW REPORTS

# Five-Year Interval Review Final Report

| CHARTER INFORMATION | | | |
|---|---|---|---|
| Charter Holder Name | **Desert Star Community School** | School Name | **Desert Star Community School** |
| Charter Holder Entity ID | **88321** | Site Visit Date | **April 1, 2019** |
| Academic Systems Review due to: | Charter Renewal | Final Report Date | **Choose date.** |

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board's statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review ("ASR"), which includes a contractual compliance review.

## School Background

| School Name | Month/ Year Open | Location | ADM* | Grade Levels Served |
|---|---|---|---|---|
| **Desert Star Community School** | **July 2006** | **Cornville** | **180.348** | **K-8** |

*ADM as of 3/29/19

## Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance the table below identifies the contractual or legal compliance components that were reviewed.

| Compliance Item | Findings | Required Submission |
|---|---|---|
| **School Calendar** | The school's calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901. | NO FOLLOW-UP REQUIRED |

| | | |
|---|---|---|
| **Instructional Hours** | The minimum required instructional hours are met for all grade levels, per A.R.S. §15-901. | NO FOLLOW-UP REQUIRED |
| **Instructional Staff Education and Experience** | Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents. | NO FOLLOW-UP REQUIRED |
| **Open Meeting Law** | Pursuant to A.R.S. §§38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with Open Meeting Law requirements. Compliance with the requirement of online posting is checked. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| **Corporate Board Alignment** | Board membership is reviewed for alignment between ASBCS and ACC. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| **School Governing Body Alignment** | School Governing Body membership is reviewed for alignment between ASBCS and the School Governing Body. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| **Enrollment and Attendance Policies** | Enrollment policies and packets were reviewed for compliance with all federal and state laws, regulations, and policies. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| **Mission Statement** | Mission statement on school materials aligns with mission on file with ASBCS. | NO FOLLOW-UP REQUIRED |

## Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder's contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder's program of instruction is based on developing the child as whole with academics and creative goals using the Waldorf philosophy. The school uses a holistic understanding of the child's needs and potential sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal and intrapersonal life skills to develop life-long learners.

Board staff conducted classroom observations during the visit. In each classroom, the standards were written on the board identifying what would be taught during that particular week. Grades 1-4 began each class with thematic songs and physical rhythmic exercises. Grades 5-8 began classes with stories. Observations demonstrated that arts are integrated in to all subjects. Each student has a self-created lesson book and portfolio for each subject, and all subject lessons are taught with these illustrated books. Many of the lessons are developed around the Virtues Project. Cards are used within each class by each instructor to help the instructors incorporate the virtues weekly in their classrooms. These cards focus on the 5 strategies of healthy communication.

A set of criteria is used by Board staff to review the school's implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

| Document Name | Documentation | Description |
|---|---|---|
| *I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.* | | |
| *i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.* | | |
| 7th Grade Math Textbook | Sufficient | Teacher's Manual |
| 2nd grade Textbook | Sufficient | Teacher's Manual |
| Standards check list block schedule | Sufficient | Block Rotation |
| *ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.* | | |
| 2018-2019 Lesson Plan<br>-7th Grade<br>-2nd Grade Lesson Plan | Sufficient | Lesson Plans |
| 7th Grade Math Text book | Sufficient | Teacher's Manual |

| | | |
|---|---|---|
| 2nd grade textbook | Sufficient | Teacher's Manual |
| Standards check list block schedule | Sufficient | Block Rotation |
| To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory. | | |
| *II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.* | | |
| *i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.* | | |
| Verbal Discussion | Insufficient | Board staff had a verbal discussion with the school administration about the faculty meetings and how state standards are incorporated |
| *ii. Evidence that the curriculum is reviewed for efficacy for the population served.* | | |
| Daily Lesson Plan Rubric | Insufficient | A rubric demonstrates that daily lesson plans are reviewed, but does not demonstrate review of the curriculum as a whole, or include a check for evidence of a review for efficacy for the population served. |
| *iii. Evidence of a plan of action based on findings.* | | |
| Intervention Letter | Insufficient | The intervention letter demonstrates that adjustments are made when individual students are below grade level. However, it does not demonstrate a plan of action when gaps are found in the curriculum or overall instructional plan. |
| To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory. | | |
| *III. A teacher evaluation system monitoring the integration of state standards into instruction.* | | |
| *i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.* | | |
| Evaluation Cycle Timeline | Sufficient | Evaluation timeline |
| Summary Sheet | Sufficient | A Framework for Teaching |
| *ii. Evidence of observations with feedback provided to teachers after each observation.* | | |
| DSCS Classroom Observation Sheet | Sufficient | Walkthrough Form |
| Post Observation Conference | Sufficient | Post observation Conference Form |
| *iii. Evidence that the evaluations of teacher performance include a final, summative component.* | | |
| Teacher Evaluation Form (Completed) | Sufficient | Teacher Formal Evaluation |
| To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory. | | |
| *IV. An assessment plan to track, analyze, and monitor student academic performance.* | | |

| | | |
|---|---|---|
| *i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.* | | |
| Master calendar | Insufficient | Assessment Calendar was provided. It shows the intent to collect data but does not demonstrate that data was collected from completed student assessments. |
| *ii. Evidence of a process that uses assessment data to create a plan for instruction.* | | |
| Intervention Placement Letter | Insufficient | A Parent Notification Letter was provided. This demonstrates how students that need assistance are identified and the communication with the parents is incorporated into this process; however, it does not show how the information collected is used develop a plan for instruction. |
| To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory. | | |
| *V. A professional development plan that aligns with the program of instruction and best practices.* | | |
| *i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.* | | |
| The Virtues Project: Awakening the Gifts of Character | Sufficient | PowerPoint |
| Professional Development 2018-2019 Calendar | Sufficient | Calendar |
| Introduction to the Virtues Project Certificate | Sufficient | Certificate |
| *ii. Evidence of how the implementation of professional development is monitored.* | | |
| Business Updates<br>• 10.30.18<br>• 3.21.19 | Sufficient | These teacher updates acknowledge when the administration sees specific teachers exhibiting specific components of the trained professional development. |
| To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory. | | |

# Appendix A.
# Academic Systems Review Site Visit Inventory

## I. Core Curriculum Inventory

the mathematical relationships between the respiratory system and the circulatory system. The concepts of *rates, ratios and proportions* can naturally be introduced and practiced alongside the block theme. This type of integration builds *coherence* between the Waldorf Curriculum and the AZCCRS.

## Scope and Sequence Preparation Overview:

- ★ Review both grade level Waldorf Curriculum and AZCCRS.
- ★ Review School Calendar for begin and ending dates, conferences, reporting, AZMERIT testing and breaks.
- ★ Begin organizing the sequence of units to be taught - consider length and rhythm.
- ★ Connect and Synthesize AZCCRS to units.
- ★ Consider field trips, assessment, projects, and literature that will complement and enhance the unit.
- ★ Block Rotation to the Curriculum Administrator and Administrative Director by **July 24, 2018** for review.
- ★ Block Rotation Template https://docs.google.com/document/d/1Ml4tCuObDv81yM6iKcmIlbLe3j8R9iGoNo6znQ9DoX8/edit?ts=5b4fa7d9

# Block/Project Overview & AZCCR *New*

Just as the Block Rotation guides your teaching throughout the year, the **Block Overview** provides guidance, content information and AZCCRS for each of the Main Lesson subjects that you will teach. When planning and preparing your overviews, there a few important aspects to consider. New to this year, Block Overviews will be due **two weeks** prior to presentation. Each teacher needs to upload and turn in the Overview to your Planbookedu site for review.

Below you will find the link for the Block Overview Template. Use this format when constructing your overview. All overviews should contain the six components described below:

- ★ Elements - these are the philosophical underpinnings - Why did Steiner indicate we teach this topic at this particular age? How does this particular subject help the students develop? What are the ending goals for your students, meaning, what do you want them to take away from this particular unit. Who in your class will be strongly met by this unit, who will need to be drawn in? There are several sources to do research to answer these questions such as Steiner's: *Study of Man*, *Practical Advice*, and *Discussions with Teachers*, etc.
- ★ Lesson Content and AZCCRS - this section is broken down into the daily lessons. It is important to consider the sequence of lessons presented, and make sure there is a balance between the conceptual and the artistic. Take into consideration how you want the students to demonstrate their understanding of each lesson. Will you have them write a write an essay, compose a summary, design an outline, etc. It is at this level that you can begin to link the AZCCRS with each individual lesson. Decide what academic skill goals will be developed or further strengthened during this unit. Know that you will develop this further in your complete **Daily Lesson Plan** (see next section). To review AZCCRS's for your grade level visit the link http://www.azed.gov/standards-practices/
- ★ Assessment - in this section, you should indicate and attach in pdf. form any formative, summative assessments, quizzes, tests or project outlines you will use to measure and adjust for teaching effectiveness.
- ★ Rhythmic Activities - in this section you can indicate what type of activities you will include to help students into their bodies. What speechwork will you do? Recorder or singing, Bal-A-Vis-X, form drawing or other similar activities can be listed here. This is your circle work or however you would like to describe it.
- ★ Weekly Artistic - what paintings or other artform will students do to connect to the content.
- ★ Monthly Virtue - how will you incorporate this virtue into the student's learning?
- ★ Resources - provide a list of resources used when researching, and planning this unit.

This is valuable information for future teachers of this grade or for yourself on your next time around!

In addition, you will find below a link to an article written by Roberto Trostli, about the process of block planning, and some interesting research about Steiner's suggestions about the length of the unit. Trostli, challenges the teachers to continue this research and participate in collegial conversation about this subject.

Overview Template
https://docs.google.com/document/d/1zRGICesvoA5TSBtLqhUfQuRlKqHRmMKuaBJwBfup7AU/edit

PlanbookEdu

www.**waldorf**library.org/images/stories/articles/RB6107.pdf

# 2018 - 2019 Class Teacher Planbook

**Mon, Mar 25**

2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4
Math

Instructional Objective:
Students will Use base-ten blocks and a place-value chart to read, write, and represent numbers to 1,000.
Students will read and write numbers to 1,000 in standard form, expanded form, and word form.

ILLP Standards:
II LS-2: PE-3: repeating personal/survival needs and emotions, using key words.
II L-2: PE-2: repeating sight words.
II R-1: PE-1: tracking text left to right and top to bottom, with return sweep.
II W-1: PE-1: copying the upper and lower case letters of the alphabet and numerals with modeled directionality.
L-1 (V): PE-7: repeating simple past tense regular verbs with instructional support.

