

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**Office of Achievement and Accountability  
Division of School Evaluation and Accountability**

**School Effectiveness Review  
2013-2014**

**Tunbridge Public Charter School**

**May 14 – 15, 2014**



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## Part I: Introduction and School Background

### ***Introduction to the School Effectiveness Review***

The goal of the School Effectiveness Review (SER) is to provide an objective and research-based analysis of the work schools are doing to impact student achievement. Based on research and school-level best practices, four domains were identified for review: highly effective instruction, talented people, vision and engagement and strategic leadership. In addition, a rubric was created to determine the extent to which each domain and accompanying key actions are being implemented. Each of these domains closely aligns with domains held by City Schools for great school leaders and great teachers and is observable in a set of key actions. Together, these domains, key actions, and supporting indicators form the City Schools' School Effectiveness Standards.

An SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups and interviews with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, available upon request from the Office of Achievement and Accountability in City Schools.

### ***School Background***

Tunbridge Public Charter School serves approximately 308 students in Pre-Kindergarten through sixth grades. The school is located on York Road in the Govans neighborhood of Baltimore, Maryland. The principal, Ms. Sheila Adams, has been at the school for one year. The following tables provide information about the school's student demographics and student achievement data.

**Student Demographics**

	Year		
	2012-2013	2011-2012	2010-2011
<b>Student Race/Ethnicity (%)</b>			
African American	83	82	76
American Indian	--	--	--
Asian American	--	--	--
Hispanic	< 1	--	--
White	14	14	17
<b>Students Receiving Specialized Services</b>			
Special Education	10	9	5
FARMS	58	62	58
English Language Learners (ELL)	--	--	--

**Student Achievement Data – Maryland School Assessment (MSA) Performance**

	Year		
	2012-2013	2011-2012	2010-2011
<b>MSA Reading (% Proficient/Advanced)</b>	90	87	87
<b>MSA Mathematics (% Proficient/Advanced)</b>	87	87	81

Source: Baltimore City Schools' School 2013 Profile

## Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective
<b>Domain 1: Highly Effective Instruction</b>				
1.1 Teachers plan highly effective instruction.			<b>Developing</b>	
1.2 Teachers deliver highly effective instruction.		<b>Effective</b>		
1.3 Teachers use multiple data sources to adjust practice.			<b>Developing</b>	
1.4 School leadership supports highly effective instruction.		<b>Effective</b>		
1.5 Teachers establish a classroom environment in which teaching and learning can occur.				<b>Highly Effective</b>
<b>Domain 2: Talented People</b>				
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.			<b>Developing</b>	
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.		<b>Effective</b>		
<b>Domain 3: Vision and Engagement</b>				
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.				<b>Highly Effective</b>
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.				<b>Highly Effective</b>
3.3 The culture of the school reflects and embraces student, staff, and community diversity.		<b>Effective</b>		
<b>Domain 4: Strategic Leadership</b>				
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.			<b>Developing</b>	
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.		<b>Effective</b>		
4.3 The school provides regular opportunities for teachers and staff to engage in job-embedded, collaborative planning and adjustment of practice.				<b>Highly Effective</b>
4.4 The school's board of trustees (or operator) provides component stewardship and oversight of the school ( <i>For schools that are overseen by an autonomous board of trustees or operator</i> )				<b>Highly Effective</b>

## Part III: Findings on Domains of Effective Schools

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

### Domain 1: Highly Effective Instruction

<b>Key action 1.1: Teachers plan highly effective instruction.</b>	<b>Developing</b>
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- Teachers develop and/or implement standards-based daily lessons, units and long-term plans using appropriate curriculum planning documents (scope and sequence, pacing guides, school-specific curriculum etc.) Teachers reported and a review of guidance provided to teachers on how to create and conduct literacy mini-lessons confirmed that teachers develop their own daily lesson plans. Additionally, school leadership and teachers reported and review of school-created literacy scopes and sequences, the district’s math curriculum (for pre-kindergarten through fifth grade), school-created health and social units, the Maryland State Curriculum for Spanish are all used by teachers to plan daily and long term lesson plans. Further, school leadership and teachers reported and a review of lesson plans confirmed that teachers also refer to the Common Core State Standards (CCSS), the Lucy Calkins units of study (for literacy) and guided reading (which are also CCSS aligned), the Children’s Literacy Initiative, Words Their Way (as a supplement to district’s curriculum for the early elementary grades), and Word Generation for sixth grade vocabulary. Continuing, school leadership and teachers reported that sixth grade math teachers and special educators use the Math in Focus and Singapore Math curriculum; while social studies and science teachers use the district’s curriculum. Finally, a review of teachers’ lesson plans confirmed references to the aforementioned curricular documents and use of the CCSS. For example, a word study lesson plan included the following objective: “Students will analyze letter sounds and vowel patterns by completing a word- sort activity.” The lesson referred to standard RF.4.3: know and apply grade-level phonics and word mastery skills in decoding words.
- Some teachers design daily lessons that meet some learners’ unique needs. School leadership and teachers reported and a review of teachers’ lesson plans confirmed that accommodations and modifications for students with individual education programs (IEPs) and 504 plans are included in teachers’ lesson plans. However, not all lesson plans included activities for higher level learners or small group instruction. Continuing, school leadership and teachers reported that small group instruction is included in 90% of teachers’ lesson plans and some lesson plans would include literacy and math with different objectives based on student need. A review of some lesson plans included multiple objectives. Further, school leadership and teachers reported and a review of lesson plans confirmed that some lesson plans include focus questions that are scripted and activities to address the different modalities of learners. Finally, school leadership and teachers reported that lesson plans would include small groups (with students’ names and students’ guided reading levels) or groups identified by colors (red group, green group, etc) with different activities to meet different learning styles; however not all lesson plans included small groupings with differentiated learning activities.

