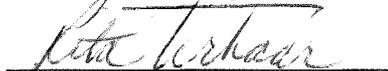


**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY  
SCHOOLS  
And  
FEDERAL EDUCATION ASSOCIATION-STATESIDE REGION**

**Memorandum of Understanding**

The Department of Defense Education Activity (DoDEA), Domestic Dependent Elementary and Secondary Schools (DDESS) and the Federal Education Association-Stateside Region (FEA-SR) agree to implement the Summer Enrichment Program for K-8 students in DDESS in accordance with the attached guidance during the summer of 2013.

  
Rita Terhaar  
Acting Human Resources Director

  
Terry Arvidson  
FEA-SR Director for DDESS

April 23, 2013  
Date

19 April 2013  
Date

**Attachments:**

- Summer Enrichment Program 2013 Information Paper
- (Tab A) 2013 Summer Enrichment Implementation Timeline
- (Tab B) DDESS Summer Enrichment Teacher Selection Process
- (Tab C) DDESS Teacher Application Cover
- (Tab D) DDESS Summer Enrichment Teacher's Application
- (Tab E) Rubric for Evaluating DDESS Summer Enrichment Teachers for SY 2012-2013
- (Tab F) DDESS Summer Enrichment Teachers-in-Charge Application (With or Without Assigned Class)
- (Tab G) Rubric for Evaluating DDESS Summer Enrichment Teacher-in-Charge for SY 2012- 2013
- (Tab H) DoDEA Summer Enrichment Program Agreement – Teacher and Teacher-in- Charge (With and Without Class)
- DoDEA K-8 Summer Enrichment Program 2013 Registration Form

## Information Paper

**SUBJECT:** Summer Enrichment Program 2013

**BACKGROUND:** The Department of Defense Education Activity (DoDEA) offers a four-week, half-day Summer Enrichment Program for space-required and tuition-paying Department of Defense Dependents Schools and eligible Domestic Dependent Elementary and Secondary Schools students who are currently in grades K–8. This program features an academic enrichment curriculum emphasizing mathematics 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 9am to noon. Neither transportation nor lunch is provided.

DoDEA has used the Voyager Expanded Learning program since 2010 and will continue to use it through August 2014. This program alternates curriculum materials yearly between Kaleidoscope (K–5)/American Dream (6–8) and Mysteries (K–5)/Media Magic (6–8). These materials are designed to support multi-age environments for grades K–1, 2-3, 3–5, and 6–8 students. An online mathematics component, VMathLive, is also a part of the Voyager Expanded Learning program. Furthermore, space allocations for the Summer Enrichment Program have historically been limited to ten percent of kindergarten through eighth grade school enrollment numbers.

### **DISCUSSION:**

#### *Materials:*

- The 2013 Summer Enrichment Program will use the materials from Voyager Expanded Learning: Mysteries (K–5)/Media Magic (6–8). The 2014 program will be using Kaleidoscope (K–5)/American Dream (6–8).
- Headquarters (HQ) will work closely with Voyager to ensure that all materials ordered are processed and delivered in a timely manner to allow teachers adequate preparation and planning time.
- All materials required to teach the lessons in the Voyager curriculum should be included in the purchased kits. If additional education-related materials or supplies are needed, they will be purchased through the established supply procedures at the school at a maximum cost of \$100.00 per teacher.

#### *Enrollment:*

- Enrollment is based on ten percent 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 and forwarding it to the district, area, and HQ Point of Contacts (POC).

#### *Training:*

- Summer Enrichment Program teachers will receive training at the school or district level via a virtual format. There will be no travel funded for training.

*Miscellaneous:*

- Sites are encouraged to implement a student sign-in procedure that is sensitive to the time frame of the program. In prior years, sites that had such procedures noted fewer issues with early drop-off and late pick-up of students.
- Academic assessments are included in the program kits. Sites are encouraged to use the assessments for information purposes.
- Student, parent, and teacher surveys will be used for program evaluation purposes. The teacher surveys will be presented to the associations for review in advance.