Demonstration (level) of Learning: Review:
Review place value and vertical addition. Counting by 1's, 10's and 100's

New Lesson: Activity:
Lesson 2, p. 11-13

Assessment: (Evidence of Will Forces) Bookwork/Artwork?Participation Quizzes/Block tests:
Observe the process of students writing in their books in correct form of numbers and correct answers.

Accommodations:for IEP, ELL, bottom 25%, 504, FRL:
seating arrangement, chair accommodation, rocker board, social stories and providing alternatives to participation and role assignments base ten blocks or gemstone counters.

Homework:
None

Lesson Material: Math lesson books, chalkboard, place value markers

# 2018 - 2019 Math Track Grade 7

**Mon, Apr 1, 2019**

7.SP.A.1, 7.SP.A.2
Math

Instructional Objective:
Students will Understand Random Sampling.

Students will understand the concepts of population and sample.
Understand and apply different random sampling methods.
Simulate a random sampling process.

Vocabulary: population, sample size, unbiased sample, simple random sampling, systematic random sampling, sample, random sample, biased sample, stratified random sampling

ILLP Standards:
NA

Demonstration (level) of Learning: Review:
Solve problems/persevere. Reason. Model mathematics. Use tools strategically.

New Lesson: Activity:
Lesson 9.4 Population and Sample p. 212-215.
Extra practice: p. 67 #6-9.

Assessment: (Evidence of Will Forces) Bookwork/Artwork?Participation Quizzes/Block tests:
Quick Check in Recall Prior Knowledge, Guided Practice, Lesson Check.

Accommodations for IEP, ELL, bottom 25%, 504, FRL:
Check for understanding of vocabulary. Model different types of data.

Homework:
None

Lesson Material:
Math Book, Math Journal, pencils.

CHAPTER 1

# Numbers to 1,000


**Chapter Overview** . . . . . 1A

**Differentiation Resources** . . . . . 1B

**Assessment, Transition and Remediation** . . . . . 1C

**Chapter Planning Guide** . . . . . 1D

**Chapter Introduction** . . . . . 1

**Recall Prior Knowledge** and **Quick Check**

Number bonds • Counting • Counting on from a given number • Using objects to show numbers • Using base-ten blocks to show numbers and place value • Comparing numbers • Making number patterns

## 1 Counting 2 DAY Lesson . . . . . 6

**Learn** Use base-ten blocks to show numbers • Use base-ten blocks to count on by ones • Use base-ten blocks to count on by tens • Use base-ten blocks to count on by hundreds

**Let's Practice** and **Practice and Apply** Workbook A: Practice 1 . . . . . 10

## 2 Place Value 2 DAY Lesson . . . . . 11

**Learn** Use base-ten blocks and a place-value chart to show a number • Write numbers in word form, standard form, and expanded form

**Game** Show the Number!

**Let's Practice** and **Practice and Apply** Workbook A: Practice 2 . . . . . 16–17

## 3 Comparing Numbers 2 DAY Lesson . . . . . 18

**Learn** Use base-ten blocks to compare numbers

**Game** Roll and Show!

**Let's Practice** and **Practice and Apply** Workbook A: Practice 3 . . . . . 22–23


Look for **Assessment Opportunities**

| Student Book A and Student Book B | Workbook A and Workbook B |
|---|---|
| • **Quick Check** at the beginning of every chapter to assess chapter readiness<br>• **Guided Practice** after every example or two to assess readiness to continue lesson | • **Chapter Review/Test** in every chapter to review or test chapter material<br>• **Cumulative Reviews** eight times during the year<br>• **Mid-Year** and **End-of-Year Reviews** to assess test readiness |

## 4 Order and Pattern . . . . . 24

**Learn** Use place-value charts to order numbers • Use a number line to find the missing number in a pattern

**Game** Roll and Count!

**Let's Explore!** Number Patterns

**Math Journal** Reading and Writing Math . . . . . 25–26

**Let's Practice** and **Practice and Apply** Workbook A: Practice 4. . . . . 30–31

**Put on Your Thinking Cap!** Problem Solving . . . . . 32

**Practice and Apply** Workbook A: Challenging Practice and Problem Solving . . . . . 32A

**Chapter Wrap Up** . . . . . 33

Workbook A: Chapter Review/Test . . . . . 33A

**Assessments Book Test Prep 1** . . . . . 33B

# Addition up to 1,000

**Chapter Overview** . . . . . 34A

**Differentiation Resources** . . . . . 34B

**Assessment, Transition and Remediation** . . . . . 34C

**Chapter Planning Guide** . . . . . 34D

**Chapter Introduction** . . . . . 34

**Recall Prior Knowledge** and **Quick Check** . . . . . 35–36

Fact family • Adding zero • Adding without regrouping • Adding with regrouping • Adding three numbers • Adding to solve real-world problems

## 1 Addition Without Regrouping . . . . . 38

**Learn** Add using base-ten blocks and a place-value chart

**Let's Practice** and **Practice and Apply** Workbook A: Practice 1 and 2. . . . . 40–41

## 2 Addition with Regrouping in Ones . . . . . 42

**Learn** Add using base-ten blocks and a place-value chart to regroup ones

**Game** Make a Hundred!

**Let's Practice** and **Practice and Apply** Workbook A: Practice 3 and 4. . . . . 44–45


Look for **Practice** and **Problem Solving**

| Student Book A and Student Book B | Workbook A and Workbook B |
|---|---|
| • **Let's Practice** in every lesson | • **Independent Practice** for every lesson |
| • **Put on Your Thinking Cap!** in every chapter | • **Put on Your Thinking Cap!** where applicable |

## 3 Addition with Regrouping in Tens ..... 46

**Learn** Add using base-ten blocks and a place-value chart to regroup tens

**Let's Practice** and **Practice and Apply** Workbook A: Practice 5 and 6 ..... 48

## 4 Addition with Regrouping in Ones and Tens ..... 49

**Learn** Add using base-ten blocks and a place-value chart to regroup ones and tens

**Game** Go for the Greatest!

**Let's Practice** and **Practice and Apply** Workbook A: Practice 7 and 8 ..... 53–54

**Put on Your Thinking Cap!** Problem Solving ..... 53–54

**Practice and Apply** Workbook A: Challenging Practice and Problem Solving ..... 54A

**Chapter Wrap Up** ..... 55

Workbook A: Chapter Review/Test ..... 55A

**Assessments Book Test Prep 2** ..... 55B

CHAPTER 3

# Subtraction up to 1,000

**Chapter Overview** ..... 56A

**Differentiation Resources** ..... 56B

**Assessment, Transition and Remediation** ..... 56C

**Chapter Planning Guide** ..... 56D

**Chapter Introduction** ..... 56

**Recall Prior Knowledge** and **Quick Check** ..... 57–58

Fact family • Adding to check subtraction • Subtracting zero • Subtracting without regrouping • Subtracting with regrouping • Subtracting to solve real-world problems

## 1 Subtraction Without Regrouping ..... 61

**Learn** Subtract using base-ten blocks and a place-value chart

**Math Journal** Reading and Writing Math ..... 65–66

**Let's Practice** and **Practice and Apply** Workbook A: Practice 1 and 2 ..... 65–66

## 2 Subtraction with Regrouping in Tens and Ones ..... 67

**Learn** Subtract using base-ten blocks and a place-value chart to regroup tens and ones

**Math Journal** Reading and Writing Math ..... 69–70

**Let's Practice** and **Practice and Apply** Workbook A: Practice 3 and 4 ..... 71

# Course 2B Contents

COMMON CORE

CHAPTER 6

## Angle Properties and Straight Lines

COMMON CORE

Standards for Mathematical Content


**Chapter at a Glance** . . . . . 2A
**Math Background** . . . . . 2C
**Differentiated Instruction** . . . . . 2D

**Chapter Opener** Can you make that basket? . . . . . 2

**Big Idea** Angles formed on a straight line, or by parallel lines and a transversal, have special properties that are useful in solving problems.

**Recall Prior Knowledge** • Classifying angles • Identifying parallel lines and perpendicular lines . . . . . 3

7.G.2
7.G.5

**6.1 Complementary, Supplementary, and Adjacent Angles** DAYS 4 . . . . 5

• Explore the Properties of Complementary Angles • Explore the Properties of Supplementary Angles • Explore the Properties of Adjacent Angles • Explore the Properties of Adjacent Angles on a Straight Line

**Technology Activities** • Explore the Relationship of Complementary Angles Using Geometry Software • Explore the Relationship of Supplementary Angles Using Geometry Software


In Student Book A and Student Book B, look for

| Practice and Problem Solving | Assessment Opportunities |
|---|---|
| • **Practice** in every lesson<br>• Real-world and mathematical problems in every chapter<br>• Brain @ Work in every chapter<br>• *Math Journal* exercises | • **Quick Check** at the beginning of every chapter to assess chapter readiness<br>• **Guided Practice** after every Example to assess readiness to continue lesson<br>• **Chapter Review/Test** in every chapter to review or test chapter material<br>• **Cumulative Reviews** four times during the year |

COMMON CORE

Standards for Mathematical Content


7.G.2 7.G.5 **6.2 Angles that Share a Vertex** DAYS 2 ..... 20

- Explore and Apply the Properties of Angles at a Point • Explore and Apply the Properties of Vertical Angles

**Technology Activity** Explore the Relationship Among Vertical Angles Using Geometry Software

7.G.2 7.G.5 **6.3 Alternate Interior, Alternate Exterior, and Corresponding Angles** DAYS 2 ..... 32

- Identify the Types of Angles Formed by Parallel Lines and a Transversal
- Write and Solve Equations to Find Unknown Angle Measures

**Hands-On Activity** Explore the Angles Formed by Parallel Lines and a Transversal Using a Protractor

7.G.2 7.G.5 **6.4 Interior and Exterior Angles** DAYS 2 ..... 43

- Explore and Apply the Properties of the Interior Angles of a Triangle
- Explore and Apply the Properties of the Exterior Angles of a Triangle

**Hands-On Activity** Explore the Sum of the Angles in a Triangle

**Brain @ Work** ..... 54

**Chapter Wrap Up** • Concept Map • Key Concepts ..... 55

**Chapter Review/Test** ..... 58

**Assessment Resources** ..... 61A


MATHEMATICAL PRACTICES

| LESSON | Standards for Mathematical Practice |
|---|---|
| 6.1 | 2. Reason. 3. Construct arguments. 5. Use tools strategically. |
| 6.2 | 2. Reason. 3. Construct arguments. 5. Use tools strategically. |
| 6.3 | 1. Solve problems/persevere. 3. Construct arguments. 4. Model mathematics. 6. Attend to precision. |
| 6.4 | 2. Reason. 3. Construct arguments. 8. Express regularity in reasoning. |