- Some teachers design daily lessons that provide opportunities for some students to engage with complex texts and/or rigorous tasks. School leadership reported that complexity is captured through lesson assessments, in the title of the texts being used, and the materials used to achieve the lesson’s objective; however school leadership reported that complexity would not be captured in teachers’ lesson plans as they do not list the procedures step by step. Teachers reported that complexity in lesson plans is easier to see in math as students are encouraged to show their thinking through modeling and explanations. Special educators reported that through the complexity of questions; students are encouraged to make connections; however questions may not be included in lesson plans. When asked about rigor in lesson planning, school leadership and teachers reported that rigor is assigned through individual projects in guided reading groups, turn and talk activities, and the gradual release of instructional responsibilities (I Do, We Do, You Do). Specifically, teachers reported that an example of a rigorous task embedded in their lesson plan was students being asked to provide responses about a character; including citations from non-fiction texts and students having some freedom to choose the subject and text. While teachers reported that their use of essential questions include rigor, a review of teachers’ lesson plans did not include scripted questions, clear student groups or clear assignments for each group. Additionally, many lesson plans did not provide clarity as to how and why students are grouped

<b>Key action 1.2: Teachers deliver highly effective instruction.</b>	<b>Effective</b>
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 92% (n=12) of classes observed, lesson objectives identified student learning outcomes and were communicated to students (posted, explained or referenced during the lesson) and learning activities and resources aligned with lesson objectives. Specifically, in an upper elementary math class, the objective was: “Students will learn to solve division and multiplication equations by using the inverse operation to isolate the variable and keeping the equation blended.” During this lesson, students worked to construct math equations based on word problems provided.
- Teachers present content in various ways and emphasize key points to make content clear. In 100% (n=12) of classes observed, content was generally grade level appropriate, error-free and communicated accurately. Additionally, in 92% of classes, teachers consistently modeled academic vocabulary and standard grammatical structures. Examples of teachers modeling academic vocabulary was observed during a rhythm and song class, where the teacher encouraged students to use terms such as whole and quarter notes to describe the symbols referred to when reading sheet music. Conversely, in only 67% of classes, did teachers present content in two or more ways to make content clear.
- Teachers use multiple strategies and tasks to engage all students in rigorous work. In 92% (n=12) of classes, all tasks had a clear and intentional purpose. Also, in 75% of classes, teachers provided access to grade-level material for all students by scaffolding and/or differentiating tasks and students had opportunities and time to grapple with complex texts and/or tasks. Examples of scaffolding and/or differentiation were observed in an early elementary reading class when students were placed in groups to complete different tasks. Some of the tasks included coloring and working with a paraprofessional while others wrote sentences. Additionally, in a lower elementary literacy class, an example of students grappling with complex tasks was observed when students

were asked to use clues from their texts to identify the most important part of the mystery while identifying which clues were important.

- Teachers use evidence-dependent questioning. In 100% (n=12) of classes observed, teachers asked questions at key points throughout the lesson. During a novel study, a teacher asked students: “Why do you think Bruce feels this is such a horrible place? In 92% of classes, teachers asked questions requiring students to justify, cite evidence, or explain their thought processes. During the novel study referred to above, the teacher asked students: “What do you think the character (Bruce) means when he says, ‘you don’t understand such significance?’”
- Teachers check for student understanding and provide specific academic feedback. In 92% (n= 12) of classes observed, teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. An example of a check for understanding observed in a Spanish class was a teacher asking students to indicate using a silent thumbs up if they understood how to use the noun-verb-noun pattern to create sentences in Spanish. Further, in 83% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. In a literacy class, a teacher explained to students how their notes could be used as clues or evidence when working to solve a mystery.
- Most teachers facilitate student-to-student interaction and academic talk. In 75% (n=12) of classes observed, teachers provided one or more opportunities for student-to-student interaction. Specifically, in a math class, students worked together to complete a word problem. Continuing, in 67% of classes, students engaged in discussions with their peers to make meaning of content or deepen their understanding. In the math class previously referenced, one student explained to others in their group why they needed to subtract in order to complete the word problem and provided evidence to support why a particular order of operation should be used. Finally, in 58% of classes observed, students used academic talk and/or generated questions related to lesson content. In a literacy class, students asked: “Does no trespassing mean that the place is dangerous?”

<b>Key action 1.3: Teachers use multiple data sources to adjust practice.</b>	<b>Developing</b>
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- Teachers and students set and track goals based on multiple measures of student progress. Teachers reported and a review of annual goal setting sheets confirmed that they work with students to set three types of goals. According to school leadership, teachers, and members of the student support team; the three different types of goals include: social-emotional, physical development and academic development. To ensure that students are reaching their goals, school leadership and teachers reported and a review of completed grade- level, goal -setting sheets confirmed that conferences are held with teachers, families and students at the beginning of the year (to establish the goal) and at the middle of the school year to monitor progress and determine what steps are needed to ensure that students are reaching the goal. If at the mid-year conference, students are not on track to reach their goals; school leadership reported that the conference will include a review of the possible next steps; with students speaking to specific action steps needed to achieve their goals. According to school leadership, teachers and a review of the complete goal- setting sheets, the following data is used to create student level goals: Wireless (literacy) data, baseline

data (literacy and math); students' prior knowledge of basic addition, subtraction, multiplication and division, teacher-created fluency tests, math journals, completion of the problem of the day, teacher-created rubrics, class-created exit tickets, Words Their Way (data analysis spreadsheets), Fountas and Pinnell guided reading levels, and demerit tracking sheets. Continuing, school leadership and teachers reported that the measures used to track socio-emotional goals include: quarterly socio-emotional report cards which monitor how students take care of others and the classroom environment, participation, group work, application of PAX lessons (lessons created by the Paxis Institute to teach and promote positive behavior), and in class behavior charts.

