

PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM

JCPS Board Update

February 24, 2014

Goals

- ▣ Every child in every classroom will be taught by a highly effective teacher.
- ▣ Every school in every district will be led by a highly effective principal.
- ▣ Every district in the Commonwealth will be led by a highly effective superintendent

A Common Understanding of Effectiveness

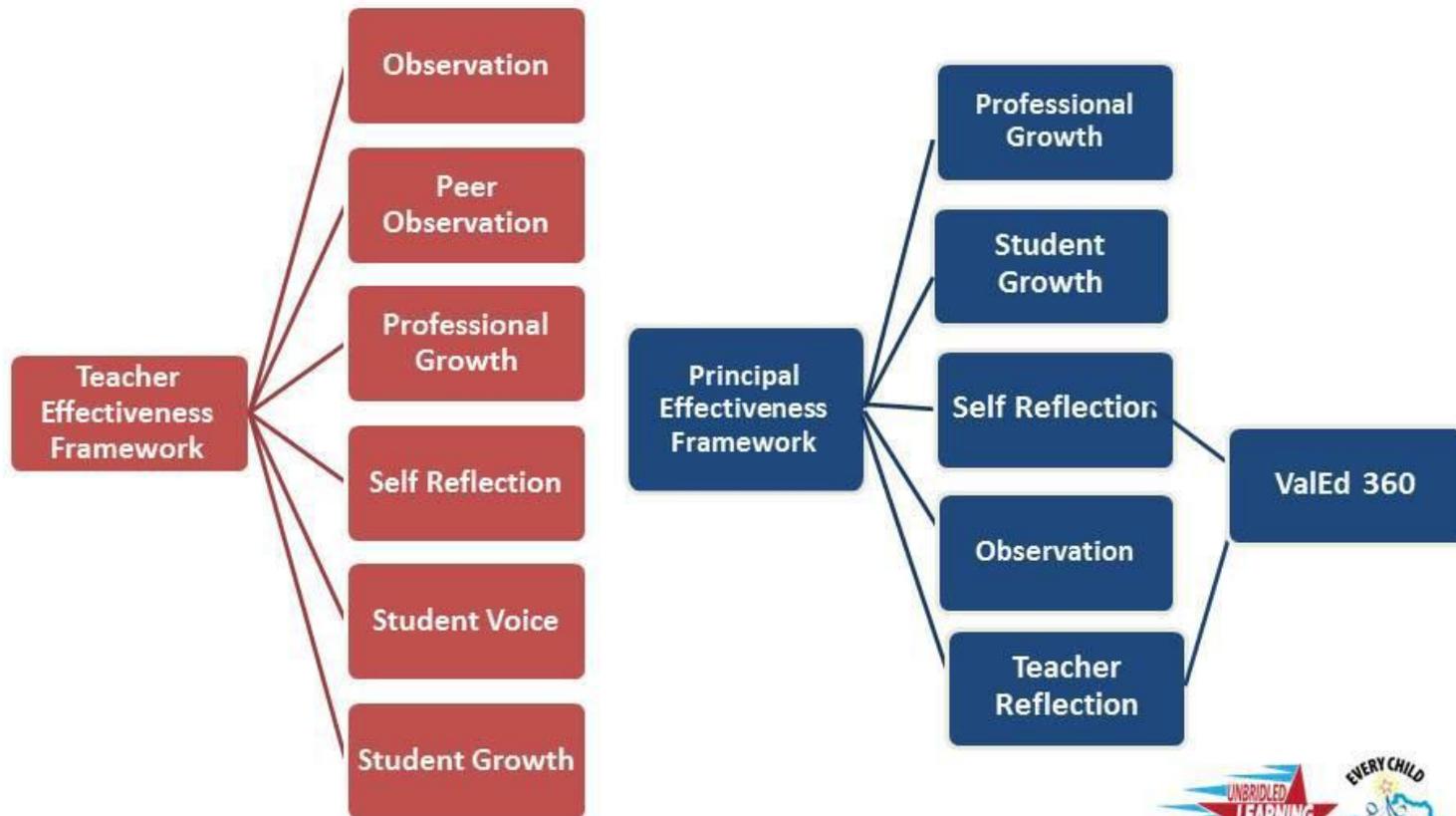
KENTUCKY'S FRAMEWORK FOR TEACHING

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

*(adopted for Kentucky Department of
Education)*

5.24.2012

Kentucky Multiple Measures of Effectiveness Supported with Artifacts and Evidence (Proposed)



Educator Quality Oversight Committee (EQOC)

- ▣ Functions as JCPS's Collaborative 50/50 committee.
- ▣ Is made up of five teachers and five administrators.

Tiffany Armour, Director ARD	John Ansman, Principal
Alan Young, Project Manager	Tony Prince, Teacher
Jo McKim, Goal Clarity Coach	Marty Pollio, Principal
Margie Eckerle, ETC Region 4	Royce Whitman, Teacher
Beverly Chester-Burton, Teacher	Faith Stroud, Principal
- ▣ Meets bi-monthly to provide collaborative input, oversight, and communication in relation to PGES implementation, feedback loops, and educator growth system engagement and planning.

JCPS/KDE U.S. Education Delivery Institute (EDI) Collaborative Team

- ◉ In partnership with the Kentucky Department of Education, and their work with EDI, JCPS along with Fayette County, were invited to engage in a self-assessment of PGES implementation.
- ◉ This district administrative team is involved in the day-to-day planning and implementation of information, resources, tools, guidelines, and checklists that impact the school level, and attend state meetings to provide feedback, and obtain updates.
- ◉ This team meets weekly, and is comprised of Tiffeny Armour, Alicia Averette, Glenn Baete, Julie Barrett, Dena Dossett, Margie Eckerle, Joe Leffert, Marco Munoz, and Alan Young.

