

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



**Delivering on High Expectations and Outstanding
Results for All Students**

Chandler Magnet School

Ivonne Pérez

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Mary Margaret Mara	Pre-school Teacher	September 11, 25, 2017
Kerrie Flynn	Intermediate Special Education Teacher	October 2, 16, 2017
Lynnette Nieves-Velasquez	Dual Language Teacher	
Rachel Gately	Intermediate Dual Language Teacher	November 13, 27, 2017
Zohar Badenhausen	5 th Grade Teacher	December 4, 13 2017
Kelly Magowan	Focus Instructional Coach	January 8,22, 2018
Christina Guertin	Assistant Principal	February 5, 19, 2018
Robin Hoel	2 nd Grade Classroom Teacher	March 5, 19, 2018
Angelina Pérez	Primary ESL Teacher	April 2, 23, 2018
Ivonne Pérez	Principal	May 7, 21, 2018
Christine John	School Adjustment Counselor	June 1,4, 2018

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Chandler Magnet

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Chandler Magnet (03480052)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation													About the Data
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	239	238	100	Yes	237	236	100	Yes	40	40	100	Yes	
High needs	226	225	100	Yes	224	223	100	Yes	39	39	100	Yes	
Econ. Disadvantaged	184	184	100	Yes	183	183	100	Yes	32	32	100	Yes	
ELL and Former ELL	200	199	100	Yes	199	198	99	Yes	36	36	100	Yes	
Students w/disabilities	45	45	100	Yes	45	45	100	Yes	11	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	9	-	-	-	9	-	-	-	3	-	-	-	
Afr. Amer./Black	11	-	-	-	11	-	-	-	1	-	-	-	
Hispanic/Latino	186	185	99	Yes	185	184	99	Yes	32	32	100	Yes	
Multi-race, Non-Hisp./Lat.	7	-	-	-	6	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	26	26	100	Yes	26	26	100	Yes	4	-	-	-	

III. Student Attendance and Retention

Chandler Magnet School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.6	94.1	94.6
Average # of days absent	8.8	9.8	9.3
Absent 10 or more days	35.4	36.5	33.3
Chronically Absent (10% or more)	15.6	16.9	13.5
Unexcused Absences > 9	32.9	33.8	15.8
Retention Rate	1.4	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism

Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.

Review monthly chronic absenteeism.

*Identify quarterly good attendance celebrations (please specify): Students will receive certificates and recognition during a school assembly at the end of each quarter.

Continue review of attendance progress reports for grades 4 and up with students and send home.

*School plan to promote ongoing good attendance (please specify):

- Students will be recognized for good attendance at quarterly celebrations.
- Families will receive a letter from the principal at the mid-year point and at the end of the school year.
- Perfect attendance rewards (framed certificates) will be given to students at every grade level who achieve perfect attendance for the year.
- Perfect attendance competitions between classrooms and rewards will be awarded (i.e. extra computer time, extra recess, pajama day)

***requires action**

IV. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength					
Strength		Evidence			
1. Grade 3 and 4 constructed responses (CR) on MCAS 2.0 came close or matched the state in possible points, grade 4 essay came close to the state in possible points		ELA MCAS	School %	State %	Diff
		Grade 3 (CR)	32%	38%	-6
		Grade 4 (CR)	47%	48%	0
		Grade 4 Essay	44%	52%	-9
2. Community Building Routines in classrooms		Observations, PLC discussions, decrease in ODRs			
3. Increase of parental involvement/participation in school activities		PTO (Parent Teacher Organization) Sign-In sheets, Attendance/Participation in Classroom Activities, Guest Register			
Areas of Concern					
Concern		Evidence			
1. ACCESS test recalibration, not enough data to compare student growth based upon previous ACCESS scores		ACCESS/DESE ACCESS % improving			
		Year	CMS	District	
		2013	71%	62%	
		2014	62%	53%	
		2015	64%	56%	
		2016	60%	51%	
		2017	43%	42%	
2. Mathematics – all strands, all grade		MCAS 2.0			
		Math MCAS	School %	State %	Diff
		Grade 3	39%	62%	-23
		Grade 4	35%	59%	-24
		Grade 5	34%	57%	-23
		Grade 6	24%	49%	-25