- Teachers analyze assessment results and make some instructional modifications when needed. School leadership and teachers reported that teachers use the following data: math exit tickets to gauge where students are in terms of mastering standards and to determine who needs small group instruction or enrichment activities and Fountas and Pinnell reading levels are used to determine reading levels. School leadership and teachers also reported that data is discussed during collaborative planning and professional learning committee meetings. During these meetings, teachers review student work samples, develop team level rubrics, grade students assignments using the rubric, discuss what changes need to be made to the rubric and teachers determine if they will re-teach content based on the standards not mastered. Further, school leadership reported that if students did not score 70% mastery on a standard- re-teaching is done either in small or whole groups as needed. School leadership also reported that instructional modifications are made through homework assignments and parent feedback (based on homework assignments and areas that presented a struggle). Conversely, some teachers reported that instructional modifications are based on the teacher created rubrics and concepts that students did not master. For example in writing, teachers reported that if students received a 1 or 2 on the rubric (out of a 0-3 scale), it is an indicator that teachers needs to re-teach the concept.
- Teachers use data to appropriately recommend students to support services, interventions, and limited opportunities for acceleration. School leadership and teachers reported that behavior support services are determined, in part, through the student support team. According to the school's staff roster, the student support services team includes: a social worker, psychologist, and grade-level advisors. In each sixth grade advisory, there are two adults (one woman and one man) that students can speak with about their challenges. Other school-based behavioral interventions (according to school leadership, members of the student support team and a review of student-specific and grade level created documents) include: the creation of student-specific behavior books, a break system with time spent in a Reflection Room and individual support plans for students based on student need. To be recommended for behavioral interventions, school leadership and members of the student support team reported that student attendance, behavior, and a review of demerit cards are reviewed. Continuing, school leadership reported that academic interventions include push-in (literacy and math) support, pull-out (small group) instructional support for students with individual education programs. With regard to opportunities for acceleration, school leadership and teaches reported that at the time of the site visit, there was not a staff person devoted to meeting the needs of accelerated students and the only school-based opportunities for acceleration were for sixth grade students. In sixth grade literacy, based on their Fountas and Pinnell reading levels, students were encouraged to read different genres such as non-fiction. In math, sixth graders were grouped according to ability. One group (the orange group) is for accelerated students and they receive different assignments, as was observed by members of the site visit team. According to school leadership, some teachers and members of the student support

team, students are selected to participate in accelerated opportunities based on responses in the math and literacy journals, exit ticket performance, responses to in class discussions, progress monitoring results, performance on common assessments (literacy), and performance on end of unit assessments. According to school leadership and teachers, one school-wide opportunity for acceleration includes 12 students participating in a grade-level swap. During this swap, eight students participate in higher grade level reading groups and four students participating in lower grade level groups. Despite the aforementioned opportunities for the twelve students and the sixth grade class, there were no ongoing opportunities for students in lower grade levels.

<b>Key action 1.4: School leadership supports highly effective instruction.</b>	<b>Effective</b>
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- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership reported that the school’s instructional vision was focused on whole and small group instruction, allowing students to complete work independently and activities that promoted student engagement. Teachers reported that school leadership’s instructional vision was to ensure that students were aware of the purpose of lessons and activities, the use of questioning, student interaction and discussions, the use of the PATHS to PAX (a positive behavior and incentive program created by the Paxis Institute to align with the PAX Good Behavior Game) language, allowing students the opportunity to make real world connections using math concepts, hands-on (experiential) learning and the encouragement of higher- level reading as demonstrated through students reading books on or above their grade level.
- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership and teachers reported that teachers bring their lesson plans to their collaborative planning and professional learning committee meetings and the principal attends 95% of these meetings. Based on teachers’ lesson plans and other curricular documents provided to school leadership during these meetings; teachers complete long range plans and the plans serve as guidance for the principal’s daily instructional walkthroughs. Additionally, teachers reported that they keep their lesson plans in a binder and school leadership reviews the plans during the previously mentioned instructional walkthroughs. Teachers reported that they receive more verbal than written feedback on their lesson plans. With regard to instructional pacing, school leadership and teachers reported that the collaborative team teacher (the grade/cluster level team leader) provides school leadership with information about where teachers are in their curriculum. School leadership and teachers also reported that there are calendars at the bottom of all collaborative planning and professional learning committee meetings to provide information about teachers’ pacing. Finally, school leadership reported and a review of emails confirmed that weekly emails are sent from the principal to the staff to serve as a reminder of weekly curricular events.
- School leadership provides some formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership and teachers reported and a review of informal feedback confirmed that informal observations are conducted by the principal and the middle school director. Continuing, school leadership and teachers reported that informal feedback is often verbal, with occasional written feedback. At the time of the site visit, school leadership and teachers reported that they received four to five informal observations since the

beginning of the school year. A review of informal feedback from the beginning of the year confirmed that feedback was focused primarily on math and writing lessons. Teachers also reported that informal feedback is provided through peer observations and is targeted, constructive and almost always positive and related to the district’s instructional framework. Examples of instructional feedback provided during informal observations included: “students have the process down for solving problems but may not understand the wording”; while feedback from the guidance counselor for special educators was focused on classroom management strategies.

- School leadership demonstrates an understanding of data analysis; however does not ensure the use of a complete student learning data-cycle. Although school leadership reported that the school does not use the district endorsed six step data driven instruction teams (DDIT) model for data analysis; a review of an August 2013 power point presentation outlined a data analysis protocol used to review school-wide data. When asked, teachers could not speak to a consistent data analysis protocol or the use of a complete student learning data- cycle used in grade level or clusters meetings.

<b>Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur.</b>	<b>Highly Effective</b>
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- Teachers build a positive, learning-focused classroom culture. School leadership, teachers and students reported and members of the site visit team observed posters displayed in the school’s data room advertising the school’s implementation of the PATHS to PAX program. Specifically, school leadership reported and posters confirmed how classes should look, sound and feel. Continuing, in 100% (n=12) of classes observed, all teacher-initiated interactions with students were positive and respectful. In all classes, teachers used warm and engaging tones to speak with students to encourage them to take academic risks. Also, in 100% of classes, all student-initiated interactions with the teachers were positive and respectful and students were active participants in class work and discussions. Finally, in 92% of classes, all student- to- student interactions were positive and respectful.
- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 100% (n=12) of classes observed, teachers promoted and reinforced positive behavior. During all observations, if needed, teachers quickly reminded students who may have been off task of the classes expectations. After the reminder, the students immediately returned to completing the tasks at hand. Additionally, in 92% of classes, teachers spent less than 10% of their instructional time on redirection and discipline. Also, in 92% of classes, less than 10% of students were not complying with the lesson’s directions and not working on intended activities.
- Teachers implement routines to maximize instructional time. In 100% (n=12) of classes observed routines and procedures run smoothly with minimal prompting from the teacher. Also in 100% of classes, less than 10% of instructional time was spent on transitions and students waiting for their teachers. Specifically, in all classes, students were aware of and participated in transition activities such as: finger signals to indicate agreement or the willingness to expand on answer provided by a classmate. Finally, in 92% of classes, teachers’ arrangement of classroom and materials allowed for efficient classroom movement and use or access.

