

**School Improvement Plan
Progress Report
And
Annual Accreditation Report
Aug 2006 – May 2007**

Morrison Academy
Taiwan

JOINT ACCREDITATION BY
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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MORRISON CHRISTIAN ACADEMY

TIM MCGILL – SUPERINTENDENT

Morrison Academy - System Services

Phone: 8864-2297-3927

Fax: 8864-2292-1174

email: mcgillt@mca.org.tw

I Accreditation History

Morrison Academy operates three campuses in Taiwan serving approximately 840 students in Taichung (K-12, 467 students), Taipei (K-9, 210 students) and Kaohsiung (K-9, 167 students). The high school program on the Taichung Campus has been accredited by the Western Association of Schools and Colleges (WASC) for over 30 years and completed a mid-term visit in November 2004. The elementary and middle schools (EMS) on all three campuses completed their first six-year term of Association of Christian Schools International (ACSI) accreditation in 2004. At that time, Morrison Academy requested and received a three year term of accreditation for WASC and ACSI for the three elementary and middle schools in order to synchronize the accreditation cycles.

However, in order to fully complete the Accreditation by School Progress (ASP) protocol, which has just been recently updated to include WASC criteria, Superintendent Tim McGill requested a one year accreditation extension. Both accreditation agencies agreed to Morrison's K-12 accreditation extension, placing our team visit in the spring of 2009 (ACSI approval February 27, 2007, WASC approval letter dated March 6, 2007).

II School Improvement Process

Purpose

The purpose of the School Improvement Plan (SIP) is twofold. The first is to facilitate and document continuous school improvement through analyzing, evaluating, and synthesizing MCA's school-wide learning goals which promote student learning. This SIP document serves as a tracking and reporting tool for accreditation recommendations as well as other school-wide strategies and initiatives supporting student learning. Secondly, this plan serves as the framework for the Annual Accreditation Report for ACSI and WASC.

Process

Morrison Academy's School Improvement Plan (SIP) was initiated in the fall of 2004 for our current accreditation cycle. All the recommendations in the November 2004 accreditation visiting committee reports (ACSI and WASC) were incorporated into the SIP along with additional annual goals that each school had established, beginning in September 2004 and continuing through 2007 (Appendix A includes tracking goals from 2004 – 2007).

Once a SIP goal has been fully met and incorporated into Morrison Christian Academy's (MCA's) ongoing systemic school improvement framework, it is indicated in the tracking chart and is not included in the current year's SIP Report (Appendix A).

Current

Last May (2006), all campuses met and submitted proposals for the current year's School Improvement Plan and Accreditation by School Progress (ASP) action-research project which is linked to each site's school-embedded professional development process. Online drafting and conferencing among SAC and site curriculum coordinators continued throughout the summer of 2006 as staff input requested a major shift in direction from understanding and implementing standards-referenced assessment toward focusing on a collaborative learning community through designing and implementing standards-referenced curriculum mapping for the 2006-2007 ASP

process. This required adjusting MCA's previously set 5-Year Strategic Professional Development Plan to reflect data-driven decision making.

On August 29, 2006, the SIP plan was first introduced to the Board with follow up on October 5, 2006 regarding changes since the SAC retreat. Superintendent McGill solicited input regarding this year's SIP from MCA Board members at that time. Responding to community recommendations, SAC reviewed all proposals for 2006-2007 and finalized this year's SIP and ASP process on September 12, 2006.

Monitoring and revision of the implemented ASP process has been made quarterly at both the school and system-level, assessing and responding quickly to the needs and input of major-stakeholders (instructional staff and curriculum mapping software designer). A ten member curriculum mapping taskforce with teachers, parents and one board member representing all grade levels and school campuses met monthly from October through January. This taskforce focused on the process and progress of curriculum mapping for Morrison, focusing on quality maps and the technology aspects.