3. Craft and Structure in ELA (English Language Arts)	MCAS 2.0			
	ELA MCAS	School %	State %	Diff
	Grade 3	52%	79%	-26
	Grade 4	49%	79%	-31
	Grade 5	48%	73%	-25
Grade 6	34%	56%	-22	
4. Science - Engineering and Physical Science	MCAS 2.0			
	Science MCAS	School %	State %	Diff
	Physical Science	49%	69%	-20
	Engineering	44%	64%	-20

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1. Tiered systems of support in ELA in grades K-3
2. Schedule created to provide for more directed and targeted ESL time for ELs and all grade levels.
3. Transference of reading and writing skills from the native language to English is explicitly taught as students become more proficient in their native language. The use of cognates, scaffolding and ESL (English as a Second Language)/SEI (Sheltered English Instruction) strategies will be used in all classrooms.
4. Math fluency and number sense, problem solving language must be built and strengthened at all grade levels, this will be done explicitly and assessed through centers, teacher observation and direct instruction.
5. Math assessments are made accessible through oral administration, consistent and frequent formative assessment and examination of student work.

Leadership, Shared Responsibility, and Professional Collaboration

Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(Focus on improving core instruction and tiered interventions systems using a variety of data)

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)

1.4 Monitoring Implementations of School Progress

School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.

- Professional Learning Communities (PLCs) across grade levels, vertically and in grade level team structures.
- Gradual Release of Responsibility Model of Instruction (model, lead, guide and assess)
- Tiered Support: Tier I for all students; Tier 2 (including ESL, SEI, literacy tutors and Special Education staff) Tier 3 (1:1 and small group support)

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

1.5 Trusting Relationships

Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.

- The ILT will work closely with the coach and administration to gather and disseminate information through weekly PLCs, collegial conversations and staff discourse to improve identified “Problems of Practice” (POP)
- Peer Observations/Coaching/Modeling during PLCs for teaching staff to implement in the classroom (gradual release of responsibility for staff)
- Tiered support: flexible groupings based on data and monitored frequently and consistently

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- PLC Sign-In Sheets, agendas, meeting notes
 - Active participation in staff discourse (observation)
 - Weekly lesson plans
 - Building of Teacher Leaders/Facilitators for PLCs and Adult Professional Learning
 - Peer Observations (videos, teacher created checklists)
 - School wide assessment planning (quarterly writing and math assessments)
 - PLC Co-planning ESL, Special Education and classroom teachers
 - Quarterly school wide data dives using information from school wide assessments.

- Data Source:**
- Student work (written communication, oral discourse, alternative assessments)
 - F&P Benchmarks
 - Weekly classroom math monitoring (Math PLC driven)
 - Progress monitoring of Comprehension Strategies (Notice and Note)
 - Flexibility within small groups (students move according to acquired strengths/skills)

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)

2.1 Set Instructional Expectations

Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers.

2.5 Student Assessment Data Use (for school wide decision making)

Building and teacher leaders consistently use student results on benchmark and common assessments and state assessments to make decisions regarding schoolwide practices.

- Lesson Design and Lesson Design Analysis
- Designing lessons and planning the strategies to increase proficiency of the students who are on the “cusp of proficiency” in all MCAS grades.
- Co-teaching and collaboration of ESL and classroom teachers to design lessons that will meet the needs of ELs at all levels based upon student data
- LASW Protocols to help identify instruction that supports high quality student performance and effectively support student growth.

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

2.3 Identify and Address Student Academic Needs

Formal teaming and collaboration strategies, processes, (e.g., Instructional Leadership Team (ILT), collaborative planning, professional learning communities), and protocols are consistently used to address individual students’ academic needs by : (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.