## Domain 2: Talented People

**Key action 2.1: The school creates and implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.**

**Developing**

- School leadership has implemented an organizational and staffing structure that meets the diverse needs of students. Members of the student support team reported that the school's staff includes a part-time social worker, psychologist, special educator, speech pathologist and an individual education program chairperson. School leadership and teachers reported and a review of the school's master roster confirmed that although there were no staff vacancies; there were no staff members devoted to meeting the needs of accelerated students.
- School leadership leverages a pipeline for staff recruitment and uses some measures and includes stakeholders in the assessment of candidates. School leadership and teachers reported that vacancies are posted on search engines such as Idealist and staff members are encouraged to spread the word to their networks about the vacancies. Additionally, school leadership and teachers reported that once candidates are identified, resumes are reviewed by the school leadership team and based on the school's needs and the candidates' skills (if there is an alignment between the candidate's skills and the school's needs, mission and vision), the candidate is invited for an interview. After the first round interview, school leadership and teacher reported that there is a second round interview with the Principal and the Director of School Culture. If the first round interview is successful and the candidate is deemed as a possible match for the school; there will be a second interview with teachers and the principal will make the final decision and possibly extend an offer to the candidate. Finally, school leadership and teachers reported that demonstration lessons and a review of instructional portfolios are not part of the school's hiring process.
- School leadership includes staff members, but no other stakeholders, in the selection, development, and retention of effective teachers. As previously mentioned, school leadership and teachers are included in the hiring process of prospective staff members. With regard to staff development, school leadership and teachers reported that struggling teachers are supported by school leadership and grade-level teachers. Specifically, school leadership and teachers reported that the principal will model instructional strategies. Teachers further reported that they participate in ghost walks of colleague's classes and conduct peer observations and provide feedback. School leadership and teachers also reported that there are school-based opportunities for teacher leadership that serve to build teacher capacity. Finally, school leadership and teachers reported that teachers stay at the school because they feel as if the school belongs to them and they have created a climate and culture where they feel supported. Continuing, school leadership and teachers reported that their colleagues challenge them to improve their practice through communication, celebration, and collaboration.
- School leadership has created a mentoring and orientation program, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that there is a school-based new teacher mentoring program and an identified new teacher mentor. When asked how the mentor was selected, school leadership reported that the decision was based on the mentor's request for additional teacher leadership opportunities.

Through the new teacher mentor program, school leadership and teachers reported that there are regular meetings and topics of discussion have included: classroom management, sixth grade advisory, morning meeting trainings and the effective implementation of the PATHS to PAX program. School leadership and teachers reported that the new teacher mentor focuses primarily on school culture; while the collaborative team teacher provides instructional support. Additionally, school leadership and teachers reported that the new teacher mentor program is not solely for teachers who are new to teaching but also for those who are new to the school. In addition to new teacher support, school leadership reported and a review of new teacher summer orientation agendas and sign in sheets confirmed that new staff arrives at the school two days before returning staff; while middle school staff arrives four days earlier than returning staff. Finally, school leadership reported the new teacher mentor program’s effectiveness is monitored through the following: new teacher retention, emotional health, attendance and engagement in school events and initiatives.

<p><b>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</b></p>	<p><b>Effective</b></p>
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- School leadership makes use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported and a review of completed formal evaluations confirmed that the principal is the only qualified observer in the building and completed all formal evaluations. When asked to describe the school’s formal evaluation process, school leadership and teachers reported that the process began with an email sent to teachers (from the principal) to sign-up for times to be observed, a pre-observation conference to identify the standards to be observed, an instructional observation (for approximately 45-70 minutes) where the principal scripts all teacher and student interactions, and a post-observation conference where the principal and staff members review the ratings assigned and the areas of growth and strength as determined through the observation. Specifically, formal feedback provided for a math lesson identified a teacher’s area of strength in addressing student needs and designing learning station tasks that challenge students to apply a variety of skills; while also maintaining high levels of student participation, where they interacted with the math concept and each other. Further, during the same lesson an identified area of improvement was described as “think about the ways that students develop mathematical reasoning and continuing to include student directed dialogue about math is a next step. In addition, reinforcing the “why” behind the objective or purpose of the lesson and “how” is the skill or concept related to others from prior lessons on in the future.”
- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers are supported through principal check-ins, coaching from school leadership, opportunities to observe more effective teachers, and the modeling of instructional strategies by members of the school leadership team. Additionally, school leadership and teachers reported that struggling teachers are also supported by the collaborative team teacher. Finally, school leadership

and teachers reported that at the time of the site visit, there were no teachers on Performance Improved Plans (PIPs).

- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school's instructional vision. School leadership and teachers reported school-wide professional development begins in July before the start of the school year with planning by the instructional leadership team (ILT). According to school leadership and teachers; the areas of focus for professional development are identified based on end-of-year, grade-level meetings. As a result of these grade level meetings, school leadership and teachers reported that the areas of focus for the current year are fact fluency (for the first half of the year) and writing (for the second half for the year). Continuing, school leadership and teachers reported and a review of the school's pre-service plans confirmed that the areas for professional development for the current school year include: climate and culture, school-wide protocols, math standards, instructional models for math, and a review of writing standards through the newly implemented writing curriculum. Further, school leadership and teachers reported and a review of professional readings confirmed that school-based professional development also focused on professional learning cycles. During the second half of the school year, professional development topics included: grade level standards, assessing the needs of the writing programs, and teacher created timelines.