A system-wide forum was held on February 16, 2007 in Kaoshiung, involving all instructional staff for the purpose of gathering data on staff perceptions of our current SIP and ASP progress and to solicit recommendations for next steps. The data was then synthesized and disseminated to SAC, MCA Board of Trustees, and site curriculum coordinators. These findings will inform our staff in May 2007, as they give final input and recommend actions regarding next year's SIP and ASP process.

In addition, stakeholders' review/input in 2006-2007 has widened to include Student Council representatives and our Parent Advisory Councils (PAC) from all three schools. These findings and recommendations, as well as site and district proposals from a broad-based constituency will be reviewed by SAC in the August of 2007; at which time our updated 2007-2008 SIP will be finalized. The 2007-2008 School Improvement Plan and Accreditation by School Progress updated yearly-plan will be disseminated to all major-stakeholders online in the fall of 2007.

III Progress Report

The School Improvement Plan tracking form (Appendix A) provides an overview of this report. Several goals which were completed prior to the May 2006 report are not covered in this year's report. Five new goals were added in September 2006. Goals are printed in italics. The paragraph in bold font following each goal is the progress report on system-wide strategies. Campus-specific progress reports written by each principal are indented below each system-wide report.

C. Continue the joint ACSI / WASC ASP accreditation

Both ACSI and WASC are supporting Morrison's request to follow the Accreditation by School Progress (ASP) protocol (SAC notes Aug. 23, 06). While anticipating the finalization of the ASP protocol, ASP Report C was completed and submitted to ACSI and WASC in October 2006 informing accreditation authorities of our selected ASP project goal:

“Improving student learning by developing a collaborative learning community which promotes articulation and reflection upon Morrison curriculum through the utilization of technology.”

Original ASP Timeline 06-07 was introduced at all campuses in August during embedded department PD times, and inputting lesson plans into Moodle was initiated in September. Because of the nature of our action-research project (which is just part of our total SIP), constant revision and response to our learning community required adjusting the original timeline quarterly to reflect the unique needs of individual campuses while supporting system goals. Overall, teachers have been supportive, hard-working, and desire quality work (Sheppard, Board Minutes March 13, 07).

In order to better understand and show our commitment to WASCs' *Focus on Student Learning*, Superintendent McGill, Assistant Superintendent for Educational Services, Jeff Sheppard, and School Improvement Facilitator, Candy Homer, attended a WASC pre-conference at the Administrator's EARCOS convention (Bangkok, November 2006). McGill and Sheppard met with Dr. Marilyn George during that time, to voice their concerns over joint accreditation alignment using ACSI's Accreditation by School Progress (ASP) protocol. Morrison was still unclear as to the specific information needed to satisfy WASC criteria within the ASP protocol. Supt. McGill emphasized that Morrison clearly needed to have one set of criteria to follow as it would be difficult for our teachers to truly "focus on student learning" if they were required to complete both ASP and WASC criteria.

On February 1, 2007, Dale Philips (ACSI California Regional Director and chair of our next ACSI accrediting team) met with the Superintendent, Assistant Superintendent for Educational Services and SIP Facilitator to review, clarify and offer suggestions regarding the ASP process and the implications for joint accreditation with WASC. He indicated our project was on track. (McGill, Board Minutes, March 3, 07). McGill reiterated that MCA needed one clear set of criteria to follow that would satisfy the requirements of both ACSI and WASC.

Both ACSI and WASC granted MCA a one-year accreditation extension (ACSI action: 2/23/07; WASC letter: 3/6/07), with accreditation visit scheduled for the spring of 2009.

Updated clarification of joint ACSI and WASC accreditation is reflected in the revised ASP criteria which include a new section to reflect WASC requirements: *Criteria Two – Student Learning Results*, as well as other changes. As this is new criteria was not addressed in Morrison's Report C – we will need to address this added criteria.

ASP Reports D and E are scheduled for completion in 2007-2008 school year, and Report F in the fall of 2008 prior to the visiting committee in spring of 2009.