COMMON CORE

CHAPTER 7

# Geometric Construction

COMMON CORE

Standards for Mathematical Content

**Chapter at a Glance** . . . . . 62A
**Math Background** . . . . . 62D
**Differentiated Instruction** . . . . . 62F

**Chapter Opener** Have you ever seen a garden maze? . . . . . 62

**Big Idea** Triangles and quadrilaterals can be constructed using a compass, a protractor, and a straightedge.

**Recall Prior Knowledge** • Classifying triangles • Naming quadrilaterals • Using a protractor to measure an angle in degrees • Using a protractor to draw angles • Using a protractor to draw perpendicular lines . . . . . 63

7.G.2 **7.1 Constructing Angle Bisectors** DAYS 2 . . . . . 69
• Understand the Meaning of an Angle Bisector • Introduce Geometric Constructions • Construct an Angle Bisector

**Hands-On Activity** Explore the Distance Between Points on the Sides of an Angle and Points on the Angle Bisector

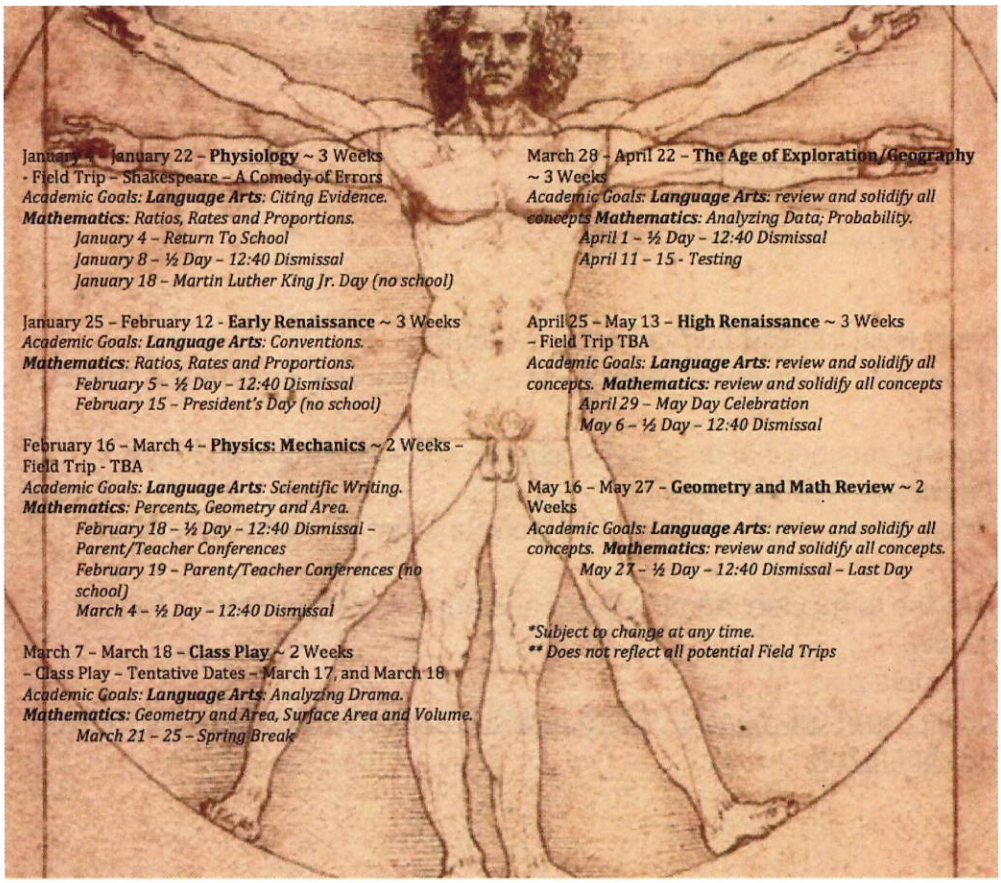
7.G.2 **7.2 Constructing Perpendicular Bisectors** DAYS 2 . . . . . 78
• Understand the Meaning of a Perpendicular Bisector • Construct a Perpendicular Bisector

**Hands-On Activity** Explore the Distance Between Points on the Perpendicular Bisector of a Segment and the Endpoints of the Segment

7.G.2 **7.3 Constructing Triangles** DAYS 2 . . . . . 85
• Construct a Triangle with Given Measures • Identify the Conditions that Determine a Unique Triangle

**Hands-On Activity** Decide Whether Given Measures Can Be Used to Construct One Triangle, More Than One Triangle, or No Triangles

7.G.2 **7.4 Constructing Quadrilaterals** DAYS 2 . . . . . 94
• Use Properties of Quadrilaterals




# The Block Rotation *2018-19*

Developing a Block Rotation serves to function as the *holistic blueprint* from which to guide your year of teaching. This process begins usually after you have reviewed your grade level indications, both that of Steiner's work (which can be sourced in books like, Rawson and Richter's, *The Tasks and Content of the Steiner-Waldorf Curriculum)*, and the Arizona College and Career Readiness Standards (AZCCRS found at: http://www.azed.gov/standards-practices/ ). This is more than a sequencing of subjects to be taught during the year, but more of an integrated framework created out of many considerations, such as; overall school calendar, Festival life, needs of the class, field trips, performances, seasonality, colleague suggestions and prior experience. Working from the whole to the parts, the Block Rotation is composed of each of the (blocks) that you will present. Typically, each block is constructed based upon a three to four week schedule. Occasionally, blocks are longer or shorter. Although the details of each block do not need to be outlined in the Block Rotation, teachers need to indicate which AZCCRS (goals) will be embedded within each unit, with the understanding that all grade level standards need to be aligned to the content. This can be done by organizing and aligning the grade level ELA and Math standards to the themes of each unit. For example, in the scope and sequence above, the teacher indicates that during the Physiology unit, she will teach the concepts of *citing evidence*, and *rates, ratios and proportions.* The teacher planned to have students complete a research paper during this unit so they would need to learn and review the concept of *citing evidence*. In addition, the teacher planned to have students discover rates of breathing, and

**DSCS Block Rotation** **Grade 4 2018-19**

**August 8 to August 30 Social Studies: Geography and American History**
Working with maps, Geographic Terms, Local Geography, Early Civilizations, and Coyote Folktales.

**September 4 to September 18 Mathematics**
Prime and Composite Numbers, Factors and Multiples through Norse Myths

**September 19 to October 12 Language Arts thru Norse Myths**
Parts of Speech Review and Descriptive Writing. Verb Tense Exploration: Past/Present/Present-Progressive/Future through Norse Myths

**October 15 to October 26 Mathematics**
Fractions: Review with Benchmarks. Equivalency. Adding and Subtracting. Mixed Number to Improper Fraction

**October 29 to November 27 Science: Zoology**
The Tree of Life: The 5 Kingdoms. Animal Adaptations: Form and Function. Parts of a Paragraph and Expository writing: research paper

**November 28 to December 21 Class Play: Thor and the Giants**
**Field Trip:** *The Girl who Swallowed a Cactus* (Childsplay Theater in Tempe)

**January 7 to January 25 Geometry**
Lines and Angles. Shape Classification. Area and Perimeter. Measurement.
**Field Trip:** Pink Jeep tour to Honanki Ruins

**January 28 to February 22 Language Arts**
Poetry: Beowulf. Alliteration. Parts of Speech. Strong verbs --- creating vivid pictures.

**February 25 to March 8 Mathematics**
Decimals
**Field Trip**: March 5 Flagstaff Symphony

**March 18 to April 12 Science: Zoology II** **STATE TESTING in APRIL**
Animal Classification. Research Report Writing
**Field Trip:** Out of Africa (Wednesday March 27? Wednesday 3?)

**April 15 to April 26 Mathematics** **STATE TESTING in APRIL**
Symmetry and tessellation

**April 29 to May 24 Social Studies: American History and Government**
Academic Goals: From Exploration and Colonization to Territory and Statehood, State Symbols, and Cultural Diversity

# 5th Grade Block Schedule
# 2018/2019

**Aug 4 - 24 Geometric Drawing - 2 1/2 weeks**

**Aug 27 - Sept 20 Ancient Civilizations (India)/ Language Arts - 4 weeks**
Review paragraph
Continue parts of speech and grammar

**Sept 24 - Oct 19 Botany - 4 weeks**
Observation
Descriptive writing

**Oct 22 - Nov 19 Math - 4 weeks**
Review fractions
Introduce decimal fractions
Measurement - Metric system

**Nov 26 - Dec 21 Ancient Civilizations (Egypt/Persia)/ Language Arts - 4 weeks**
Introduce 5 paragraph format (intro, 3 supporting, conclusion)
Continue grammar and parts of speech

**Jan 7 - Jan 25 Math - 3 Weeks**
Wonder of Number - square and triangle numbers, perfect and abundant numbers
Division of fractions
Multiplying mixed numbers

**Jan 28 - Feb 22 Play (?) - 4 weeks**

**Feb 25 - March 29 Ancient Civilizations (Greece)/ Language Arts - 4 weeks**
Poetry

**April 1 - 26 Botany - 4 weeks**
Observation
Comparative writing

**April 29 - May 10 Geometric Drawing/ Math 3 weeks**
**May 13 - 24 Review**

# Eighth Grade Block Rotation

| | |
|---|---|
| **August 8 – August 30 - *Platonic Solids + Algebra* (3 Weeks** | *LA Goals ~ Conventions of Standard English - Key Ideas and Details in Informational Text*<br>*Math Goals ~ Expressions and Equations (Exponents) and Scientific Notation*<br>Field Trips ~ TBA |
| **September 4 – September 25 - *Revolutions (French + Scientific)* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Key Ideas and Details in Informational Text*<br>*Math Goals ~ Algebraic Linear Equations*<br>Field Trips ~ TBA |
| **October 1 – October 26 - *Physics + Meteorology* (4 Weeks)** | *ELA Goals ~ Conventions of Standard English - Craft and Structure in Informational Text*<br>*Math Goals ~ Functions*<br>Field Trips ~ TBA |
| ***Class Play*** **Introduce week of the 15th** | |
| **October 29 – November 16 - *Anatomy* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Integration of Knowledge and Ideas in Informational Text*<br>*Math Goals ~ Functions*<br>Field Trips ~ Southwest Shakespeare Company Presents Mary Shelley's, *Frankenstein* (Phoenix) |
| **November 21 – December 21 - *Colonialism + Industrial Revolution* (4 Weeks)** | *ELA Goals ~ Conventions of Standard English - Key Ideas and Details in Literature*<br>*Math Goals ~ The Pythagorean Theorem*<br>Field Trips ~ TBA |
| | |
| **Winter Break – December 21 – January 4** | |
| **January 7 – January 25 - *The Short Story* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Craft and Structure in Literature*<br>*Math Goals ~ Geometric Transformations*<br>Field Trips ~ TBA |
| **January 28 – February 22 - *America and Its Civil War* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Integration of Knowledge and Ideas in Literature*<br>*Math Goals ~ Geometry*<br>Field Trips ~ TBA |

| | |
|---|---|
| **February 25 – March 8 - *Drama* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use*<br>*Math Goals ~ Statistics and Probability*<br>Field Trips ~ TBA |
| **March - Class Play Performed** | |
| **Spring Break – March 11 – 15** | |
| **March 18 – April 12 - *Russia + The 20th Century* (3 Weeks)** | *ELA Goals ~ Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use*<br>*Math Goals ~ Statistics and Probability*<br>Field Trips ~ |
| **April 15 -Class Trip - Catalina Island** | |
| **April 22 – May 17 - *Organic Chemistry* (4 Weeks)** | *ELA Goals ~ Review all goals*<br>*Math Goals ~ Review all goals*<br>Field Trips ~ |
| **Eighth Grade Project Presentation - 3 Nights - TBD** | |
| **Graduation** | |

*This Scope + Sequence is subject to change at Teacher's discretion.