### Domain 3: Vision and Engagement

**Key action 3.1: The school provides a safe and supportive learning environment for students, families, teachers, and staff.**

**Highly Effective**

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership, teachers, parents, students, and board members reported and a review of brochures advertising the school's programming and school newsletters described the school's mission as promoting healthy physical, social, and intellectual lives. According to the school's website, the school's mission includes: "Tunbridge students will create and learn the habits of mind and body that will lead to their intellectual, physical, social, and emotional health." Continuing, the school's website describes the school's vision as: "students will study rigorously throughout their elementary and then middle grades years, and ultimately become graduates who are articulate, literate young people proud to engage in the complexities of today's world. Tunbridge graduates will be ready for the high school of their choice and ready to live healthy, purposeful lives." The aforementioned stakeholders also reported that in an effort to actualize the school's mission, the school sponsors annual events such as the Family Olympics and through the implementation of curricular resources such as the PATHS to PAX program.
- Students, staff, and families feel physically and emotionally safe at the school. Specifically the aforementioned stakeholders reported that the schools' safety drills (fire, code red, intruder, etc); locked doors, the security cameras, and uniforms to identify students are all features that contribute to school's physical safety. Families also reported that there is an expectation for families (and visitors) to sign-in before students are allowed to be escorted from the after school program. In addition to the previously mentioned measures to ensure physical safety; school leadership, teachers and students reported that students can speak with school-based staff members such as the principal, assistant principal, teachers, and the school's social worker if an issue should arise. Further, school leadership and families reported and members of the site visit team observed teachers sitting with their students during lunch engaged in family-style dining. Finally, school leadership, teachers, students and families reported that emotional safety is maintained through students' knowledge of the school's behavioral expectations.
- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. Teachers reported that elementary students are rewarded through the Good Behavior Game and other class-specific recognitions. School leadership, teachers, members of the student support team, board members, and families reported that students are often recognized through school-wide assemblies and during the Friday Social. At assemblies, students are acknowledged for perfect attendance and academic achievement. The Friday Social was described by stakeholders as a school-wide celebration, in which grade-level accomplishments are announced. Additionally, all stakeholders reported and a review of archived "tootles" confirmed that both teachers and students receive "tootles" as a means of recognizing actions that exemplify the school's expectations. School leadership, teachers, and families reported that the "tootles" are read to the school community during announcements. Additionally, school leadership and teachers reported that staff members of acknowledged through teacher appreciation luncheons, gifts, Saint

Patrick’s Day Shamrocks to acknowledge why the school is lucky to have each staff member, and handwritten appreciation cards from the principal.

- The school develops systems that proactively attend to individual students’ social and emotional needs. Members of the student support team reported that the school strives to intervene to support students before negative behaviors are exhibited. School leadership reported and a review of daily behavior logs and the student support good behavior book confirmed that families and students are active participants in the reinforcement of students’ positive behavior. Further, school leadership and members of the student support team reported that students can receive passes to the school’s reflection room if a break is needed. While in the reflection room, members of the student support team and teachers reported students select and complete de-escalation activities. Members of the student support team and teachers also reported that the support team works with teachers on classroom management strategies and the creation of behavior charts. Teachers also reported that students receive quarterly socio-emotional report cards with the focus on taking care of others and the communal space. In spite of the school’s existing socio-emotional supports, families reported that the Parent Teacher Organization (PTO) is working to develop a middle school committee to ensure that students are supported as the school expands. At the time of the site visit, families reported that they [both the school-based staff and families] are considering if a guidance counselor needs to be added to the staff to ensure that middle school students’ socio-emotional needs are met.

<p><b>Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.</b></p>	<p><b>Highly Effective</b></p>
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- The school uses multiple strategies and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership, members of the student support team, and parents reported that in addition to the school’s open door policy; families and community members are informed of school progress through face to face discussions at arrival and dismissal; and the weekly Coffee Klatch. Stakeholders (families, students, and school leadership) described the Coffee Klatch as an informal, weekly meeting held in the school’s cafeteria with families, community partners and school leadership. Continuing, school leadership, teachers, and families reported and a review of class-specific monthly newsletters and weekly principal newsletters confirmed that written communication is another means by which stakeholders are informed of school events. Finally, school leadership, teachers, members of the student support team, families, and students reported and a review of school calendars with highlighted dates confirmed that teachers call, text, email, and host family-teacher conferences to discuss students’ academic and behavioral performance.
- The school establishes regular structures for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership and parents reported that the parent teacher organization (PTO) hosts several events throughout the school year and meets monthly (with an open forum to voice concern) and members of the school leadership team are always in attendance. Further, families reported that at

the end of the formal meetings there are break-out sessions based on family interest and discussions are focused on solutions to problems presented. Continuing, families reported that meeting minutes are shared to ensure that all families are aware of what was discussed during each break-out group session. Additionally, families reported that PTO meeting times alternate to allow all families to attend. Some of the meeting times can include but are not limited to; mornings, evenings, Saturday mornings, and after-school events. Beyond formal PTO meetings, families and school leadership reported that families and school leadership also meet informally every Friday for the Coffee Klatch. During the Coffee Klatch, families and school leadership reported that there have been invited guest speakers and discussions on recruitment strategies to engage prospective parents in school-wide volunteer opportunities. Finally, families and school leadership reported that families complete a school-created survey at the end of each year, which asks questions about the school's culture and climate.

- The school addresses families' and community partners' questions and concerns, and uses feedback to improve the school. School leadership and families reported that feedback is provided through the weekly Coffee Klatch and parent-teacher organization (PTO) meetings. According to school leadership, teachers, and families; examples of feedback provided and school improvements made included the return of the Spanish class for third through sixth graders, a new refrigerator and salad bar for students, the expansion of the middle school; and the new school library and media center. Additionally, teachers reported and a review of the school's Friday Letters confirmed that the school's dismissal policy was modified in response to families' concerns about students climbing trees and the jungle gym with limited adult supervision. Families reported that they always feel as if their needs are heard as they principal has an open door policy and is willing to discuss their concerns. Continuing, according to school leadership, examples of feedback provided from community partners about school improvement occurs at the beginning of each semester with professors from Towson University and Loyola University Maryland about programming and possible changes. School leadership further reported that feedback for the Baltimore Talent Education Center (BTEC) (the organization that provides the after school programming) takes place at the beginning and end of each year to discuss staffing and the school's needs.