Taipei K-9:

Bethany is continuing to be involved in the accreditation process. During common planning times (CPT), teachers have been following the ASP plan. Unit plans and many lesson plans are being stored on Moodle. Teachers

are given opportunities to meet and discuss concerns and curriculum during the school day.

Taichung K-8:

During PD times we viewed the ASCD video featuring Heidi Hayes Jacobs titled *Curriculum Mapping – Charting the Course for Content*. Using the System Services approved unit planner, teachers developed their own unit plans which were peer reviewed during CPT.

Taichung 9-12:

Most of the high school common planning time (CPT) has been spent building capacity for unit mapping which is a component of our ASP.

Kaohsiung K-9:

Implied in the accreditation process is the implicit understanding that Morrison Academy will hold the accrediting agencies accountable for the commitments they make in preparing for joint accreditation. It should not take three (3) years to get one set of criteria to follow. These delays frustrate school personnel with a “moving target” while they are in the midst of responding to agreed upon criteria. I am confident that both ACSI and WASC can improve their cooperation in a much timelier manner.

E. Enhance a teacher-to-teacher mentoring program

Each Campus is continuing to develop a teacher-to teacher mentoring program. The primary focus of this year’s professional development has been to create a more collaborative learning community. This has meant that our focus of teacher-to-teacher mentoring has needed to become a supplementary program within that context. Next year, our curriculum coordinators will be looking at how to improve or enhance the current program.

Taipei K-9:

Bethany has been able to provide mentors for new teachers this year. New teachers were paired with returning teachers. Bethany is currently in the process of developing a more comprehensive co-coaching program. All staff members will be involved in this program during the 2007-08 school year.

Taichung K-8:

Several middle school teachers meet weekly as part of the school’s Iron Sharpens Iron extra-curricular mentoring program. They have been studying aspects relating to biblical worldview integration.

Taichung 9-12:

All new teachers had a mentor for the first semester. In the spring our curriculum coordinator set up a program where teachers informally observed fellow teachers to look at different instructional strategies.

Kaohsiung K-9:

While our peer mentoring program for teachers new to Morrison Academy has been informal and loosely structured, it has been useful in matching colleagues with similar assignments who willingly share the norms and processes associated with how things are done at Morrison Academy Kaohsiung (MAK). This year we have attempted to upgrade what we were doing by creating a more collaborative learning community with support from our site curriculum coordinator during common planning time each week.

I-4. Implement volunteer screening

Each Campus implemented the new volunteer screening procedure (#535). The Volunteer Handbook was adapted to the unique culture of each campus.

Taipei K-9:

The volunteer handbook was modified and adopted in 2006-07. All volunteers must read the handbook, complete a questionnaire and receive a volunteer badge which they must wear while on campus.

Taichung K-8:

All EMS volunteers are required to wear a name badge to identify themselves when on campus during school hours. A volunteer form has been developed for volunteers to sign. As part of this process, volunteers are requested to read the school mission statement and volunteer handbook.

Taichung 9-12:

Although the volunteer handbook was completed, the high school is continuing to find ways to implement this procedure.

Kaohsiung K-9:

The need for volunteer screening was shared with our staff and Parent Advisory Council in light of recent security tragedies such as those as Virginia Tech University this year. The newly adopted procedure (#535) was distributed and discussed. A new volunteer handbook is currently at the printer, and sample badges and a sign-in log were previewed by the staff and the Parent Advisory Council.

J. Explore Taipei facility utilization and expansion

The two-year property search process initiated by the Board in April 2005 was completed in May 2007. A Project Manager was employed again this year to coordinate property research and government lobbying efforts. The Bethany Facility Advisory Committee continued to meet quarterly during the 2006/7 academic year to explore and evaluate various options. A forum was conducted in May 2007 to present the committee's findings and solicit input from parents, students, and staff prior the board meeting. The Board decided to remain in the current location at least until 2015, purchase additional space in the existing building, renovate the existing building, and continue to lobby the government for a larger campus and a sports field.