# Appendix B.
# Academic Systems Review Site Visit Inventory

# II. Curriculum Evaluation Inventory

Daily Lesson Plan Rubric - Desert Star School - 2018-19

| | |
|---|---|
| Teacher/Grade/Class: Dru Smith-Crain/Grade 8 | Block: Anatomy |
| Reviewer: Cheryl Leblanc | Date: Spring |

Highly effective (32-25) Effective (24-17) Developing (16-9) Ineffective (8-0)

| | Highly Effective 4pts | Effective 3pts | Developing 2pts | Ineffective 1-0pts | Total pts. | Comments/ Action Items |
|---|---|---|---|---|---|---|
| Instructional Objective +accompanying AZCCRS | Observable relates to purpose, include higher level thinking skills | Observable relates to purpose | Teacher did not connect standards to the objective | Not applicaple or missing component | 4 | Learning objectives clear and relatable |
| ILLP | Observable relates to purpose, include higher level thinking skills | Observable relates to purpose | Teacher did not connect standards to the objective | Not applicaple or missing component | 0 - NA | NA |
| Demonstration of Learning | Observable relates to purpose, include higher level thinking skills | Observable relates to purpose | Teacher did not connect standards to the objective | Not applicaple or missing component | 4 | The daily question - helps to gauge student prior knowledg. |

| | | | | | | |
|---|---|---|---|---|---|---|
| New Lesson Activity | Meaningful, motivating, objective-based, open ended inquiry based | Objective based, mieaningful student-centered | Objective based, meaningful | Not applicaple or missing component | 4 | Activities where engaging and inquiry based. |
| Accomodations | Provides choices and open-ended activities for all students | Students have choices & Variety of tasks of varying levels | Students tasks align with objectives | Not applicaple or missing component | 3 | Clarify questions prior to teaching for diverse learners. Check for understanding |
| Assessment | Variety of assessment strategies included & consistent with objectives | Both pupil and teacher assessment included | Includes teacher or pupil assessment strategies | Not applicaple or missing component | 4 | Exit Ticket |
| Homework | Motivating attention getting taps prior knowledge | Attention-getting taps prior knowledge | Taps prior knowledge | Not applicaple or missing component | 4 | Project based |
| Materials | Creative, connected to real world & variety | Variety of resources included | Resources Included | Not applicaple or missing component | 3 | Technology might be utilized |
| | | | | | Total Pts:25 | |

Desert Star Community School
1240 S Recycler Rd
Cornville, AZ 86325
(928) 282-0171

Date_____

Dear _____,

This letter is to notify you that your child is below grade level in reading / math. This has been determined by teacher input and assessment results. Your child has been placed in our intervention program during the school day.

Our goal is to give your child an opportunity to work either one on one or small groups to bring confidence and increase skills to progress closer towards grade level.

A collaborative partnership between school and home is essential for the success of your child. Ongoing communication regarding your child's progress will be provided by the classroom teacher. We can also offer recommendations for strategies to use at home to support the learning process.

Please feel free to call if you have any specific questions about your child's programming.

Sincerely,

Cheryl Leblanc
Administrative Director

Dru Smith-Crain
Curriculum Administrator

# Appendix C.
# Academic Systems Review Site Visit Inventory

# III. Teacher Evaluation Inventory

# Evaluation Cycle Timeline

**August Orientation**

The Administrator will provide an orientation on the evaluation system at the beginning of the school year and make certain that everyone has the same foundational understanding.

- A timeline for the observation cycle will be distributed.
- An evaluation handbook will be distributed.
- Administrator will give class teachers student achievement data to analyze.
- Administrator will conduct meetings to review professional development plans with returning class teachers.
- Unannounced walkthrough/informal observations will begin and continue throughout the year. The observation time will be between 5-30 minutes.

**September/ October Observations**

The 1st formal classroom observations will be conducted. The observation time will be between 40-120 minutes.

- Evaluator's will request to review teacher lesson plan book either prior or post observation.
- An evaluator may observe 1 or more of the following classes: Main Lesson, Math, or Language Arts.
- A post-observation conference will be scheduled within 2 days of the observation with the teacher and evaluator.
- A teacher observation form will be reviewed and include evidence to support the observation, areas of strength and refinement.
- The teacher and the administrator will sign the observation form at completion of the conference.
- Teacher will provide classroom level data SMART goals for the current school year.

**January/ February Observations**

The 2nd formal classroom observations will be conducted. This observation cannot be conducted within 2 instructional days of any scheduled school breaks of at least 1 week and must be separated at least 60 calendar days from the 1st formal classroom observation.

- Evaluator's will request to review teacher lesson plan book either prior or post observation.
- An evaluator may observe 1 or more of the following classes: Main Lesson, Math, Language Arts.
- A post-observation conference will be scheduled within 2 days of the observation with the teacher and evaluator.
- A teacher observation form will be reviewed and include evidence to support the observation, areas of strength and refinement.
- The teacher and the administrator will sign the observation form at completion of the conference.
- Teacher will provide progress on level data SMART goals for the current school year.

**April/May**

**Teacher Self Review & Survey**

The self-review form is completed by the teacher in preparation for the summative evaluation conference. The teacher will reflect on their professional skills and knowledge as they relate to Arizona College and Career Ready Standards.

- Teacher will provide the Administrator the completed self-review form.
- Administrator will inform teachers if they will be considered for renewal of contract.
- Student surveys will be sent to students in grades 3-8.
- Parent surveys will be sent to parents in grades K-8.
- Teacher peer-review will be sent to all faculty members.

**June/July**

**Data Compilation**

The Administrator will complete the classroom level data analysis and complete this portion on each teacher evaluation.

- Administrator will share results with classroom teachers.

**August**

**Summative Evaluation Conference**

The summative evaluation conference completes the annual evaluation cycle and includes a review of student achievement data and other evidence of the teacher's performance.

- A conference will be scheduled with the teacher and Administrator and discuss the Teaching Performance Component, the Student Academic Progress Component, and the Survey Component.
- The result of this collaborative discussion will result in the teacher's performance classification (Highly Effective, Effective, Developing, Ineffective)
- Identification of a professional development plan will be determined to support teacher growth.

# Classroom Level Data

**Teacher:** [redacted]
**School:** Desert Star Community School
**Date:** 6/6/2018

**Evaluator:** LeBlanc
**Title:** Director/Qualified Evaluator

| CLASSROOM-LEVEL DATA * | Accomplished (35) | Significant Progress (29) | Some Progress (20) | No Progress (0) | Evidence |
|---|---|---|---|---|---|
| **Classroom-level data elements account for 33% of Teacher Evaluation (schoolwide data should be considered when developing individual classroom level data elements)** | | | | | |
| SGP in Reading is a median of 64 Goal to increase to of median of 74 | x | | | | SGP is 78 in Reading |
| SGP in Math is a median of 67.5 Goal to increase to of median of 77.5 | x | | | | SGP is 81 in Math |
| Schoolwide combined % passing 74 Goal to increase to 76% passing | | | x | | Overall schoolwide passing is 75% |
| Total Points Awarded | 70 | 0 | 20 | 0 | |
| **Subtotal CLASSROOM-LEVEL DATA** | **90** | | | | |

Rubric:

Accomplished.....90 - 100% goal attainment
Significant Progress.....75 - 89% goal attainment
Some Progress.....60 - 74% goal attainment
No Progress..... 0 - 59 % goal attainment

| | |
|---|---|
| **Total Points Received** | **90** |
| **Total Points Possible -- Data (maximum) (33% of total)** | **105** |

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

# SUMMARY SHEET

**Teacher:** [redacted]
**School:** Desert Star Community School
**Date:** 6/6/2018

**Evaluator:** LeBlanc
**Title:** Director/Qualified Evaluator

| | | |
|---|---|---|
| **Total Value of Framework for Teaching** | **188** | Max 220 |
| **Total Value of Classroom Level Data** | **90** | Max 105 |
| **Total Combined Value** | **278** | Max 325 |

| |
|---|
| **Highly Effective (285 - 325)** |
| The teacher consistently demonstrates the listed functions and other actions that are above and beyond stated expectations. Teachers that perform at this level should exceed goals and targets established. A Highly Effective rating means that the only areas for growth would be to further expand on the strengths and find innovative ways to apply it to the benefit of the school and district. Specific comments are required for rating a standard as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all domains. |
| **Effective (250 - 284)** |
| The teacher demonstrates the listed functions most of the time. Performance in this area is satisfactory and similar to that of others regarded as good performers. The indicator of performance delivered when rating one as Effective is that performance is very good. There are areas remaining that require improvement to be considered an excellent performer in all domains |
| **Developing (210 - 249)** |
| The teacher sometimes demonstrates the listed functions. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. The teacher demonstrates potential, but must focus on opportunities for improvement to elevate the performance in some domains. The teacher may be placed on an improvement plan. |
| **Not Effective (0 - 209)** |
| The teacher rarely demonstrates the listed functions. The demonstrated performance of this principal requires intervention. A Not Effective rating indicates that performance is unsatisfactory and the teacher requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Not Effective. The teacher should be placed on an improvement plan. |