<b>Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.</b>	<b>Effective</b>
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. In an effort to maintain the connection between families and the school; parents and students reported that the school hosts a Family Movie Night every other Friday (food is provided by a local restaurant) and organizes family trips to Oregon Ridge and other hiking excursions. Parents and students also reported that parents serve as the school's Girl and Boy Scout troop leaders. As previously mentioned, members of the student support team, parents and students reported that there is a weekly Coffee Klatch where families and community members gather at the school to network and socialize with other families and talk with school leadership. Members of the student support team also reported that sixth graders partnered with CARE (a community based organization) to organize a food drive for members of the community. Teachers reported that the school donated clothes to a local church and the money raised from student days such as Crazy Hat Day is donated to a local charity. Continuing, parents and members

of the school's board reported that there is a community engagement committee upon which families and community partners can serve. Finally, school leadership and parents reported that the school maintains partnerships with the Enoch Pratt Library (Govans Branch), Towson University and Loyola University Maryland and the neighboring Saint Mary's Church. While at the school, members of the site visit team observed students, teachers, families and school leadership participating in a parade through the community.

- The school's curricula, resources and programs consider cultural, linguistic and socioeconomic diversity. School leadership, teachers, students and parents reported and a review of pictures from the school's scrapbook confirmed that cultural diversity is celebrated during February (Black History Month) when school leadership participates in read-alouds in classes to describe how students participated in the Civil Rights movement and also during World Cultures Week and Passport Day when each grade level presents information about a country of their choice and other students throughout the school can visit other classes to learn about different cultures. Some of the countries represented during World Cultures Week were Nigeria, Japan, Canada, Ireland, Russia, Italy and Mexico. Students reported that cultural diversity is infused through their in-class reading of texts such as *Number the Stars*, *The Boy with the Stripped Pajamas*, and *The Diary of Anne Frank*. With regard to linguistic diversity, parents and school leadership reported and a review of the school's master schedule confirmed that the school offers Spanish as a middle school elective. Finally, school leadership, teachers and parents reported that socioeconomic diversity is explored through the school's ongoing donations to the food pantry at a neighboring church. School leadership, parents and teachers also reported that families can access the food pantry for food and other supplies as needed.
- School staff is diverse in terms of teaching experience; however not in terms of gender, and race/ethnicity. According to teachers and the district provided profile for the school, full-time teaching experience ranges from one year to more than two decades. According to the District's 2013 School Profile, 35% of teachers have two or less years of experience, 15% of teachers have three to five years of experience, 45% of teachers have six to ten years of experience and 5% of teachers have more than a decade of experience. Although the school's staff is diverse in terms of years of full time teaching experience, teachers and parents reported and a review of the school provided demographic information confirmed that there are not as many men as women on staff. Continuing, parents reported that the staff's diversity should be more reflective of the student population.

## Domain 4: Strategic Leadership

**Key action 4.1: The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.**

**Developing**

- School leadership and teachers establish goals for student learning and school improvement; however the goals are not measurable. School leadership, teachers and the school's executive director (operator) reported that at the time of the site visit, there were two school-wide goals: (1) math fluency (with grade-specific targets, which have increased over the course of the school year) and (2) to decrease the number of office referrals (the school's climate goal). The aforementioned stakeholders reported that the measurement for the school culture goal would be calculated through a decrease in the number of students with green (behavior-related issues) cards. School leadership, teachers and the executive director reported that the goals were created by the instructional leadership team (ILT), which includes three teachers, the principal and one special educator, during the summer of 2013 based on end of year discussions between teachers and school leadership. In addition to the two goals referenced above, the school's multi-year accountability plan explained the current year's goals as the following: (1) Literacy: (a) 90% of the students read in the appropriate independent reading range for their grade and read the required number of texts per year and (b) 90% of students who enter the school reading more than two years below grade level will make 1.4 year's growth in independent reading level; (2) Math: 85% of students will reach mastery; (3) 100% of students will engage in at least three different creative arts-related offerings each year and a (4) School Culture/Climate Goal: all teachers will play the PAX game in their classrooms on a daily basis during the first quarter and the game will be played school-wide three times each quarter thereafter.
- School leadership ensures the alignment of some school goals, action plans and key priorities. With regard to the school's climate and math goals, school leadership reported and a review of the school's accountability plan (that incorporates the principles of communication, collaboration and celebration) confirmed that there were discussions with teachers at the beginning of the year on what classrooms should look like, sound like, and feel like as vehicles that would be used to achieve the school's goals. Specifically with regard to the school's climate goals, school leadership reported and the school's accountability plan confirmed that the PATHS to PAX program (and associated strategies) would be implemented in classes throughout the school year. School leadership also reported that Morning Meetings and curricular materials and strategies from the Responsive Classroom would also be used to model for students how to play together and greet each other. Finally, school leadership and teachers reported and a review of faculty agendas from the beginning of the school year confirmed that professional development focused on fact fluency was provided and teachers were encouraged to incorporate math journaling into the lesson plans and the use of accountable (content-specific) math talk in their classes.
- School leadership and staff participate in some analyses of school-wide data; however it is unclear how the action plan is revisited and adjusted as needed. School leadership reported that when analyzing data, the school's instructional leadership team uses the following protocol: (1) review the data, (2) capture student strengths, (3) capture next steps for students and teachers, (4) based on the strengths and teachers and students next steps- plan the agenda (action) items for the next round of team meetings and (5) consult the school's existing timeline for math and writing

professional learning committees. Although the school maintains a multi-year action plan, school leadership reported that the action plan has not been reviewed or updated during the current school year. Additionally, when asked, school leadership could not speak to how or when the existing action plan would be adjusted.

