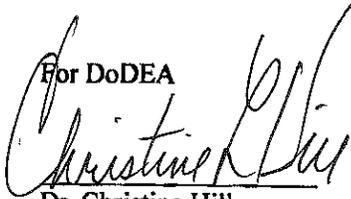


**MEMORANDUM OF AGREEMENT
BETWEEN
DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY, DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY
SCHOOLS
AND
FEDERAL EDUCATION ASSOCIATION-STATESIDE REGION**

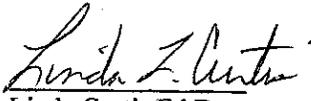
The Department of Defense Education Activity (DoDEA), Domestic Dependent Elementary and Secondary Schools (DDESS) and the Federal Education Association-Stateside Region (FEA-SR), hereafter referred to as the "parties", hereby, agree to implement the Summer Enrichment Program for K-8 students in DDESS in accordance with the attached guidance during the summer of 2012.

For DoDEA



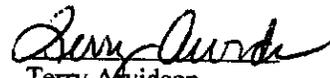
Dr. Christine Hill
Deputy Chief of Curriculum

For DDESS



Linda Curtis Ed.D.
Acting Director, DDESS/DoDDS-Cuba
and Area Superintendent for Curriculum,
Instruction and Assessment

For the Association



Terry Arvidson
FEA-SR Director for DDESS

4/18/12
Date

4/18/12
Date

4/18/2012
Date

Attachments:

Information Paper
Summer Enrichment 2012 Timeline
Schedule for Summer Enrichment Program
Summer Enrichment Teacher Selection Process
Teacher Application Cover 2012 Summer Enrichment Program K-8
School Year 2011-2012 DDESS Summer Enrichment Teacher's Application
Rubric for Evaluating DDESS Summer Enrichment Teachers for SY 2011-2012
School Year 2011-2012 DDESS Summer Enrichment Teachers-in-Charge Application
Rubric for Evaluating DDESS Summer Enrichment Teacher-in-Charge for SY 2011-2012
DoDEA K-8 Summer Enrichment Program 2012 Registration Form

**DoDEA K-8 Summer Enrichment Program 2012
Registration Form**

Enter Summer Enrichment Program Site, Dates of Program

The Department of Defense will offer a special four-week program for students in grades K-8 during the 2011-2012 school year. **Participation is limited to currently enrolled, space-required (category 1) DoDEA students. DoDEA does not authorize dual enrollment. (Dual enrollment would include students who are educated in private schools or host nation schools and have no intention of enrolling in a DoDEA school for their primary education.)**

This half-day Summer Enrichment Program is a supplemental extension of the DoDEA curriculum and standards, and will allow students to experience a variety of engaging, theme-related activities emphasizing math and language arts skills. Please note that this is not a remedial program. The Summer Enrichment Program is provided at no cost to DoDEA families. **Parents/Sponsors must arrange for student transportation to and from the Summer Enrichment Program site.**

To register your child for the 2012 Summer Enrichment Program, please complete the information below and return this form to your school's main office by **ENTER DATE**. **No late registrations will be accepted.** You will receive a confirmation notice during the week of **ENTER DATE**.

Student Name: _____

Age: _____ Current Grade: _____ Student is Space-Required: _____ (please initial)

Address: _____

Home Phone: _____

Parent: _____ Phone: _____

Sponsor's Unit: _____ Branch: _____ Deployed?: Yes No

Emergency Contact Information:

Individual: _____ Phone: _____

Individual: _____ Phone: _____

Attendance Policy:

In order for students to meet with success and gain the most benefit from this program, they need to be present each day. A limited number of spaces are available. **Students who are registered but do not attend are depriving other students of the opportunity to participate.** Except for illness and emergencies, **regular attendance is required.** DoDEA takes this matter seriously. Area Superintendents for Curriculum, Instruction, and Assessment and Installation Commanders will be notified of all students who register but do not attend.

Participation Contract: I agree to abide by the Summer Enrichment Program 2011 Attendance Policy.

Parent Signature Date

Student Signature Date

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Information Paper

SUBJECT: Summer Enrichment 2012

BACKGROUND: DoDEA offers a 4-week, half-day Summer Enrichment Program for Space-Required (to include space-required tuition paying) DoDDS and eligible DDESS students who are currently in grades K-8. This program features an academic-enrichment curriculum emphasizing math and language arts. It is not a remedial program but is designed to support and reinforce student learning through engaging, high-interest activities. The program runs Monday through Friday for four weeks, from 9 am to noon. Neither transportation nor lunch is provided.