**Supervisor's Employment Recommendation:** **Renewal of Contract** **Non-Renewal of Contract**

[redacted] 6.6.18

Teac

6/6/18

Administration Signature/Date

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

What were the images →
movement → Concept →
transitional activity – to have students come back to class

Sing – this old man –

# DSCS Classroom Observation Sheet

| | |
|---|---|
| Grade/Class observed:: 3rd Grade | Date(s) observed 02-12-19 |
| Observer: Mrs Crain | Block: Shelters |

| Content Area | Observations | Recommendations |
|---|---|---|
| 1. **Room**<br>a) state, decoration, temperature, lighting,<br>b) posture of students, students mood<br>c) lesson beginning on time?<br>d) welcome, entrance, eye contact | 5-hearts | (two groups) |
| 2. **Content of Lesson**<br>a) appropriate for age?<br>b) challenges the students?<br>c) clarity of presentation?<br>d) clear threefold lesson?<br>e) enthusiasm in presentation?<br>f) responsiveness of students?<br>g) is there a sense of the whole?<br>h) artistry in presentation?<br>i) is there a sense of breathing imbedded in the lesson? | straight as a spear – ancient ones – what periods – stone age – seasons – paleolithic<br>Review permanent or semipermanent – nomadic<br>'cool' awesome | winter dwellers<br>Spring and summer dwellers<br>all nomadic stone age<br>how long – how will student know when their time is up<br>Task – narato |
| 3. **Form and Discipline**<br>a) Does the form allow students to receive the content?<br>b) Describe the teacher's authority and presence before the class. | – Straight as a spear – students sat up straight and tall<br>– want to make sure all are respectful – push in chairs – | – excuse me clap clap clap<br>– to infinity<br>– and beyond |

graphic on shirts

– hats –

– rolled eyes when someone called out "fire!" – let someone else – raised hand later

– okay! I no one is going to listen

Ask for clarity do stu know what the ar supp to

Manag each Momen

drawing with ... to live in a cave dwelling - and in a tent like structure -
- students took out practice notebooks -

"what does this mean?" { Topic / Overview
detail - elaborate
detail
Conclusions

chosen sentence →

A) Caves during the winter

| | | |
|---|---|---|
| c) Outline the teacher's response to individual disciplinary problems and/or difficult situations if any presented themselves.<br>d) Describe the evidence of a threefold balance of head, heart and limbs in the lesson.<br>e) Describe the beginnings and endings and the transitions within the class. | - had to raise voice to gain attention - | |
| 4. **Teacher/Student Relationship**<br>a) Does the lesson allow breathing?<br>b) Do you observe warmth in the exchanges with students?<br>c) Detail some student a student interaction.<br>d) Do you see the promotion of positive social interaction within the class?<br>e) Is the teacher available to the students for individual help, conversation, etc.? | "Why is there any talking!"<br>- speak about what you want -<br>- | B) tent-like shelters in the summer<br>paragraphs → what is the structure<br>⇒ indent<br>- Stefson - |
| 5. **Academic, Artistic and Pedagogical Standards**<br>a) Is the class as a whole working hard, performing at grade level, eager to acquire new knowledge.<br>b) Does the teacher promote high academic standards?<br>c) Describe the quality of book work or assignments.<br>d) Does the teacher follow through on homework, corrections, assignments returned in a timely way? | | Word bank -<br>Caves, fire, nomadic, Stone Age, protect, winter, would, what, Clothes, animals, hunt, dangerous, survive, can, lake, provide, river<br>10 minutes for book work |

What part of the lesson am I observing - .

Name tags?

What temprament did you meet -

One student writing in here
– Practice books –

| | | |
|---|---|---|
| e) Describe the quality of the artistic work as demonstrated in blackboard drawings, painting, singing, recorder playing, etc.<br>f) Does the teacher delve into the curriculum and thoroughly prepare the lessons? | neat and legible handwriting<br>Classroom – neat<br>Student art work on the wall – hanging – shelter paintings | Alphabet – slightly erased<br>"Ms. Kealey", will third person |
| 6. **Parent Relations**<br>a) regular documented parent conferences?<br>b) accessibility?<br>c) able to communicate goals and share progress of students? | | |
| 7. **Colleagueship**<br>a) is the teacher easy to work with?<br>b) communicates effectively?<br>c) willing to help others?<br>d) involvement in non-teaching activities ?<br>e) promote goodwill and fellowship among colleagues?<br>f) can take advice? | | |
| 8. **Relationship to Anthroposophy**<br>a) Does the teacher appear to work out of Anthroposophical principles?<br>b) Participates actively in faculty study?<br>c) Willing to ask questions and hear others opinions? | | |

Teacher: _____ Date: _____

Observer: _____

closing verse - ?
- all ready.
lined up by rows -

---

look at schedule
- pull up planning suggestions
- three fold-less

---

- what did you teach
  purpose

- who's knows it
  how do you know this
- who's doesn't

- who's on their way -

**Desert Star Community School**

**Post Observation Conference**

**Observation:** [redacted] **Class:** [redacted] **Date:** December 14, 2017 **Time:** 8:25-10:15

Purpose: ***A component of the Evaluation/Observation Process is observation and evaluation of instruction.***

Teacher Self Analysis: ***Tell us how you felt about the lesson.*** (What went well, what you might have done differently, if anything?) –[redacted]**response**- felt

Observation Feedback:

## Skillful:

**Feeling Tone** – skillful- warm, modern, class is left with they are capable of anything-

Evidence- banana drawing not artistic moment,

**Student Engagement**- Skillful- natural expectation of there their very best,

**Involve all students simultaneously and consistently**- **evidence**- raise hand if you agree- called on hands up or not, - magic carrots

Class monitoring/awareness/management –**evidence**- redirected 4 students engaging in side conversation back to lesson, activities differentiated for academic abilities

**Motivation** – skillful

Interest- Vividness- use of imagination to picture the event- **evidence** magic carrots, here's your imagination, picture this, - musical intelligence – n Ceasars go insane- Screaming Hannible-

Utilizing teaching moments- **evidence**-

Set Introduction- good king wensaslas – fingering

"And guess what"- little dude

**Monitor and Adjust: -**

## Refinement of skill:

**Instructional Objective** – refinement needed

**Evidence** – objective documented in plan but state standards missing

**Desert Star Community School**

**Post Observation Conference**

**Observation:** [redacted] **Class:** [redacted] **Date:** May 15,2018 **Time:** 11:30

Purpose: ***A component of the Evaluation/Observation Process is observation and evaluation of instruction.*** *See resources for instructional components that are assessed.*

Teacher Self Analysis: ***Tell us how you felt about the lesson.*** (What went well, what you might have done differently, if anything?) – **response** - Lesson was pertinent and in response to previous homework. Very apropos in timing. It went well and skills were acquired.

Observation Feedback for Instruction: i.e., Instructional Objective, Task Analysis, Pre Assessment, Set/Introduction, Active Student Engagement, Monitor and Adjust, Closure

## Skillful: Areas of Strength

### Active Student Engagement – skillful –

**Involving all students simultaneously – evidence** – students were engaged with problem solving covertly with challenge and enthusiastic energy of the teacher – students were interested in accomplishing book problems because of the motivation inspired by the teacher: see below 'motivation'

### Instructional Objective- skillful

- **evidence** - Objective was stated several times and summarized at the end. "We're learning about relative frequency..." Reviewed vocabulary of relative and frequency. Stated several more times through lesson the term relative frequency. "...so relative frequency must be expressed as either a percent, fraction or decimal...and by now most of you must have a handle on relative frequency."

### Motivation- skillful

**Interest:** novelty, vividness, importance - **evidence -** Related subject to student's personal experience or elaborated by giving information that would peak interest. "... like how often boys use the bathroom, how often girls use the bathroom....they measure the diameter of a television on a diagonal...dad pays, guy gets Ds' dad says no more or he won't pay..."

## Refinement of skill: Areas to refine

### Monitor and Adjust – refine

**Generate overt behavior from all students-check and interpret the overt behavior - evidence** – The swiftness of the topic delivery may lead to some students not comprehending.

### End of Post Conference

Continue your **skillful** and effective **Active Student Engagement, Instructional Objective and Motivation**

**Refine** Monitoring and Adjusting for comprehension for all students.

# Teacher Evaluation Form

**Teacher:** [redacted]
**School:** Desert Star Community School
**Date:** 5/30/2018

**Evaluator:** Cheryl Lelanc
**Title:** Director/Administration

| **DOMAIN 1: PLANNING AND PREPARATION**<br>A teacher promotes the success of every student by demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional outcomes, demonstrating knowledge of resource, and designing coherent instruction. | **Highly Effective (10)** | **Effective (8)** | **Developing (4)** | **Ineffective (0)** | **Evidence** |
|---|---|---|---|---|---|
| 1a. Demonstrating knowledge of content and pedagogy<br>■ *knowledge of content and the structure of the discipline*<br>■ *knowledge of prerequisite relationships*<br>■ *knowledge of content-related pedagogy* | | x | | | |
| 1b. Demonstrating knowledge of students<br>■ *knowledge of child and adolescent development*<br>■ *knowledge of the learning process*<br>■ *knowledge of students' skills, knowledge and language proficiency*<br>■ *knowledge of students' interests and cultural heritage*<br>■ *knowledge of students' special needs* | x | | | | |
| 1c. Setting instructional outcomes<br>■ *value, sequence and alignment*<br>■ *clarity*<br>■ *balance*<br>■ *suitability for diverse learners* | | x | | | |
| 1d. Demonstrating knowledge of resources<br>■ *resources for classroom use*<br>■ *resources to extend content knowledge and pedagogy*<br>■ *resources for students* | x | | | | |

| DOMAIN 1: PLANNING AND PREPARATION (continued) | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 1e. Designing coherent instruction<br>■ *learning activities*<br>■ *instructional materials and resources*<br>■ *instructional groups*<br>■ *Lesson and unit structure* | | x | | | |
| 1f. Designing student assessments<br>■ *congruence with instructional outcomes*<br>■ *criteria and standards*<br>■ *design of formative assessments* | | x | | | |
| Total Points Awarded | 20 | 32 | 0 | 0 | |
| **Subtotal DOMAIN 1** | **52** | | | | |