<p><b>Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.</b></p>	<p><b>Effective</b></p>
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- Budget distributions and resource allocations support teaching and learning, including: sufficient staffing to support school-wide programming and initiatives and core and supplemental materials to support the curricula; however there is a lack of technology and other equipment to fully support administration, teaching and learning. At the time of the site visit, school leadership and teachers reported and a review of the school’s master staff roster confirmed that there were no staff vacancies and class sizes were small. Despite there being no vacancies, teachers and parents reported that they would like for the school to have more support staff such as a guidance counselor, while others reported the need for a health teacher as the school expands to accommodate middle school students. Further, school leadership, teachers and students reported that teachers have everything needed to teach and students have everything needed to learn. Some students reported that at the time of the site visit, some classes were running low on paper. School leadership and teachers reported and members of the site visit team observed a notebook in the school’s main office for teachers to document the supplies they need and there is a supply list on the principal’s office door for teachers to inform school leadership of their needs. Finally, school leadership and teachers reported that although there are two laptop carts at the school, one needs to be updated. Teachers and parents reported that more technology (laptops, tablets, etc) is needed to prepare students for some of the district’s competitive high school programs.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership and teachers reported that teachers are asked to support school-wide initiatives and the principal often encourages teachers to join committees and to participate in projects outside of their classroom by telling teachers, “I think you would be good at...” Specifically, teachers reported the principal has asked teachers to consider moving to another grade based on their areas of strength. Teachers reported that grade movement is based on teacher and principal agreement. Further, school leadership and teachers reported that teachers work together to identify prospective teacher candidates and interview questions. Additionally, school leadership and teachers reported and a review of informal observation feedback confirmed that teachers are asked to present information and best practices to their grade and content-level peers and school-wide based on their instructional strengths and best practices. Finally, school leadership and teachers reported that the collaborative teacher team leaders were selected based on principal observation, instructional feedback, and teachers requesting more of a leadership role.

- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership reported and a review of a list of the school's community partners confirmed the school partners with the Baltimore Talent Education Center (B-TEC) to provide after school instrumental classes for students, the local YMCA where students trained for a triathlon and the neighboring St. Mary's of the Assumption Church that provides volunteers and allows the school to use its facilities as needed. Further, school leadership and teachers reported that the school partners with Towson University and Loyola University Maryland. Through the Towson partnership, the school receives math tutors and through the Loyola partnership, the school receives classroom volunteers. Continuing, members of the student support team and teachers reported that the Govans branch of the Enoch Pratt Free Library provides story time for elementary students twice per month. Finally, families and teachers reported that the school's Parent Teacher Organization (PTO) is raising \$10,000 for the school's library and has purchased a poster maker and created a wishing well to provide supplies for teachers. Also, families reported that if teachers need supplies, the PTO will work to provide the supplies that are needed.

**Key action 4.3: The school provides regular opportunities for teachers and staff to engage in job embedded, collaborative planning and adjustment of practice.**

**Highly Effective**

- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership and teachers reported and review of the school's master schedule confirmed that professional learning communities and collaborative planning clusters meet weekly. The clusters are arranged as follows: early childhood (pre-kindergarten through first grade), elementary (second and third grades) and intermediate (fourth through sixth grades). School leadership and teachers reported that the cluster facilitators, who are members of the school's instructional leadership team, email the agenda to the team the night before the meeting. According to school leadership and teachers and a review of meeting agendas, some topics of discussion have included: learning walks, a grading system, and the development of a rubric to assess student work, a school-wide review of the rubric to ensure school-wide consistency, the reading of professional articles and meeting time with special educators. Further, school leadership and teachers reported that there are monthly school-wide meetings and team meetings two to three times per week.
- Teachers and staff participate in planning and implementation of school events and initiatives. Teachers and students reported and a review of school clubs' list confirmed that teachers serve as advisors to school-based clubs and as coaches for sports teams. Specifically, teachers serve as the coaches for the cheerleading squad, running club, flag football team and the robotics team. Further, teachers and students reported that fifth and sixth grade teachers organized the school's National Academic League upon which upper elementary students are members.

**Key action 4.4: The school's board of trustees (or operator) provides competent stewardship and oversight of the school.** *(For schools that are overseen by an autonomous board of trustees or operator).*

**Highly Effective**

- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. Members of the governing board and the school's operator reported and a review of meeting minutes confirmed that they are informed of the school's academic standing and progress during reports provided by school leadership during board meetings, through instructional observations (walkthroughs) conducted by the chairperson of the board's teaching and learning committee and monthly walkthroughs conducted by the school's executive director (operator). Additionally, members of the board reported that they review student achievement data including but not limited to Maryland State Assessment (MSA) results and quarterly Wireless (literacy) assessment results. As the school is transitioning to the Common Core curriculum, board members reported that there is a school-wide focus on math journaling and writing with plans to administer the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) during the 2014-15 school year. Continuing, members of the board reported and a review of 2013-14 Opportunity Schools' list confirmed that due to the MSA performance of students who qualify for Free and Reduced Meals (FARMs); the school was recognized as an Opportunity School through Maryland's Citizens Action Network (Maryland CAN). Further, board members reported that the school was ranked number seven in the city based on the 2013 MSA scores. Finally, board members reported, at the time of the site visit, the school was focused on improving students' fact fluency, Fountas and Pinnell reading levels, implementation of a writing process and continued administration and use of Wireless literacy assessments.
- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. Members of the board reported and a review of quarterly board meeting notes confirmed that board members receive regular updates on the school's financial standing. Board members reported that in addition to the quarterly reports, they also receive one page documents that outline the school's fiscal state prepared by the board's treasurer. When asked about the school's financial standing, members of the board reported that the school is managing their finances the best way they can while also ensuring that they meet the school's programmatic needs and making continuous improvements to the school's facilities. Finally, a review of the school's 2013 independent audit presented no material findings.
- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systematic selection and oversight of the school leader. Board members and the school's executive director reported and a review the board's organizational structure confirmed that the board is comprised of 15 members which serve both schools operated by AFYA Baltimore; two board seats reserved for parents (with full voting rights) at each school and five subcommittees (programs, finance, teaching and learning, governance and the executive committee). Additionally, according to board members and the board organization documents, teachers do not serve on the board; however there is a teacher who serves as a member of the teaching and learning committee. With regard to the selection and evaluation of the school leader (principal), the school's executive director and board members reported that the executive director is responsible for evaluating the principal in accordance with the district's principal evaluation system, a review of broader instructional goals and goal setting at the beginning of the school year. According to the

aforementioned stakeholders, the beginning of year goal setting process includes a review of instructional goals, an implementation plan, and an establishment of incremental benchmarks. When asked how the current principal was selected, board members, the school's executive director and parents reported that it was a priority to identify a candidate who was the best fit for the school. Continuing, the position was shared with the general public; and Town Hall meetings were hosted with stakeholders and candidates were interviewed by parents and teachers. After receiving all information, the board selected the existing principal.