- ILT collegial discussions (Teacher Efficacy/Depth of Knowledge)
- Collaboration to develop, plan and practice strategies during PLCs
- Protocol for monitoring agreed upon strategies as well as providing support for teachers as needed
- Analyzing and preparing “next steps” based upon collection of student data, to include but not limited to: student work, formative assessments, summative assessments, teacher observation, peer collaboration (teachers)

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Lesson Plan Design (cognates, morphology, SEI/ESL strategies)
 - Observations (admin and collegial)
 - Oral Reflection/Shared with Colleagues at PLCs
 - PLC notes and agendas, lessons and assessments
 - LASW
 - District and School-wide assessments
 - PBIS Bi-Weekly Team meetings
 - C.I.A. (Collect, Interpret, Apply) Units of Study, AVID, Word Generation, Literacy Grant Initiative Implementation

- Data Source:**
- Student work (written, oral, alternative assessments)
 - Summative and Formative Assessment Data
 - District/School-wide Assessments
 - Word Generation
 - Literacy Initiatives K-3
 - AVID (Advancement Via Individual Determination)

Providing Student-Specific Supports and Instruction to All Students

Providing student-specific supports and interventions informed by data and the identification of student-specific needs
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

Prioritized Best Practices or Strategies
 (Include differentiation to ensure access for targeted student populations)

3.6 Academic Interventions for English Language Learners

All English language learners experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.

1. 100% of teaching staff will differentiate instruction using RTI (Response to Intervention) strategies in all curriculum areas and will collaborate/co-teach with ESL teachers.
2. Tiered systems of support will provide additional opportunities for strategy application for all students.
3. Explicit instruction and attention will be implemented to address number sense acquisition for all students beyond “rote memorization.”

Instructional Leadership Team Implementation
 (Explain how ILT members implement and measure school-wide strategies.)

3.3 Determining Schoolwide Student Supports (Academic Interventions and Enrichment)

Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students must be reassigned to intervention groups when data indicates that they need additional supports or movement into a different intervention.

1. Analysis of Data (F&P Benchmarks, MAP, Research Created District Assessments and LASW (Looking at Student Work)
2. Peer observations, PLC sign-in sheets, weekly lesson plan reviews
3. Collegial Conversations and Discourse

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- Teacher peer observation/Lesson Plan review
- Flexible grouping rosters/Student data monitoring
- Analysis of formative assessments both district and school wide
- Evidence binders/peer exemplars
- Co-planning and co-teaching between ESL and classroom teachers

Data Source:

- F&P and formative student data results
- Review of schedules, service grids
- LASW
- Classroom observations

A Safe, Respectful, and Collegial Climate for Teachers and Students

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)

4.1 Schoolwide Behavior Plan

The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data.

4.4 Wraparound Services and External Partners

Leaders and staff are aware of the needs of families to support education through wraparound services (e.g, health, housing referrals and provide these resources to families as needed. Leaders and staff assess the needs of students and families throughout the year.

- Breakfast in the Classroom and Morning Meeting Structures
- PBIS (Positive Behavioral Intervention and Supports) (support for all teachers no matter their entry level)
- PLCs (vertical, grade level, team)
- Family Nights, Parent Participation in Classroom Activities, Quarterly Collaborations with the PTO to provide family informational sessions
- Math and literacy activities for families

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

4.5 Family and Community Engagement

The school makes family and community engagement a priority and the following conditions are met:

1. Staff members coordinate family and community events
2. Regular social events are planned throughout the school year to engage families and community members
3. Regular activities are planned to engage the families and the community in planning and collaboration in the implementation of academic and non-academic supports
4. Staff members routinely reach out to families to communicate information about their children's progress and needs
5. Communications with families are made available in multiple languages.
 - Peer Observations
 - PLC agenda and notes
 - Data (PBIS reports, attendance, academic school-wide data collection/analysis)

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- Sign-in sheets
- PBIS punch cards, Quarterly Celebrations, Individual/Classroom rewards
- Cool/Tool Implementation
- School Wide Anti-bullying supports (presentation by DA, PTO funded performances, School-wide Use of iSafe)
- Collegial Conversations
- Family Activities (Celebrations, PTO meetings, Classroom Visits, Literacy Nights, Math Night)
- Social Committee
- Leadership Team
- School Governance (School Council)

Data Source:

- Breakfast in Classroom and Morning Meeting
- Decline in ODR (Office Disciplinary Referrals)
- PBIS punch card data
- PBIS Quarterly Celebrations
- Peer Ambassadors
- AVID

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Chandler Magnet Elementary	Ivonne Pérez	November 2017- August 2018

1: Professional Learning Goals:

No	Goal	Identified Group	Rationale/Sources of Evidence
1	100% of teaching staff will differentiate ELA instruction. Teachers will employ guided reading strategies, comprehension strategies and integrate writing across all curriculum areas. Classroom teachers will collaborate with ESL teachers to support instruction for all learners.	Targeted and differentiated small group instruction will be employed to advance identified students in all subject areas.	Tiered systems of support will provide additional opportunities for strategy application for all students.
2	100% of teaching staff will implement district-wide mathematics initiatives and use enVision mathematics materials and online resources.	Increased explicit differentiated math instruction, for all students. Lessons reinforced in centers, use of online activities and applications leading to improving number sense, language based problem solving, and math fluency.	Understanding number sense is the basis for all math beyond rote memorization. Hands-on concrete activities paired with deliberate instruction and assessments are essential to help students make academic language applicable to daily school work.
3	100% of classroom teachers will plan science lessons using the Massachusetts Science Frameworks, through hands on and experiential activities students will be provided with rigorous instruction that meets their grade level standards.	All students will be given the opportunity to work in small groups and utilize hands-on activities to enhance science instruction that will include the integration of reading and writing strategies.	Hands-on activities must be explicitly connected to learning goals so that students understand the purpose of the instruction and are motivated to engage with the ideas/concepts and not just participate in an activity with materials.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Realign schedule and resources to support language and tiered instruction at all grade levels.	Implementation of guided reading and comprehension strategies across all grade levels and integrate writing across all content areas.
	ESL and classroom teachers co-plan to support, ESL, language and literacy instruction in all content areas.	
2	All teaching staff will be utilizing enVision materials to support classroom instruction in mathematics.	Math PLCs, centers, Worcester State University (WSU) support for professional learning.
3	Hands-on activities, vocabulary and cognate instruction.	Share vocabulary lessons and hands-on activities across teams. Begin to implement The 5 E Model (engage, explore, explain, elaborate and evaluate) as presented by science liaisons.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>Realign the schedule and resources, use of intervention tools such as LL1 kits, enVision, CIA, Readers Workshop, Word Generation, AVID, Early Literacy Grant. We will continue to use center based activities, flexible reading groups, math intervention groups, differentiated enVision activities.</p> <p>schedule and resources, intervention strategies, such as LL1 kits, enVision, CIA, Readers Workshop, Word, AVID, Early Literacy Grant. We will continue to use center based activixible reading groups, math intervention groups, differentiated enVision activities.</p>	<p>ELA will be monitored to improve student outcomes through the use of DIBELS, school-wide writes, MAP, teacher/admin observations and LASW.</p>
2	<p>enVision math materials and resources will be used for both teacher and student resources. The Math PLC will continue to lead and support teachers in mathematics instruction delivery.</p>	<p>Quarterly math assessments, math PLCs, LASW, teacher observations. Math PLC will continue to consult with WSU Dean, Dr. Lewis to continue to build teacher capacity in mathematics.</p>
3	<p>Teachers will collaborate with ESL teachers to support science vocabulary instruction and use in context.</p>	<p>PLC and Faculty Meeting time to collaborate, plan and implement strategies. Teacher observations, lesson plans. Science will be taught through hands on concrete activities with explicit teaching of vocabulary and cognate instruction. Continue partnership with WSU students assisting in hands-on activities/experiments with classroom teachers led by a WSU professor (Dr. Dawson).</p>

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	The Professional Learning Plan will be monitored closely through examination of data with the ILT.	School wide goals will be monitored through continuous conversation/discourse and student data examination.
2	The ILT will continue to monitor student data including the quarterly math assessments.	Professional learning will be centered on teacher supports for delivery of math instruction and dictated by student outcomes.
3	Science lessons will be observed and teachers will receive timely feedback.	Collegial discourse and peer observations will be encouraged and supported.