P. Continue implementation of student information management system (SIMS)

The implementation of SIMS is almost complete on the technical side, but there continues to be a need to create useful reports using the data. All students are currently entered into the database and classes have been created and enrolled using Chancery (our SIMS program). The next major stage in implementing SIMS will be to retrieve and input data related to demographics to help in compiling our school profile for future discussions.

Taipei K-9:

Taipei is using SIMS as a management tool in the school. Teachers and staff are becoming more familiar with the program. While it is still under-utilized, it has been helpful.

Taichung K-8:

All attendances, tardies and grades are recorded on Chancery. Report cards are also generated through Chancery.

Taichung 9-12:

High school teachers have all switched to using SIMS for their grade reports this year. It has been a bit of a learning curve but everything is moving forward as planned.

Kaohsiung K-9:

- Roles and training were identified for those in specific areas of responsibility (e.g. admissions, scheduling, grading, & generating reports) while administrative training was provided for Chancery scheduling 07/08. Our new principal received training to generate reports in 07/08 and a "response team" was empowered to address grade-book issues to facilitate teacher proficiency.

Y. Implement structured PD for integrating a biblical worldview into instruction (BWI)

Six hours per year have been set aside for biblical worldview integration (BWI) training in relation to Procedure 156 (Professional Development Schedule). All campuses have abided by this time schedule and there have been extremely positive comments from our staff about the opportunity to take specific time to discuss how a biblical worldview can be implemented in the classroom. Currently, we have worked through two years of BWI using the materials developed by the Biblical Worldview Institute and Worldview Matters.

Taipei K-9:

Bethany has been involved in six hours of BWI training this year. Teachers watched parts of the *Think Again* video series, participated in discussions on integration, and went through the process of developing standards during one of the staff meetings. Daily staff devotions have also helped to focus the teachers on integrating biblical principles throughout the school day.

Taichung K-8:

Two PD half days were spent developing a more complete understanding of a biblical worldview using portions of the *Think Again* video series. To demonstrate their understanding of BWI, the staff produced two lesson plans using the BWI planner.

Taichung 9-12:

Two PD half day's were given for BWI. The high school watched portions of the *Think Again* video series by Christian Overman, which challenged the teachers to bring a Biblical world view into our lesson material.

Kaohsiung K-9:

This was an on-going activity that included both building capacity and providing time for practice/reflection on attempts at classroom implementation. All teachers were actively engaged in 05/06 for six hours of *Making Connections* and, all teachers were actively engaged in 06/07 for six hours of *Think Again*.

S. Improve member care

In order to help new staff grow in their ability to live cross-culturally, the new staff orientation procedure (#530) was updated and an extensive handbook and support program has been developed. A new position (New Staff Coordinator) was developed to support campus principals as they assist new staff transition to Taiwan.

Taipei K-9:

Bethany is in the process of implementing the new handbook. Each new staff member will receive a host to help them in the transition process. Many of the new staff have overseas experience which should help with the transition.

Taichung K-8:

A host and separate mentor have been chosen to help new staff transition successfully. Each mentor will meet weekly with the new teacher through September.

Taichung 9-12:

A community family is assigned to each new teacher and family to help them in adjustment issues.

T. Enhance the collaborative learning community

Much has been done to enhance the collaborative learning community at Morrison in relation to our Accreditation by School Progress focus. One of the first steps taken last year (2005-2006) was to embed collaboration time within the teachers work day. This was accomplished and is sustained by the creation of Procedure 154 (Common Planning Time and Team Time Allocation). After the identification of this specific time to collaborate, each site curriculum coordinator worked with our teachers in developing and discussing unit plans for the ultimate purpose of curriculum mapping. Each unit can serve as a talking point regarding what is happening in the classroom as our curriculum coordinators utilize protocols to discuss student learning. Finally, we have made a conscious effort to provide as much time together (in grade levels or subject areas) in job-a-like times during our system-wide professional development days. This has provided our teachers more opportunity to discuss issues specific to their grade and/or subject. As we continue to develop curriculum maps next year, we have allocated the vast majority of time during system-wide professional development days to these types of job-a-like discussions.