## Appendix A: School Report Comments

### Domain 1: Highly Effective Instruction

None

### Domain 2: Talented People

None

### Domain 3: Vision and Engagement

None

### Domain 4: Strategic Leadership

None

## Appendix B: SER Team Members

The SER visit to the Tunbridge Public Charter School was conducted on May 14-15, 2014 by a team of representatives from Baltimore City Public Schools.

**Chevonne Hall** is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining City Schools, Chevonne served in various founding capacities, including: High School Coordinator, Upper School Social Studies Coordinator, Dean of Students and Director of a Boys Mentorship Program with a charter school management organization in Brooklyn, New York. In these roles, she secured more than \$700,000 in scholarship funding for middle school students. Chevonne began her career in education as a middle school Social Studies and Science teacher. Chevonne has also served as a consultant on projects with New Leaders for New Schools, the New Teacher Project and various middle schools in New York City. She holds a B.A. in Political Science from Spelman College, an M.A. in Secondary Education with an emphasis in Social Studies from Brooklyn College, a Certificate in Non-Profit Management from Columbia University's School of Business and completed coursework for a Masters in Educational Leadership and School Administration at the College of Saint Rose.

**Brianna D. McMullen** is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Brianna began her career as an elementary art teacher in Bryan, TX. After obtaining her Master's degree, she interned and worked at a number of art museums in the education department including the: Dallas Museum of Art, The National Gallery of Art in DC, and the Walters Art Museum. In 2008, Brianna made the shift from art education to general education reform as a Program Manager at the Fund for Educational Excellence. There she managed a grant from the Bill and Melinda Gates Foundation that focused on College and Career Readiness. Prior to joining OAA, Brianna worked as the College and Career Readiness Education Specialist in the Office of Learning to Work at Baltimore City Public Schools. Brianna holds a Bachelor's degree in elementary education from Texas Lutheran University, a Master's degree in Art Education from University of North Texas, and a Master's of Business Administration from Loyola University in Maryland.

**James Padden** is Director of Related Services in the Office of Special Education. In Baltimore City Schools (City Schools) the Related Services office is responsible for the provision of: School Psychology, Social Work Services, Speech-Language Pathology, Audiology, Occupational Therapy, Physical Therapy, Counseling, Itinerant Teachers of Hearing Impaired, Itinerant Teachers of Visually Impaired, Adapted Physical Education and Special Olympics. Mr. Padden started his career as a speech-language pathologist in 1984 in Baltimore City Public Schools. Since his return to City Schools, Mr. Padden has focused on ensuring that ALL IEP-required Related Services are provided and documented with fidelity, and that there exists sufficient management and technologic support to ensure that services are provided that are aligned with IEP goals, implemented with appropriate frequency and duration of services, and that reflect best practice. Current areas of focus include the development of projects and strategies for effective classroom "push in" of Related Services, and alignment of Related Services goals with the curriculum and Common Core. Mr. Padden also worked as a clinician with developmentally and emotionally disabled adults at Rosewood Center, with acute trauma patients at University of Maryland Shock Trauma Center, and with neurologically impaired children and adults at University of Maryland Hospital. Additionally, Mr. Padden worked for University of Maryland Medical System in the development and creation of strategic partnerships with community hospitals for the creation of joint venture rehabilitation outpatient centers and related (e.g. fitness, wellness, acupuncture, etc.) services.

In addition, Mr. Padden concurrently maintained a private practice, focusing on autism, brain injury and pediatric early language development from 1989-2001.

**Anne Lilly** is a Program Evaluator in the Office of Achievement and Accountability (OAA) in Baltimore City Public Schools. Prior to joining OAA, Ms. Lilly conducted an evaluation of the Massachusetts WIC Breastfeeding Peer Counselor Program. Ms. Lilly was a teacher trainer and health educator in South Africa, with the US Peace Corps. She collaborated with teachers in grades two through four to lead interactive classroom literacy activities as well as co-facilitating an after-school life skills club for tenth grade girls. Ms. Lilly holds a B.A. in History and a B.S. in Biochemistry from the University of Virginia and a Masters of Science in Public Health with a concentration in Child Health and Development from Johns Hopkins University.

**Ashley Cook** is currently the Resident Principal at Green Street Academy. Prior to becoming a Resident Principal, Ms. Cook was a Literacy Academic Content Liaison in the Office of School Support Networks. Ms. Cook is also a former elementary school teacher in Baltimore City Public Schools. She has experience teaching fifth and sixth grades. Ms. Cook is a Baltimore City Teaching Residency alumna and holds a B.A. in Political Science from Randolph Macon Woman's College and an M.A.T. in Teaching from Johns Hopkins University.

**Dr. Linda J. Iverson** is the Executive Director for Principal Support and Accountability for Network 1 for Baltimore City Public Schools. Dr. Iverson has over thirty-six years in academia in urban school districts. She served as an English teacher in the District of Columbia Public Schools for ten years and as an administrator at the elementary, middle and high school level for a total of twenty two years. Upon completion of her Ph.D., she was recruited to East Cleveland, Ohio as an assistant principal of Shaw High School where she served for four years before being promoted to the position of Assistant Principal of Curriculum and Instruction. A national search resulted in her relocation and appointment to the position as principal of East Hartford Middle School in East Hartford, Connecticut. During her two year tenure in this position, she modified the master schedule to increase the number of students enrolled in foreign language and honors classes receiving high school credit; developed a co-teaching model for the delivery of instruction and changed the culture of the school by implementing several inclusive instructional practices that eliminated the separation of general and special education. For twelve years, Dr. Iverson led Governor William Pitkin Elementary School in East Hartford, Connecticut as the building principal. Under her leadership, the school led the district in student achievement achieving Adequate Yearly Progress (AYP) under the No Child Left Behind Act consistently for over five years and later she moved to the central office as the Supervisor of Elementary Curriculum and Assessment overseeing the curriculum, instruction and assessment of ten schools in the district. Dr. Iverson, earned her bachelor's degree in English and her master's degree in Secondary School Administration and Supervision from Bowie State University in Bowie, Maryland. She received her doctoral degree in Educational Administration and Supervision from Bowling Green State University in Bowling Green, Ohio.