*Teacher Stipend:*

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

**RECOMMENDATION:** Provide the support necessary to offer the Summer Enrichment Program in summer 2013.

**ATTACHMENTS:**

- TAB A: Implementation Timeline and School Schedules
- TAB B: Teacher Selection Process
- TAB C: Teacher Application Cover
- TAB D: Written Application Summer Enrichment Teachers SY 2013
- TAB E: Rubric for Evaluating Teacher Applications
- TAB F: Application for TIC
- TAB G: Rubric for Evaluating TIC
- TAB H: Teacher/TIC Agreements
- TAB I: Student Registration Form

**HQ POC:** Debrah Pohlmann, Instructional Systems Specialist, 571-372-5838

4/23/13

4/19/13

## 2013 Summer Enrichment Implementation Timeline

Timeline 2013	Action Item	Involvement
April	<ul style="list-style-type: none"> <li>Information letters for teachers</li> <li>Application packet for teachers</li> <li>Guidance for areas/districts on staffing</li> <li>Guidance for areas/districts on trainer allocations</li> </ul>	Weekly Packet or Superintendents
April	Summer Enrichment registration	Districts/Schools/Parents
April	Areas determine kit requests based on enrollment.	District/Area POCs
April	Orders placed NLT April 26, 2013	HQ Procurement
May-June	Professional Development: <ul style="list-style-type: none"> <li>Blackboard training opportunity for trainers (if needed)</li> <li>2-day virtual training for teachers at the school or district level</li> </ul>	HQ Representation Area/District Trainers Teachers
June	Materials arrive in schools NLT than 1 week before start of program.	
June	Three days (4 hours/day) for preparation (to occur five workdays prior to first student day).	Summer Enrichment Teachers
June-July	Summer enrichment program June 24-July 26 (July 4 holiday)	Teachers
July-August	Parent and teacher program evaluations may be completed at the end of Summer Enrichment. If used, the program evaluations for teachers will be presented to the union/associations for review in advance.	Teachers Union/Association Representation

## 2013 Schedule for Summer Enrichment Program

	Teacher Schedule	Student Schedule
<b>WEEK 1</b>		
Training & Preparation	2 days virtual training – 8 hours/day 3 days preparation – 4 hours/day	
DDESS/Europe/Pacific	June 24-28, 2013	
<b>WEEK 2-5</b>		
	Monday – Friday 8:30 AM – 12:30 PM	Monday – Friday 9:00 AM – 12:00 PM
		<b>1<sup>st</sup> Day for Students:</b> Monday, July 1, 2013
DDESS/Europe/Pacific		
<b>WEEK 5</b>		
	Friday 1 PM – 4:30 PM Wrap-up & after-action report	Last day for all: July 26, 2013

TAB A

Review  
4/23/13

2014/19/13

## DDESS Summer Enrichment Teacher Selection Process

Bargaining unit members interested in applying for the positions of Teacher or Teacher-in-Charge for the Summer Enrichment Program must complete the application package (two-page application) and submit it 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 provide a copy to the applicant. Applications for the selection to Teacher or Teacher-in-Charge positions 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 kept 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's local president will be provided with the total number of applications received.

A rating panel, comprised of no fewer than two persons from each Agency and FEASR, will be established. Selection to this 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. There will be an equal number of Association and Agency members on the rating panel.

The Agency and FEASR 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. The rating scores are based on the applicants' level of professional and personal strengths to support the needs of the students in the program. Below are the rating scores.

- 5 — Outstanding
- 4 — Above average
- 3 — Adequate
- 2 — Fair
- 1 — Poor

The rating scores will be totaled, and those applicants with the highest scores will be 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, the sealed file will be opened to obtain the name that corresponds with the assigned application number. The selectee will then be notified.