From 2005 to 2011, the half-day program ran for four weeks and utilized the *Kaleidoscope* and *American Dream* curriculum materials alternating yearly with *Mysteries* and *Media Magic* curriculum materials from Voyager Expanded Learning. These materials are designed to support multi-age classrooms for K-2, 3-5, and 6-8 students. In 2010, an online math component, VMathLive, was introduced.

From 2005 to 2010, space allocations for the program were limited to ten percent of the kindergarten through eighth grade school year enrollment numbers. In 2011 enrollment was open to all DoDEA Space-Required (to include space-required tuition paying) DoDDS and eligible DDESS students.

DISCUSSION:

Materials:

- The 2012 program will use materials from Voyager Expanded Learning. Students in grades K-5 will experience the primary and intermediate levels of *Kaleidoscope*. Students in grades 6-8 will participate in *American Dream*. Students will also participate in the online math component VMathLive.
- HQ is working closely with Voyager to ensure that all materials orders are processed and delivered early enough to allow teachers adequate preparation and planning time.
- All materials required to teach the lessons in the Voyager curriculums should be included in the purchased kits. If additional educationally related materials or supplies are needed, they will be purchased through the established supply procedures at the school up to \$100.00 per teacher.

Enrollment:

- Enrollment is based on 10% of each area's K-8 enrollment.
- Enrollment is limited to currently enrolled, Space-Required (to include space-required tuition paying) DoDEA students.
- Sites will keep weekly teacher and student attendance. The Teacher-in-Charge (TIC) will be responsible for collecting this information and forwarding it to district, area and headquarters POCs.

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Training:

- Train-the-trainer session will be conducted in May by HQ using Blackboard, VTC, DCO or Webinar.
 - Areas will include their POCs (or any additional district identified trainers) and ETs in the train-the-trainer session.
- Summer Enrichment teachers will receive face-to-face training at the district level.

Teacher Stipend:

- Teacher \$4,418.00
- TIC w/o class \$4,874.00
- TIC w/class \$4,874.00

Area POCs:

- DDESS Linda Hackett
- Europe Denise Sheedy and Kanell Mings
- Pacific Deborah Downing

RECOMMENDATION: Provide the support necessary to offer the Summer Enrichment Program in the summer 2012.

ATTACHMENTS:

- TAB A: Implementation Timeline
- TAB B: Summer Enrichment School Schedules
- TAB C: Teacher Application
- TAB D: Teacher/Teacher-in-Charge Agreements
- TAB E: Student Registration Form

Prepared by: Debrah Pohlmann, ISS Early Childhood Education 703-588-3189

Date: February 19, 2012

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Summer Enrichment 2012 Timeline

Timeline	Action Item	Involvement
April 2012	Information letters for teachers Application packet for teachers Guidance for areas/districts on staffing Guidance for areas/districts on trainer allocations	Weekly Packet
April 2012	DCO/VTC to discuss program and answer questions (all new area POCs)	HQ/AREA/District POCs
April 10-19, 2012	Summer Enrichment registration	District schools Parents
April 2012	Area IT Software Packages delivered to provide adequate time for review and uploading as needed.	Area IT
April 19 – 26 2012	Areas determine kit requests based on enrollment.	Area/District POCs
April 2012	Orders placed NLT April 30, 2012	HQ Procurement
May 2012	Materials arrive in schools NLT May 20, 2012	Vendor
May 2012	Training for Train-the-Trainer *Anticipated to occur May 2012 Mode of delivery TBD Areas are asked to include their POCs and ETs. Districts are asked to identify a Math or ELA ISS (or ISSs) as needed.	Area/District Trainers HQ Representation Vendor ET-Area-District
May 2012- June 2012	Two day of teacher training and three days (4 hours/day) for preparation (to occur five workdays prior to first student day).	Summer Enrichment Teachers District Trainers
June 2012- July 2012	Summer enrichment program *See attached schedule	Teachers
July 2012- August 2012	Student, parent, and teacher program evaluations completed at the end of Summer Enrichment	Teachers, parents, students

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Schedule for Summer Enrichment Program

Teacher Schedule		Student Schedule
Week 1 Training & Preparation	2 days training – 8 hours/day 3 days preparation – 4 hours/day	
DDESS Europe Pacific	5 workdays prior to first student day June 18-22, 2012 June 18-22, 2012	
Weeks 2-5	Monday – Friday 8:30 AM – 12:30 PM	Monday – Friday 9:00 AM – 12:00 PM *July 4 is a holiday Days for Students: Determined by local calendars (4 weeks) Monday, June 25-July 20, 2012 Monday, June 25-July 20, 2012
DDESS Europe Pacific	Determined by local calendars (4 weeks) June 25-July 20, 2012 June 25-July 20, 2012	
Week 5	Friday 1 PM – 4:30 PM Wrap-up & after-action report	

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Summer Enrichment Teacher Selection Process