Taipei K-9:

Bethany has been able to create a collaborative community. Every day, all staff meet for morning devotions. Regular weekly meetings also allow for collaboration to take place. Bethany is currently in the process of reassigning classrooms so that grade groupings (K-2, 3-5, and 6-9) are closer together, allowing for more informal collaboration.

Taichung K-8:

The middle school core teachers including the Chinese department head teacher, meet on Tuesdays as a team. On Thursdays for collaborative planning time (CPT) they are joined by the Library Media Specialist. Elementary classroom teachers also meet on Tuesdays as a team; they split

into K-2 and 3-5 for CPT, with the librarian alternating between groups. The Chinese, Music and LEP departments also meet separately for CPT.

Taichung 9-12:

The departments are meeting for ninety minutes a month to collaborate on lessons and instructional issues. Our curriculum coordinator has been doing a good job of tracking the departments and holding them to this meeting time requirement. During CPT, teachers meet in mixed groups to discuss (Wows and Wonderings) unit plans.

Kaohsiung K-9:

We have been successful in providing and utilizing weekly common planning time to collaborate among elementary, secondary, and specialist teachers. During the second semester, the secondary team demonstrated how a collaborative community functions by researching and piloting block scheduling as a means to: (1) create more time for interactive instruction using varied teaching strategies with less lesson fragmentation, (2) increase the amount of time for individualized student-teacher work, (3) allow flexibility for diverse of instructional activities, (4) eliminate unnecessary unstructured passing times between classes, and (5) provide more time for exploratory courses every two days. However, we have not been successful in providing weekly CPT time for our Chinese Language teachers in their first language, which would be most useful and comfortable. Therefore, this will be an intentional focus for 2007/2008.

U. Upgrade the Student / Community Profile

Presently at Morrison, it is difficult to compile disaggregated student learning data due to a lack of specific demographic information. Therefore, we are engaged in the process of examining our student information management system (SIMS) and technology already in place to store current and anticipated updated demographic data from parent, student, and alumni surveys, as well as application forms. We have also done research in reviewing what other international schools with similar vision and mission goals collect. Our goal is to free parents and students from having to answer multiple requests for the same information. Also, to ensure sensitivity to our international community, the Parent Advisory Committee (PAC) at each site will be approached for their input and feedback regarding the data and their perception of the manner in which it is requested, including terminology.

We have a wealth of data available to us from past year's Vision for Our Learners (VFOL) assessments (nearly 30 distinct assessment results), but how to use and disseminate that information has been the object of research, synthesis, and discussion this year. SAC has been presented with suggestions of data to request from returning students on the re-enrollment forms; our SIP facilitator is working with MCA school counselors, Assistant Superintendent for Educational Services, and Superintendent McGill for collecting graduate and student data; and we

are finalizing data to be included in MCA's upcoming WASC and ASCI accreditation report's Student and Community Profile.

V. Evaluate school ethos and VFOL progress

This was the first year we had our 6th -12th graders complete the Developmental Assets Profile (DAP) survey (November 2006) which measured the following assets: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity. Ninety-seven percent of secondary students participated and the results were very informative, and for the most part, encouraging. Almost-immediate results and quick dissemination of the information by way of charts and findings to SAC and the Board (Jan 18, 07) were beneficial to analyze our school ethos and inform decision making for our SIP. Next steps include how to include our staff in interpreting the data and analyzing the data. Currently we have not disseminated the information to students or parents, as this is still under discussion.

We plan to update end of the year staff/parent/and student surveys which will include questions related to evaluation of MCA school ethos. While each campus has its own traditions and atmosphere, there is no escaping the fact that we share a family atmosphere.