TAB B

*RTW*  
*4/23/13*

*ju* *4/19/13*

Applicant # \_\_\_\_\_

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

**DDESS Teacher Application Cover**  
**2013 Summer Enrichment Program K-8**  
July 1 – 26, 2013

***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 a 24:1 ratio.

Teachers will be hired by priority as follows:

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

Training will be provided for teachers via a virtual format during the week of June 23, 2013. (2 days). Travel expenses are not provided during the Summer Enrichment Program.

	K-1	2-3	3-5	6-8
I am seeking the position of <b>Classroom Teacher</b>	_____	_____	_____	_____
I am seeking the position of <b>Teacher-in-Charge (with class)</b> (sites with less than 6 classes)	_____	_____	_____	_____
I am seeking the position of <b>Teacher-in-Charge (no class)</b> (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 acknowledgement of receipt of application. Applicant will be provided a copy of this signed application from the signing principal.

*with 4/23/13*

*on 4/19/13*

Applicant # \_\_\_\_\_

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

Please respond to the two following questions if you are applying for Classroom Teacher or Teacher-in-Charge (with class):

1. Why do you want to teach the Summer Enrichment Program?

2. What strengths do you bring to this teaching situation?

Please respond to the following question if you are applying for Teacher-in-Charge (no class):

1. What strengths do you bring to this leadership position?

TAB C

RJM 4/23/13

21/4/13

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Classroom Teacher

SY 2012-2013

**DDESS Summer Enrichment Teacher's Application**

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

**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 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:

TAB D

RM 4/23/13

2013 4/19/13

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Classroom Teacher

Rubric for Evaluating DDESS Summer Enrichment Teachers for SY 2012-2013:

This form should be used for determining distinguished teachers for the Summer Enrichment Program.

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.  Encourages and guides colleagues to adapt instruction to align with students' developmental levels. Provides a detailed analysis of what can be done to encourage students' learning.

TAB E

RMT 4/23/13

2013/4/19

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Classroom Teacher

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 Indicate:	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.

TAB E

RMT 4/23/13

za 4/19/13

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Teacher-in-Charge (with a class)  
\_\_\_\_\_ Teacher-in-Charge (without a class)

SY 2012-2013

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

(In addition to the teaching position, to apply for the Teacher-in-Charge position, complete both applications: the DDESS Summer Enrichment Teacher-in-Charge Application **and** the Teacher Application.)

**Three Critical Components for the Teacher-in-Charge (TIC):**

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 is responsible for 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 Counselors 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:

TAB F

RIT 4/23/13

on 4/19/13

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Teacher-in-Charge (with a class)  
\_\_\_\_\_ Teacher-in-Charge (without a class)

**Rubric for Evaluating DDESS Summer Enrichment Teacher-In-Charge for SY 2012-2013**

This form should be used for determining distinguished Teachers-in-Charge for the Summer Enrichment Program

**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 response	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 response	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.

Applicant # \_\_\_\_\_

Application for: \_\_\_\_\_ Teacher-in-Charge (with a class)  
\_\_\_\_\_ Teacher-in-Charge (without a class)

**3. Technology:**

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

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

TAB G

*RM 4/23/13*

*22 4/19/13*

Department of Defense Education Activity  
2013 Summer Enrichment Program

**DoDEA SUMMER ENRICHMENT PROGRAM AGREEMENT**  
Teacher

I agree to accept a stipend for work as a 2013 Summer Enrichment Program teacher. I understand the stipend paid for this activity is \$4,418. The time worked will be as follows:

- Week 1      Two-day training – 8 hours per day  
                 Three-day preparation time – 4 hours per day (or as needed)
- Weeks 2-5    Monday – Friday, 8:30 AM – 12:30 PM
- Week 5      Friday, 1:00 PM – 4:30 PM (3.5 hours for wrap-up and after action report)

**DESCRIPTION OF TASKS TO BE PERFORMED**

1. I will attend the two days of training prior to the beginning of instruction.
2. I will focus instruction on an interdisciplinary math/language arts program.
3. I will coordinate with the Teacher-in-Charge and other assigned educators to ensure a positive academic enrichment program for all students assigned to my multi-grade-level configuration.
4. I will coordinate with the Teacher-in-Charge to accommodate students in the event of my absence.
5. Prior to my departure on the last day of the Summer Enrichment Program, I will complete the after-action report in the format provided and forward it to the Teacher-in-Charge.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date Employee Signed