Bargaining unit members interested in applying for the position of Teacher or Teacher-in-Charge for the Summer Enrichment program must complete the application package (two page application) and submit the completed application package to their immediate supervisor. Bargaining unit members must not share their applications with anyone prior to selection in order to preserve the integrity of the anonymous selection process. The Supervisor will sign the first page of the application package indicating receipt and give a copy to the applicant. Applications for the selection to Teacher or Teacher-in-Charge for the Summer Enrichment program will be forwarded by the school to the District Superintendent's office. Each application packet will be assigned a different number. Each page of a single application packet will contain the identical number, and once assigned, the top page (signed by supervisor) of the application will be held in a separate sealed file pending the outcome of the rating results. The second page of the application will be forwarded to the rating panel once convened. The Association local president will be provided with the total number of applications received.

A rating panel will be comprised of an equal number of Association and Agency members. Selection to this rating panel will be determined by the respective organizations' leader/designee. Applicants for the Summer Enrichment program may not be a member of the rating panel.

The Agency and FEA-SR leader/designee will agree upon a meeting date, time and location to convene the panel for the purpose of rating the applications. Each applicant will be rated by each panel member on a scale of 1 – 5 based on the applicant whose professional and personal strengths will support the needs of the students in the program.

- 5- outstanding
- 4- above average
- 3- adequate
- 2- fair
- 1-poor

The rating scores will be totaled. The applicants with the highest score are selected for the position for which they applied. In the event of a tie rating, and there being more applicants than available positions, the tie will be broken by Service Computation Date (SCD). After the rating is completed and the selections for Teacher and Teacher-in-Charge are determined by assigned number the sealed file will be opened to learn the name that corresponds with the assigned application number. The selectees will then be notified.

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Applicant # _____

Application for : _____ Classroom Teacher
_____ Teacher-in-Charge (with class)
_____ Teacher-in-Charge (no class)

Teacher Application Cover
2012 Summer Enrichment Program K-8
ENTER DATES

This application must be turned in to your school principal not later than ENTER DATE.
Teachers will be hired based on priority using the criteria below to accommodate registered students. Hiring will be based on an 18:1 ratio.

The selection process

Teachers will be hired by priority as follows:

1. Full-time teachers in the complex.
2. Part-time teachers in the complex.
3. DDESS teachers outside the complex.
4. Substitutes who are certified teachers.

Expenses will be provided for any bargaining unit members required to travel to the training sites if selected as a trainer sometime during the week of ENTER DATE (2 days). Travel expenses are not provided for teachers during the Summer Enrichment Program.

	K-2	3-5	6-8
I am seeking the position of classroom teacher.	_____	_____	_____
I am seeking the position of Teacher-in-Charge (with class) (sites with less than 6 classes)	_____	_____	_____
I am seeking the position of Teacher-in-Charge (no class) (sites with more than 6 classes)	_____	_____	_____

Name: _____ SCD: _____

Present Position: _____ Full Time Part Time

Position Location (school): _____

Number of Years Teaching: _____

Teacher's Signature: _____ Date: _____

Principal's Endorsement*: _____ Date: _____

NOTE: Principal endorsement is ONLY an acknowledgment of receipt of application. Applicant will be provided a copy of this signed application from the signing principal.

*Handwritten signature and date: 4/18/12
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SY 2011-2012

DDESS Summer Enrichment Teacher's Application

(To apply for a TIC position, in addition to the teaching position, complete both applications: The DDESS Summer Enrichment Teachers-In-Charge Application and the Teacher's Application.)

Name: _____ Date: _____

School: _____ District: _____

Three Critical Components of the Summer Enrichment Program:

1. **The Teacher as the Facilitator:**

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers bring a richness and depth of understanding to their classrooms by implementing the curriculum they are expected to teach and by directing students' natural curiosity into an interest in learning. Teachers keep abreast of evolving research about student learning and they adapt resources to address the strengths and weaknesses of the students.

How do you see your role as the facilitator to ensure that students have the opportunity to independently investigate their learning instead of being told how to learn? And how will you address their strengths and weaknesses of your students?

Write your response:

2. **The Role of the Students:**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

How will you plan to facilitate student leadership qualities?

Write your response:

3. **The Classroom Environment:**

Teachers provide an environment in which each student has a positive, nurturing relationship with caring adults.

How will you encourage an environment that is inviting, respectful, supportive, inclusive, and flexible?

Write your response:

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Rubric for Evaluating DDESS Summer Enrichment Teachers for SY 2011-2012:

This form should be used for determining distinguished teachers for the summer enrichment program.