| DOMAIN 2: CLASSROOM ENVIRONMENT<br>A teacher promotes the success of every student by creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, and managing student behavior. | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 2a. Creating an environment of respect and rapport<br>■ *teacher interaction with students*<br>■ *student interactions with one another* | | x | | | |
| 2b. Establishing a culture for learning<br>■ *importance of the content*<br>■ *expectations for learning and achievement*<br>■ *student pride in work* | x | | | | |
| 2c. Managing classroom procedures<br>■ *management of instructional groups*<br>■ *management of transitions*<br>■ *management of materials and supplies*<br>■ *performance of non-instructional duties*<br>■ *supervision of volunteers and paraprofessionals* | | x | | | |

| DOMAIN 2: CLASSROOM ENVIRONMENT (continued) | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 2d. Managing student behavior<br>■ *expectations*<br>■ *monitoring of student behavior*<br>■ *responses to student misbehavior* | | x | | | |
| 2e. Organizing physical space<br>■ *safety and accessibility*<br>■ *arrangement of furniture and use of physical resources* | | x | | | |
| Total Points Awarded | 10 | 32 | 0 | 0 | |
| **Subtotal DOMAIN 2** | **42** | | | | |

| DOMAIN 3: INSTRUCTION<br>A teacher promotes the success of every student by communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness. | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 3a. Communicating with students<br>■ *expectations for learning* ■<br>*directions and procedures*<br>■ *explanations of content*<br>■ *use of oral and written language* | x | | | | |
| 3b. Using questioning and discussion techniques<br>■ *quality of questions*<br>■ *discussion techniques*<br>■ *student participation* | | x | | | |
| 3c. Engaging students in learning<br>■ *activities and assignments*<br>■ *grouping of students*<br>■ *instructional materials and resources*<br>■ *structure and pacing* | x | | | | |

| DOMAIN 3: INSTRUCTION (continued) | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 3d. Using assessment in instruction<br>■ *assessment criteria*<br>■ *monitoring of student learning*<br>■ *feedback to students*<br>■ *student self-assessment and monitoring of progress* | | x | | | |
| 3e. Demonstrating flexibility and responsiveness<br>■ *lesson adjustment*<br>■ *response to students*<br>■ *persistence* | | x | | | |
| Total Points Awarded | 20 | 24 | 0 | 0 | |
| **Subtotal DOMAIN 3** | **44** | | | | |

| DOMAIN 4: PROFESIONAL RESPONSIBILITIES<br>A teacher promotes the success of every student by reflection on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally, showing professionalism. | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 4a. Reflection on teaching<br>■ *accuracy*<br>■ *use in future teaching* | | x | | | |
| 4b. Maintaining accurate records<br>■ *student completion of assignments*<br>■ *student progress in learning*<br>■ *non-instructional records* | | x | | | |
| 4c. Communicating with families<br>■ *information about the instructional program*<br>■ *information about individual students*<br>■ *engagement of families in the instructional program* | | x | | | |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued) | Highly Effective (10) | Effective (8) | Developing (4) | Ineffective (0) | Evidence |
|---|---|---|---|---|---|
| 4d. Participating in a professional community<br>■ *relationships with colleagues*<br>■ *involvement in a culture of professional inquiry*<br>■ *service to school*<br>■ *participation in school and district projects* | | x | | | |
| 4e. Growing and developing professionally<br>■ *enhancement of content knowledge and pedagogical skill*<br>■ *receptivity to feedback from colleagues*<br>■ *service to profession* | | x | | | |
| 4f. Showing professionalism<br>■ *integrity and ethical conduct*<br>■ *service to students*<br>■ *advocacy*<br>■ *decision making* | x | | | | |
| Total Points Awarded | 10 | 40 | 0 | 0 | |
| **Subtotal DOMAIN 4** | **50** | | | | |

| | |
|---|---|
| **Total Points Received** | **188** |
| **Total Points Possible -- Teacher (maximum) (67% of total)** | **220** |

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

# Appendix D.
# Academic Systems Review Site Visit Inventory

## IV. Assessment Inventory

# Desert Star Community School | 2018-2019 Calendar

## AUGUST '18

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**4** Back to School Day
**8** Half Day, First Day of School, Rose Ceremony
**13-17** Math Benchmark 3-8
**20-24** ELA Benchmark 3-8
**21** Vision & Hearing K-2
**31** No School, Labor Day

## SEPTEMBER '18

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**3** No School, Labor Day
**11** Vision & Hearing 3-8
**20** Half Day, Parent Teacher Conferences (12:15-4;00)
**21** No School, Parent Teacher Conferences (8:00-3;00)
**25** Picture Day
**28** Michaelmas Festival

## OCTOBER '18

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**5-8** No School, Columbus Day
**22-26** Math Benchmark 3-8
**29-31** ELA Benchmark 3-8
**23** Vision & Hearing Rescreen

## NOVEMBER '18

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | |

**9** Lantern Walk
**12** No School, Veterans Day
**13** Picture Retake
**20** Half Day, Thanksgiving Assembly
**21-23** No School, Thanksgiving Break

## DECEMBER '18

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**7** Spiral Walk
**12-13** Dibles Testing K-3
**24-31** No School, Winter Break

**1-4** No School, Winter Break
**21** No School, M.L. King Day

## JANUARY '19

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | |

**11-15** Math Benchmark 3-8
**18-22** ELA Benchmark 3-8
**14** Half Day, Parent Teacher Conferences (12:15-4;00)
**15** No School, Parent Teacher Conferences (8:00-3;00)
**18** No School, Presidents' Day

## FEBRUARY '19

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

**11-15** No School, Spring Break

## MARCH '19

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**1-26** State Testing
**19** No School

## APRIL '19

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

**4** May Faire
**6-10** Math Benchmark 3-8
**8-9** Dibels Testing K-3
**13-17** ELA Benchmark 3-8
**23** 8th Grade Graduation
**24** Half Day, Last Day of School, Rose Ceremony, Kindergarten Bell Ceremony

## MAY '19

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

| Legend |
|---|
| Half Day Dismissal 11:45 Grades 1-8 11:30 Kindergarten |
| NO School |
| Community Event |
| ~~Half Day~~ |

## School Hours

**Monday-Thursday**

| | |
|---|---|
| Kindergarten | 8:30-12:30 |
| K Extended Day | 12:30-2:30 |
| Grades 1-8 | 8:15-3:15 |

**Friday**

| | |
|---|---|
| Kindergarten | 8:30-12:30 |
| Grades 1-8 | 8:15-12:45 |

Desert Star Community School
1240 S Recycler Rd
Cornville, AZ 86325
(928) 282-0171

Date_____

Dear _____,

This letter is to notify you that your child is below grade level in reading / math. This has been determined by teacher input and assessment results. Your child has been placed in our intervention program during the school day.

Our goal is to give your child an opportunity to work either one on one or small groups to bring confidence and increase skills to progress closer towards grade level.

A collaborative partnership between school and home is essential for the success of your child. Ongoing communication regarding your child's progress will be provided by the classroom teacher. We can also offer recommendations for strategies to use at home to support the learning process.

Please feel free to call if you have any specific questions about your child's programming.

Sincerely,

Cheryl Leblanc
Administrative Director

Dru Smith-Crain
Curriculum Administrator

# Appendix E.
# Academic Systems Review Site Visit Inventory

# V. Professional Development Inventory

**Business Update 10.30.18 5:00pm**

posted Oct 30, 2018, 4:42 PM by Cheryl LeBlanc

1-**Faculty Meeting**- The meeting for tomorrow is cancelled so everyone has time to enjoy their Halloween night.

2-**Supervision**- It is imperative that a teacher is supervising the ENTIRE class at all times. Everyone is to be in the teachers view at all times. A class is not allowed to be partially in a classroom and partially outside. The perception of parents coming on campus has been students are unattended and injuries happening on campus have not been reported.

3-**Student Injury Report Form**- Every time a student is injured the adult that is in charge needs to complete the student injury report form and turn into the office by the end of the day. If an injury is serious enough a student requires and ice pack they are to come to the office and remain in the office until they have been assessed and/or a parent has been informed of the incident.

4-**Friday Dismissal**- It has been observed classes are not leaving classrooms until 12:45-12:50 on Fridays. As a faculty we agreed to be out at 12:40 for dismissal to run efficiently. Specialty classes should have students back into the classrooms by 12:35 to allow teachers time to dismiss at 12:40.

5-**Fifth Grade Teacher**- Please help us welcome Michael Delcavo (Mr. D). He will begin teaching main lesson next week. Ms. Mac will still teach ELA and Math to maintain a rhythm with the class.

6- **Acknowledgment**- I would like to acknowledge Joseph for speaking the virtues when speaking to a student today. He said, "I appreciate the caring you showed when getting an ice pack for your friend after he was hit in the face with the ball."

## Business Update 3.21.19 9:00pm

posted Mar 21, 2019, 9:11 PM by Cheryl LeBlanc **[ updated Mar 21, 2019, 9:11 PM ]**

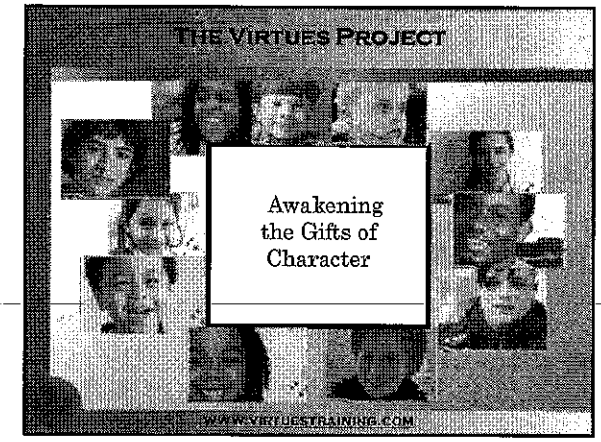
1- **Testing Schedule**- I would like to thank Kristine for her attention to detail and informing me that I scheduled testing on April 19th when it is a scheduled day off**!!** Due to this error April 19th testing will be pushed forward to the Monday and all other days will move accordingly. It has been updated online so please mark your calendars accordingly.

2-**Next Week**- Dru and I will be attending a workshop next week and will be off campus on Wednesday & Thursday.

3- **Science Testing**- I will be setting up the computers in the 8th grade classroom for AIMS Science due to the community building being used for 5th grade play in the morning. Eighth grade will be testing during main lesson and possibly at 10:50 if necessary.

4-**Computers**- All of the computers are numbered on the top cover and by the end of tomorrow there will also be a number to the left of the keyboard.. Please be sure students leave the numbers alone. Moving forward students are to only use the computer and headphones that match the number on their index card with all of their logon information. Three headsets have been broken and I just found with noone taking responsibility and reporting to the office. Teachers are responsible to verify all headsets are put away properly and in correct bag at the end of each STEAM class. I will review during the next faculty meeting so students can be taught the expectations.