Resources have been developed and made available for all campuses to use for posters or slide-shows for lobby screens to keep our VFOLs in our community's vision. System-wide, our VFOLs are addressed at teacher-led curriculum task force reviews, where subject specific VFOL benchmarks are created and integrated into our written curriculum. Our current ASP action-research project involving curriculum mapping is a perfect venue to incorporate VFOLs by placing them on the unit maps, ensuring they are applied at the classroom level where student learning is focused.

Taipei K-9:

Parents and students continue to be drawn to Bethany because of its family atmosphere. Discipline problems continue to be rare. Eighth grade students have become buddies with our Kindergarten. Several activities are planned throughout the year to encourage interaction. The VFOLs are clearly visible on Bethany's campus. Students, parents and teachers are aware of the vision for our school. Meetings often start with a review of the mission and VFOLs of our school.

Taichung K-8:

DAP survey results were reviewed at middle school team meeting.

Taichung 9-12:

The students have been great representatives of our school, not only academically, but in areas which show a desire to help their fellow humans. Practical examples of our students being ethical and moral citizens.

Practical examples of our students being ethical and moral citizens include our missions' trip to the Philippines and our Christmas project (along with the EMS) which raised 470,000NT for the Huei Ming School for the blind and handicapped and the New Faith Children's Home. Following the theme of "Fusion" throughout the year, the students have been hearing the message of integrating all the areas of their lives—including the visions for our learners—into a whole person.

Kaohsiung K-9:

On November 15, 2006, MAK's Middle School students completed the DAP Survey. The results were compiled and analyzed by our System Administration and the results were distributed to Site Principals. Preliminary data indicates that there are no statistical differences among our campuses as identified by the Developmental Assets Profile items.

W. Improve teacher retention

Expatriate contract renewals have improved from 70% in recent years to 84% in 2006 and 87% in 2007. Staff surveys indicate that the re-signing bonus, increased budget for Asian-based graduate programs and a strong sense of community have contributed to staff longevity.

Taipei K-9:

Bethany is experiencing a high turnover rate this year. Even though exit interviews have not been conducted yet, it does not appear that turnover is due to dissatisfaction with the school. All new positions have been filled.

Taichung K-8:

Taichung EMS had only two staff members out of twenty-eight leave this year which points toward the fact that the newly implemented retention schemes are working.

Taichung 9-12:

All full-time high school teachers are staying on for next year. I believe the retention program is working.

Kaohsiung K-9:

Based on exit surveys of MAK staff members, three factors were identified as significant in encouraging our staff members to continue with Morrison Academy. They were:

- The quality of Morrison's on-campus faculty housing—12 units;
- The support from continuing staff of those new to Taiwan and Morrison;
- The new off-year travel benefit for those who reenlist to two years.

X. Enhance curriculum support for teachers

During this year, we have revised our job descriptions for Curriculum Coordinator, Educational Technology Coordinator, and Library Media Specialist to provide more curriculum support and integration for classroom teachers. We have also utilized the curriculum taskforces (currently Math, Social Studies and Science) in developing teacher support documents that help in connecting the benchmarks to content/skills, resources, and assessments. Each of these curriculum review taskforces has taken our Vision For Our Learners (ESLRs) and interpreted it in subject specific language. This will enable our teachers to identify appropriate VFOL benchmarks in units related to Math, Science or Social Studies. The development of additional “subject specific” VFOL benchmarks will continue as each taskforce reviews their curriculum in upcoming years.

Taipei K-9:

Bethany’s principal has made an effort to focus more on being an instructional leader. Frequent meetings with teachers have given them curricular support. Implementing the new job descriptions, which were introduced in 06-07, will provide additional support in the area of media and technology.

Taichung K-8:

The curriculum coordinator and library media specialist attend CPT meetings. The plan is for the educational technology coordinator to attend CPT meetings in the 2007-08 school year. At least one middle school and elementary teacher has represented our campus at each taskforce.