Name: _____ Date: _____

School: _____ District: _____

1. The Teacher as the Facilitator

- a) Teachers know how students think and learn. Teachers lead their students to appreciate interesting subject matter through explorations of the learning activity. Teachers encourage, model, and are co-learners during the lessons. Teachers plan students' learning by providing activators that connect to the real world and hook them into learning. Teachers understand the influences that affect individual student learning and differentiate their instruction accordingly.

Teacher responses indicate:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Provides ideas about what can be done to facilitate. Understands developmental levels of students and appropriately differentiates instruction. (Teacher does not provide examples.)	Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. Provides <i>examples</i> of how to facilitate a lesson.	Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction by stating examples of how to facilitate <i>and ...</i> Encourages and guides colleagues to adapt instruction to align with students' developmental levels. Provides a detailed analysis about what can be done to encourage students' learning.

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2. **The Role of the Students:**

- b) Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teacher responses indicate:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. Does not provide examples of how to organize.	<i>...and</i> Encourages students to create and manage learning teams. Provides examples of ways to encourage students to be responsible for their learning.	<i>...and</i> Fosters the development of student leadership and teamwork skills to be used beyond the classroom. Describes methods of parental/community collaboration.

3. **The Classroom Environment:**

- c) Teachers provide an environment in which each student has a positive, nurturing relationship with caring adults.

Teacher response indicates:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Appreciates and understands the need to establish nurturing relationships. Examples are limited.	Establishes an inviting, respectful, flexible, and supportive learning environment. Provides examples.	Establishes an inviting, respectful, flexible, and supportive learning environment for all students. Encourages and advises others to provide a nurturing and positive, inclusive, flexible, supportive environment for all students. Provides specific examples.

Handwritten signature and dates:
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SY 2011-2012

DDESS Summer Enrichment Teachers-in-Charge Application (With or Without an Assigned Class)

(To apply for a teaching position, in addition to the TIC position, complete both applications: The DDESS Summer Enrichment Teachers-in-Charge Application and the Teacher's Application.)

Name: _____ Date: _____

School: _____ District: _____

Three Critical Components for the Teacher-in-Charge:

1. Teachers demonstrate leadership in the school and/or community:

Teachers foster a culture of improvement by demonstrating leadership in the school and/or community. The TIC has oversight of organizing the teachers' classes; ensuring materials and resources are available; arranging schedules when a teacher is absent; and is able to manage any crisis that may occur at the site. Please describe the leadership qualities you possess to be considered as the TIC:

Write your response:

2. Effectiveness in dealing with people:

The TIC works collaboratively with school staff, parents, District, Area and Headquarters point of contacts to ensure the appropriate management of the summer program. The TIC is responsible for informing parents of their responsibilities to ensure safe and smooth operations; is influential with coordinating with the Military Family Life Counselor that are assigned to the sites; and interacts positively with people from different cultures and backgrounds.

As the TIC, how will you contribute to the establishment of positive and safe working conditions for teachers, students, families, and community agency representatives?

Write your response:

3. Technology during the summer enrichment program:

As the TIC you will be responsible for submitting data to Headquarters, have oversight of teacher, student, parent surveys, and facilitate the technology math component in the classrooms. What technology experiences do you bring forward?

Write your response:

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JC 4/18/12

Rubric for Evaluating DDESS Summer Enrichment Teacher-In-Charge for SY 2011-2012:

This form should be used for determining distinguished Teachers-In-Charge for the Summer Enrichment.

Name: _____ Date: _____

School: _____ District: _____

1. The TIC demonstrates leadership in the school and /or community:

- a) Teachers have served in leadership positions at the school and /or community level and are actively engaged in school and/or community activities.

Teacher responses indicate:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Participates in school and/or community activities.	Participates and assumes a leadership role in school and/or community activities.	Participates in a leadership role in school and/or community activities and supports a culture of collegiality, collaboration, respect, and trust.

2. Effectiveness in dealing with people:

- b) Teachers work collaboratively with school staff, parents, District, Area and Headquarters point of contacts and facilitate a positive and safe environment.

Teacher responses indicate:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Have knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues. Displays classroom rules.	Contributes to the establishment of positive working relationships; participates in school's decisions making processes as required. Establishes a safe and orderly classroom.	Promotes positive working relationships through professional growth activities and collaboration; seeks opportunities to lead professional growth activities and decision-making processes. Empowers students to create and maintain a safe and supportive school and community environment.

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3. Technology:

c) Teacher has experience in using and/or assisting colleagues in completing technology tasks.

Teacher response indicates:	Proficient: 1 point	Accomplished: 2 points	Distinguished: 3 points
	Uses effective types of technology to organize and manage their classroom and instruction.	Demonstrates knowledge of how to integrate technology into their instruction and in their classroom organization and management.	Provides evidence of implementation of technology in their classroom instruction, uses technology to monitor student progress and uses technology to maintain classroom records and collect data.

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