5-**Acknowledgement**- I appreciate Karen speaking the virtues when addressing a student to do something different. She said, I am happy to see your playfulness and at this time and please find your self discipline to focus on your project." Bravo**!!**




| | | |
|---|---|---|
| Assertiveness | Forgiveness | Patience |
| Caring | Friendliness | Peacefulness |
| Cleanliness | Generosity | Perseverance |
| Commitment | Gentleness | Purposefulness |
| Compassion | Helpfulness | Reliability |
| Confidence | Honesty | Respect |
| Consideration | Honor | Responsibility |
| Cooperation | Humility | Self-discipline |
| Courage | Idealism | Service |
| Courtesy | Integrity | Tact |
| Creativity | Joyfulness | Thankfulness |
| Detachment | Justice | Tolerance |
| Determination | Kindness | Trust |
| Diligence | Love | Trustworthiness |
| Enthusiasm | Loyalty | Truthfulness |
| Excellence | Moderation | Understanding |
| Flexibility | Modesty | Unity |
| | Orderliness | |

## Workshop Format

- Talks, interactive exercises, role plays, videos, discussion
- Facilitator: Betsy Lydle Smith
- Participate as fully as possible
- Questions are welcome
- Breaks

## The A, B, I, of Boundaries

**Assertiveness**
Do what is right for you

**Respect**
Be deeply present without
- advising
- interrupting
- criticizing
- teasing

**Trust**
Be worthy of trust
What we say here stays here

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## THE VIRTUES PROJECT

Look for the best in me and help ME **see who I really am.**

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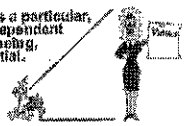
## Virtues: The Gift of Character

**Every Child Is Born In Potential**

Just as a seed is a specific tree in potential,

a child is a particular, fully independent human being, in potential.



Virtues

## What are Virtues?

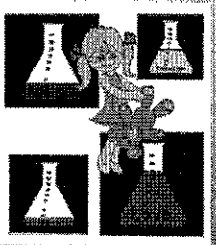
- Qualities of Character
- Qualities of our Spirit / Qualities of our Heart
- Qualities of Emotional Intelligence
- Transferable Skills / Portable Skills

## Virtues: The Gift of Character

Virtues are the Building Blocks of Character

Each individual seems to have their own combination

We can all strengthen our virtues throughout our lifetimes



## The Virtues Project

- Founded by Dr. Dan Popov, Linda Kavelin-Popov and John Kavelin
- Researched the world's cultures and wisdom traditions
- Discovered more than 360 virtues that were universal to all people
- This 20 years old grassroots initiative has spread to more than 95 countries around the globe
- Honored by the United Nations as a model global program for all cultures

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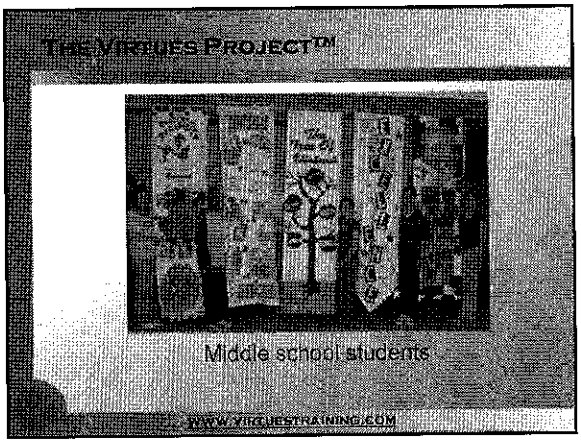
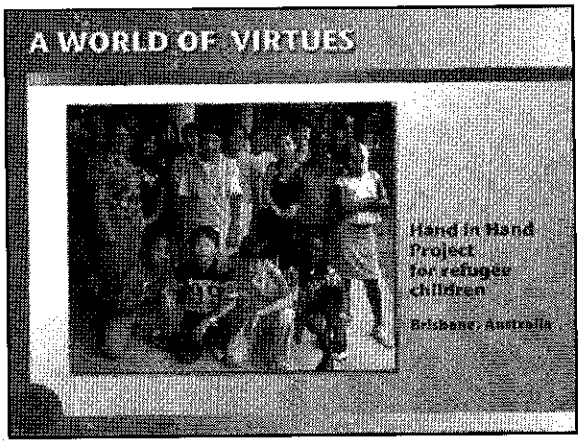
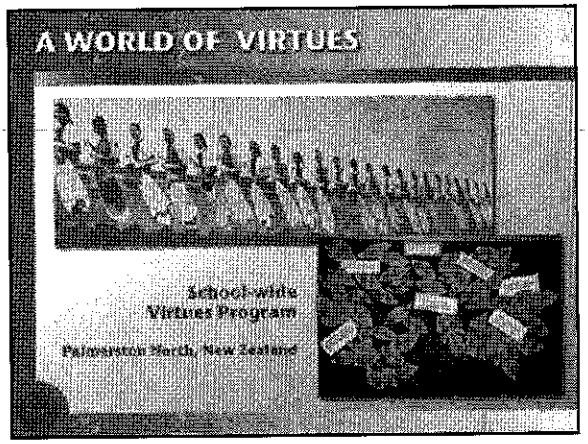

THE VIRTUES PROJECT™
Middle school students
WWW.VIRTUESTRAINING.COM


A WORLD OF VIRTUES
Hand in Hand Project for refugee children
Brisbane, Australia


A WORLD OF VIRTUES
School-wide Virtues Program
Palmerston North, New Zealand

## A WORLD OF VIRTUES

Malaysian Government embraces the Project

## A WORLD OF VIRTUES

Virtues Workshop

Papua, New Guinea

## A WORLD OF VIRTUES

## Interactive Introductions Activity

Please refer to your handout: *"Interactive Introductions"*

*When you finish interviewing your partner, give her/him a virtues acknowledgment and write it on her/his gem tag.*

## The Virtues Project

1 Speak the Language of Virtues
2 Recognize Teachable Moments
3 Set Clear Boundaries
4 Honor the Spirit
5 Offer Companioning

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## The Language of the Virtues

The way we speak and the words we use have great power. Language is the vehicle for meaning, and above all else awakens the character and shapes the self-esteem of our children and youth. It shapes the very culture of our homes, school and workplaces.

## The Language of the Virtues

**Words have the power to break a heart or inspire a dream. The Language of the Virtues empowers children and adults to act on the best within them. It is the main ingredient in creating a culture of character.**

www.virtuestraining.com

## Muscle testing directions:

1. **Take a baseline test, resist & press down on wrist with 2 fingers.**
2. **Think of a negative label or word, resist & press down**
3. **Think of a positive strength or virtue, resist & press down**

**What are the implications as a result of this info?**

## Ways to Speak the Language of the Virtues

**To acknowledge**

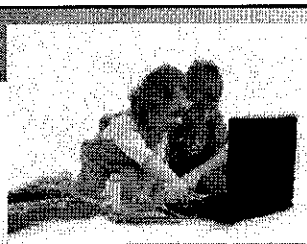
**To guide**

**To correct**

**To thank**

Strategy 1

**Speak the Language of the Virtues**



*"That was HELPFUL of you to show your classmate how to play that game."*

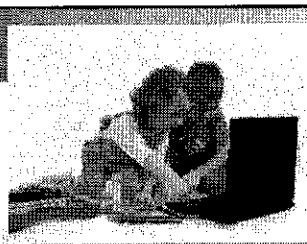
*"How can you be HELPFUL now?"*

*"Please be HELPFUL now."*

*"Thank you for being HELPFUL."*

Strategy 1

**Speak the Language of the Virtues**



*With a partner, share a virtues acknowledgment you might give to one of the children.*

*Choose a virtue you have seen him/her demonstrate and say how you saw it demonstrated.*

*Be sure to give that acknowledgment to the child at school."*

Virtues for Character Development

| | | |
|---|---|---|
| Assertiveness | Forgiveness | Patience |
| Caring | Friendliness | Peacefulness |
| Cleanliness | Generosity | Perseverance |
| Commitment | Gentleness | Purposefulness |
| Compassion | Helpfulness | Reliability |
| Confidence | Honesty | Respect |
| Consideration | Honor | Responsibility |
| Cooperation | Humility | Self-discipline |
| Courage | Idealism | Service |
| Courtesy | Integrity | Tact |
| Creativity | Joyfulness | Thankfulness |
| Detachment | Justice | Tolerance |
| Determination | Kindness | Trust |
| Diligence | Love | Trustworthiness |
| Enthusiasm | Loyalty | Truthfulness |
| Excellence | Moderation | Understanding |
| Flexibility | Modesty | Unity |
| | Orderliness | |

## Speak the Language of Virtues

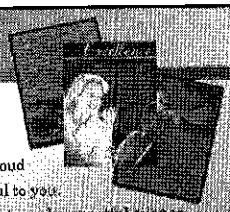
Please refer to your handout: ***Speak the Language of Virtues Exercise***

## The Virtues Project

- What's been helpful?
- What's been meaningful?
- What is one thing you learned?

## Honoring the Spirit

## The Virtues Pick



**Directions:**

- Choose a partner
- First person reads your card aloud
- Next share how it is meaningful to you.
- Second person listens in complete and respectful silence
- At the end the listener acknowledges a virtue they have recognized
- in your partner.

Repeat for other partner

"I heard your *compassion* when you talked about *how you treated that child.*"

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## Strategy #2: Teachable Moments

- "In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."
  -Haim Ginott
- Recognize Teachable Moments
- What can be learned?
- What virtues are needed?

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## What destroys conscience

- Shaming
- Name-calling
- Beating or hitting
- Over-protecting
- Over-punishing
- Ignoring effort
- Lack of clear boundaries

## What builds conscience

- Naming virtues
- Clear boundaries
- Acknowledging effort
- The opportunity for reparation

| | | |
|---|---|---|
| Assertiveness | Forgiveness | Patience |
| Caring | Friendliness | Peacefulness |
| Cleanliness | Generosity | Perseverance |
| Commitment | Gentleness | Purposefulness |
| Compassion | Helpfulness | Reliability |
| Confidence | Honesty | Respect |
| Consideration | Honor | Responsibility |
| Cooperation | Humility | Self-discipline |
| Courage | Idealism | Service |
| Courtesy | Integrity | Tact |
| Creativity | Joyfulness | Thankfulness |
| Detachment | Justice | Tolerance |
| Determination | Kindness | Trust |
| Diligence | Love | Trustworthiness |
| Enthusiasm | Loyalty | Truthfulness |
| Excellence | Moderation | Understanding |
| Flexibility | Modesty | Unity |
| | Orderliness | |

## Renaming and Reframing

**Stop shaming**

**Recognize virtues needed**

**Start naming**

**Nurture life lessons**

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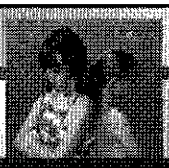
## From Shaming to Naming



[redacted]

"Nice" not assertive People pleasing and caring

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## Retributive Justice

In Retributive Justice the teacher is a *detective* asking ...