Taichung 9-12:

Our curriculum coordinator has been doing a great job of helping all of our teachers get the multiple tasks of unit and curriculum planning.

Kaohsiung K-9:

This was our second year for site curriculum & professional development coordinators. The addition of Regan Muir has greatly improved instructional support and professional development at MAK. Furthermore, it has resulted in a greater degree of collaboration with the campus principal, the site leadership team, system’s SIP coordinator, and the Assistant Superintendent of Curriculum & Instruction.

Y. Standardize the teacher evaluation process

The teacher evaluation process has been standardized and enhances in three separate ways this past year. First, we modified the current procedure on teacher evaluation (Procedure 170) to include the evaluation of both Education Technology Coordinators and Library Media Specialists. The creation of these two rubrics was based on their curriculum support

roles to classroom teachers as well as other specific items in their job description. Secondly, we had our most experienced principal (Kaohsiung) review the current teacher evaluation rubrics (Charlotte Danielson's Professional Practice rubrics) to create a more user-friendly and easier to implement format for reporting and discussing observations. Thirdly, we have set aside time for this principal to meet with the other three site principals to discuss and implement this modified teacher evaluation program.

Kaohsiung K-9 (pilot):

We have spent two years in piloting a more user-friendly approach to instructional supervision using Charlotte Danielson's *Enhancing Professional Practice: A Teaching Framework*. Morrison has adapted each domain overview to integrate: Morrison's Vision for Learners (ESLRS), standards/benchmarks (components) essential questions, and assessment documentation. In addition we have added a fifth domain that is often overlooked and that Ms. Danielson doesn't address--that of personal growth. The revised materials and processes have been sent to our system administration for final review before system-wide implementation in 2007/2008.

MORRISON CHRISTIAN ACADEMY

TIM MCGILL – SUPERINTENDENT

Morrison Academy - System Services

Phone: 8864-2297-3927 x.104

Fax: 8864-2292-1174

email: mcgillt@mca.org.tw

IV Appendix

2006-2007 Morrison Academy School Improvement Plan Progress Tracking Report

GOAL	STRATEGY	ORIGIN	05-06	06-07
C. Continue the joint ACSI / WASC ASP accreditation	SAC annual evaluation	2004	◐	◐
E. Enhance a teacher-to-teacher mentoring program	Add more Curriculum Coordinator support. Enhance current collaboration time.	2004	◐	◐
I-4 Implement volunteer screening	Implement the new procedure and handbook.	2004	◐	●
J Explore Taipei facility utilization and expansion	Lobby government. Conduct community forum.	2004	◐	●
P. Continue implementation of student information management system (SIMS)	Provide training and support for teachers. Develop efficient procedures surrounding SIMS use.	2004	◐	◐
R. Implement structured PD for integrating a Biblical worldview into instruction. (BWI)	Continue providing annual PD, team meeting support & independent study resources. Integrate BWI into the lesson planning module.	2005	◐	●
S. Improve member care	Begin to develop a philosophy of member care. Develop procedures for professional mentor and cultural host system. Develop procedures for preparing new teacher housing.	2005	◐	●
T. Enhance the collaborative learning community	Support staff in implementing standards-based lesson planning & curriculum mapping. Implement lesson planning and mapping tools to support collaborative dialogue.	2005	◐	◐
U. Upgrade the Student Community Profile	Gather demographic data on parent surveys and application forms. Involve Parent Advisory Committees.	2006		◐
V. Evaluate school ethos and VFOL progress	Implement Developmental Assets Profile (DAP) instrument.	2006		◐
W. Improve teacher retention	Fully implement re-signing travel benefit. Expand PD options for certification renewal .	2006		●
X. Enhance curriculum support for teachers	Revise library media, technology, team leader & CC job description. Explore outsourcing options for technology support.	2006		◐
Y. Standardize the teacher evaluation process	Review teacher evaluation procedures & enhancing professional practice rubrics.	2006		●

Legend: ● Completed ◐ In progress ○ Postponed until next year