\_\_\_\_\_  
Date Principal Signed

TAB H

*RIT 4/23/13*

*2013 4/19/13*

Department of Defense Education Activity  
2013 Summer Enrichment Program

**DoDEA SUMMER ENRICHMENT PROGRAM AGREEMENT**

Teacher-in-Charge

(With an assigned class – for sites with five or fewer classes)

I agree to accept a stipend for work as a 2013 Summer Enrichment Program Teacher-in-Charge (with an assigned class). I understand the stipend paid for this activity is \$4,874. The time worked will be as follows:

- Week 1      Two-day training – 8 hours per day  
                 Three-day preparation time – 4 hours per day (or as needed)
- Weeks 2-5    Monday – Friday, 8:30 AM – 12:30 PM
- Week 5      Friday, 1:00 PM – 4:30 PM (3.5 hours for wrap-up and after action report)

DESCRIPTION OF TASKS TO BE PERFORMED

1. I will attend the two days of training prior to the beginning of instruction.
2. I will focus instruction on an interdisciplinary math/language arts program.
3. I will coordinate with and support program teachers to ensure a positive academic enrichment program for all students assigned to my cluster site.
4. I will coordinate management, dissemination, and collection of all program materials.
5. I will maintain student information records for all site participants.
6. I will coordinate with district, area, and Headquarters offices as needed.
7. I will coordinate with program teachers to accommodate students in the event of a teacher absence.
8. I will coordinate with parents regarding student issues when necessary.
9. I will submit weekly attendance to the Area Service Center POC.
10. Prior to my departure on the last day of the Summer Enrichment Program, I will compile the after-action reports for my cluster site in the format provided and forward them to the district office and the Area Service Center POC. I will submit all receipts for summer enrichments supplies purchased by the district not to exceed \$100 per teacher.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date Employee Signed

\_\_\_\_\_  
Date Principal Signed

TAB H

*RM 4/23/13*

*2013/11/13*

Department of Defense Education Activity  
2013 Summer Enrichment Program

**DoDDS SUMMER ENRICHMENT PROGRAM AGREEMENT**

Teacher-in-Charge

(No assigned class – for sites with six or more classes)

I agree to accept a stipend for work as a 2013 Summer Enrichment Program Teacher-in-Charge (no class assigned). I understand the stipend paid for this activity is \$4,874. The time worked will be as follows:

- Week 1      Two-day training – 8 hours per day  
                 Three-day preparation time – 4 hours per day (or as needed)
- Weeks 2-5    Monday – Friday, 8:30 AM – 12:30 PM
- Week 5      Friday, 1:00 PM – 4:30 PM (3.5 hours for wrap-up and after action report)

**DESCRIPTION OF TASKS TO BE PERFORMED**

1. I will attend the two days of training prior to the beginning of instruction.
2. I will focus instruction on an interdisciplinary math/language arts program.
3. I will coordinate with and support program teachers to ensure a positive, academic enrichment program for all students assigned to my cluster site.
4. I will coordinate management, dissemination, and collection of all program materials.
5. I will maintain student information records for all site participants.
6. I will coordinate with district, area, and Headquarters offices as needed.
7. I will substitute for program teachers if they are absent.
8. I will coordinate with parents regarding student issues when necessary.
9. I will submit weekly attendance to the Area Service Center POC.
10. Prior to my departure on the last day of the Summer Enrichment Program, I will compile the after-action reports for my cluster site in the format provided and forward them to the district office and the Area Service Center POC. I will submit all receipts for summer enrichment supplies purchased by the district not to exceed \$100 per teacher.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date Employee Signed

\_\_\_\_\_  
Date Principal Signed

TAB H

*RMT 4/23/13*

*DM 4/19/13*