- What was the crime?
- Who did it?
- How should they be punished?

## Restorative Justice

In Restorative Justice the teacher is a *mentor* asking ...

- What happened?
- Who was hurt?
- What virtues were needed?
- What amends can be made?

## ACT with TACT™

Make a Virtues "Positivity Sandwich"

## *Idealists dare...*

*...to have big dreams and*
*then act as if they are possible...*
*Idealism does not mean that you are an idle dreamer.*
*Idle dreamers just WISH that things were better.*
*Idealists do something to MAKE things better."*

—The Family Virtues Guide

## Strategy 3

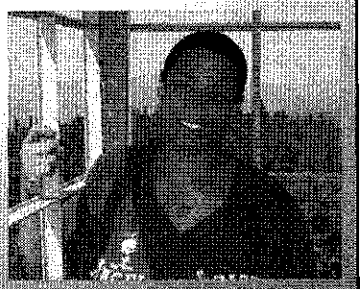
**Set Clear Boundaries**

**Based on Restorative Justice**

## Boundaries Keep Us Safe

**Restoration…**
**not Retribution**

**Reflection…**
**not Rejection**



## Setting Clear Boundaries - Consequences

**Consequences are needed to support boundaries. They need to be specific and relevant.**

***The goal of correction is to:***

- restore justice
- restore the perpetrator to the community or to the group
- repair the relationship, not isolate the perpetrator
- build character in the long term, not just get rid of the problem and the perpetrator

## Setting Clear Boundaries - Consequences

**What would be specific and relevant consequences for the following situation?**

*I have difficulty saying "no" to people*

**Boundary:** I am worthy of respect. When I really need to say "no" to someone I will be **assertive** enough to speak **truthfully**."

Consequence if the boundary is violated?

## Setting Clear Boundaries

**Exercise**

1. What is a boundary issue that is not working in your household, workplace, classroom or in a relationship?
2. What is the main virtue that you would like to be practiced?
3. Write a boundary based on the virtue.

| | | |
|---|---|---|
| Assertiveness | Forgiveness | Patience |
| Caring | Friendliness | Peacefulness |
| Cleanliness | Generosity | Perseverance |
| Commitment | Gentleness | Purposefulness |
| Compassion | Helpfulness | Reliability |
| Confidence | Honesty | Respect |
| Consideration | Honor | Responsibility |
| Cooperation | Humility | Self-discipline |
| Courage | Idealism | Service |
| Courtesy | Integrity | Tact |
| Creativity | Joyfulness | Thankfulness |
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| Determination | Kindness | Trust |
| Diligence | Love | Trustworthiness |
| Enthusiasm | Loyalty | Truthfulness |
| Excellence | Moderation | Understanding |
| Flexibility | Modesty | Unity |
| | Orderliness | |

## Setting Clear Boundaries

**Video on Justice**

**with Linda Kavelin Popov**

## Setting Clear Boundaries

10 Guidelines for Setting Clear Boundaries

Refer to Handout

## Stressing to Blessing

- Example:
- 1. When do I feel most stressed?
- When I have too much on my plate and I try to meet everyone's needs and requests.
- 2. A boundary I am setting for myself:
- I will use caring and gentleness for myself, by prioritizing, doing what I can, and leaving the rest.
- (Consequences if I don't do it: I'll be exhausted, frustrated, upset with myself, and more stressed)

## Stressing to Blessing

- Refer to handout and choose 1 situation that is stressful for you.
- Write a boundary for yourself about this stressful situation. Be sure to include a virtue.

## Setting Clear Boundaries

What was helpful or meaningful about the session on Setting Clear Boundaries?

## Honoring the Spirit

## The Virtues Project

- Virtues Sharing Circles
- Celebrations
- Traditions
- Reflective Time
- Moments with Nature
- Service Learning
- Virtues in the Arts
- Virtues Pick

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## Honor the Spirit

**RPMS**
- Reverence
- Prayer
- Meditation
- Service

- **Routines of Reverence**

## Honor the Spirit

What are some ways you honor your spirit, tap into the deepest part of yourself, or connect with the Divine?

Share in small groups. Please use moderation so everyone has a chance to share.

## Companioning

**The Art of Companioning**

Get to the Heart of the Matter

## Companioning

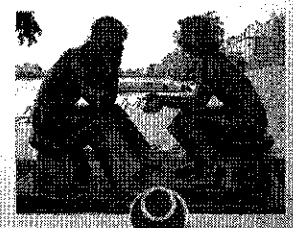
Think of the best listener you know.

What qualities does she/he exhibit?

## Companioning

What are the Barriers or Obstacles to Good Listening?

## Companioning



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## Companioning

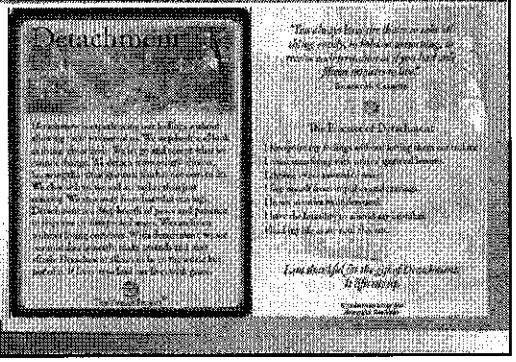
### Companioning

| IS NOT | IS |
|---|---|
| A fix | Walk along |
| A rescue | Respect |
| Curing | Caring |
| Advice | Presence |
| Sympathy | Compassion & detachment |
| Telling | Listening |
| Victim-based | Virtue-based |

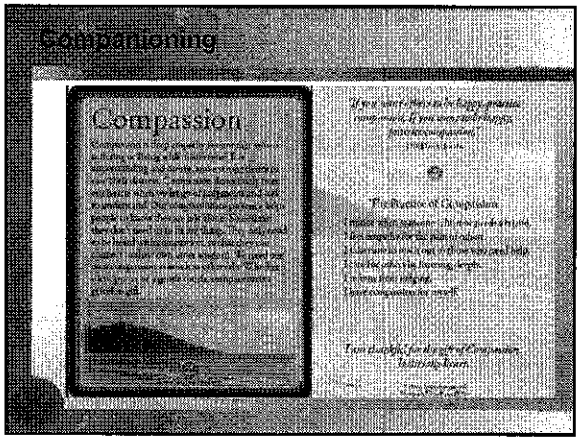
## Companioning

Please refer to your handout that has the poem entitled **"Listening"**.

## Companioning



## Companioning



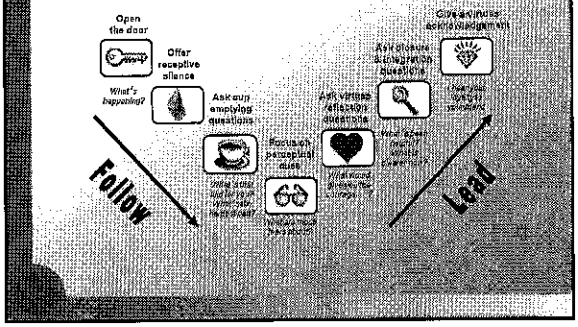

## Companioning

**Demonstration with Treasure Box**

## Teachable Moments: Journal on the following questions

- **What is a Teachable Moment in your life?**
- **What virtue would be helpful for you in this Teachable Moment?**
- **(It might be the virtue from your Virtues Pick or a different one)**
- **Share with a partner what was meaningful about this exercise for you.**
- **Give your partner a Virtues Acknowledgment.**

## Companioning

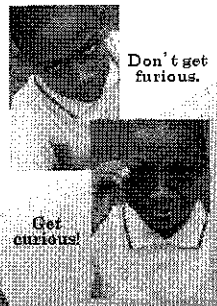



## Strategy #4 Companioning

**Some topics for practicing Companioning:**

- Something that irritates you.
- Something that brings you joy.
- A challenge in your life
- Something you're confused about

## The Virtues Project




- **Open the door**
- **Offer receptive silence**
- **Ask cup emptying questions**
- **Focus on sensory cues**
- **Ask virtues reflection questions**
- **Ask closure and integration questions**
- **Give a virtues acknowledgment**

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# Professional Development 2018-19

| | | | |
|---|---|---|---|
| **January** 2019<br>Behavior self regulation | **February** 2019<br>Culture Training<br>NME training | **March** 2019<br>discipline w/love<br>state testing training | **April** 2019 |
| **May** 2019 | **June** 2018<br>Waldorf week grade training<br>SEI training | **July** 2018<br>Bal-A-Vis-X | **August** 2018<br>Virtues Training<br>Sped training<br>Safety training<br>Lesson Plans with state standards<br>Evaluation training |
| **September** 2018<br>SEI ILLP monitoring<br>Waldorf core principle 1 | **October** 2018<br>Waldorf core principle 2<br>classroom management | **November** 2018<br>waldorf core principle 3 | **December** 2018<br>Waldorf core principle 4 |

# Certificate

Awarded to

[redacted]

has completed the

## 12 hour course

## Introduction to The Virtues Project™
## Awakening the Gifts of Character

At the
Desert Star Community School
in
Cornville, Arizona

August 1, 2018

By

Natasha D. Nimmo
Master Facilitator

*assertiveness*
*caring*
*cleanliness*
*commitment*
*compassion*
*confidence*
*consideration*
*cooperation*
*courage*
*courtesy*
*creativity*
*detachment*
*determination*
*diligence*
*enthusiasm*
*excellence*
*flexibility*
*forgiveness*
*friendliness*
*generosity*
*gentleness*
*helpfulness*
*honesty*
*honor*
*humility*
*idealism*
*integrity*
*joyfulness*
*kindness*
*love*
*loyalty*
*moderation*
*modesty*
*orderliness*
*patience*
*peacefulness*
*perseverance*
*purposefulness*
*reliability*
*respect*
*responsibility*
*self-discipline*
*service*
*tact*
*thankfulness*
*tolerance*
*trust*
*trustworthiness*
*truthfulness*
*understanding*
*unity*