KDE & The Teacher Effectiveness Steering Committee

- ▣ Each district will have to write, and approve, a District Certified Evaluation Plan (CEP).
- ▣ A model evaluation plan has been provided as a resource to assist districts.
- ▣ All of our district committees and team members will be working collaboratively to create a draft plan that will need JCPS Board approval by December 2014.
- ▣ KDE asked all district Points of Contact to complete the *Certified Evaluation Plan Check List* – has created a “to do list to get us to December 2014.



Professional Growth and Effectiveness System Certified Evaluation Plan Training



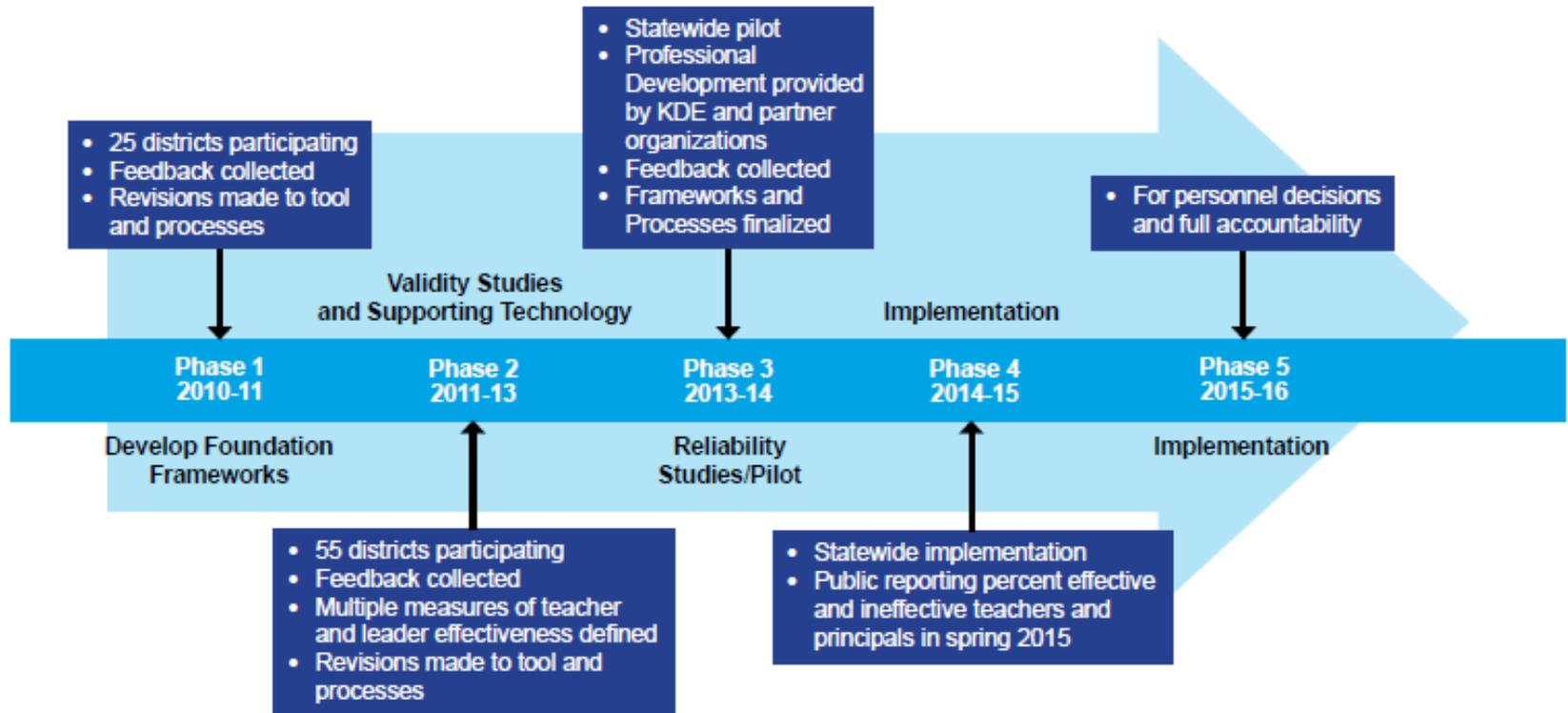
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Agenda

Introduction

- ▣ Professional Growth Plan/Self-Reflection
- ▣ Observation
- ▣ Student Voice
- ▣ Student Growth
- ▣ Overall Rating
- ▣ Principal Professional Growth and Effectiveness
- ▣ Next Steps

Timeline for Deployment of the Professional Growth and Effectiveness System



Resources

- Current CEP
- PGES Model CEP
- PGES Checklist
- Expertise of 50/50 Committee
- PGES Consultants
- KLA/ISLN



Model Certified Evaluation Plan

- Guidance provided for 50/50 committee to revise CEP and fulfill requirements of PGES
- Required and Local Decisions are stated
- Examples are provided in the Appendix



Considerations

- ❑ Evaluation Committee (50/50 Committee)
- ❑ Personnel Decisions for the 2014-15 school year
- ❑ Preschool, Other Professionals, and KTIP Pilot Systems
- ❑ Capacity Building
- ❑ Connect TPGES to PPGES throughout the day
- ❑ CEP Submission



How PGES impact schools and our district?

It impacts *all* teachers and administrators together within our EGS.

PGES = TPGES and PPGES



Teacher Professional Growth and Effectiveness System

(TPGES)



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Framework for Teaching

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

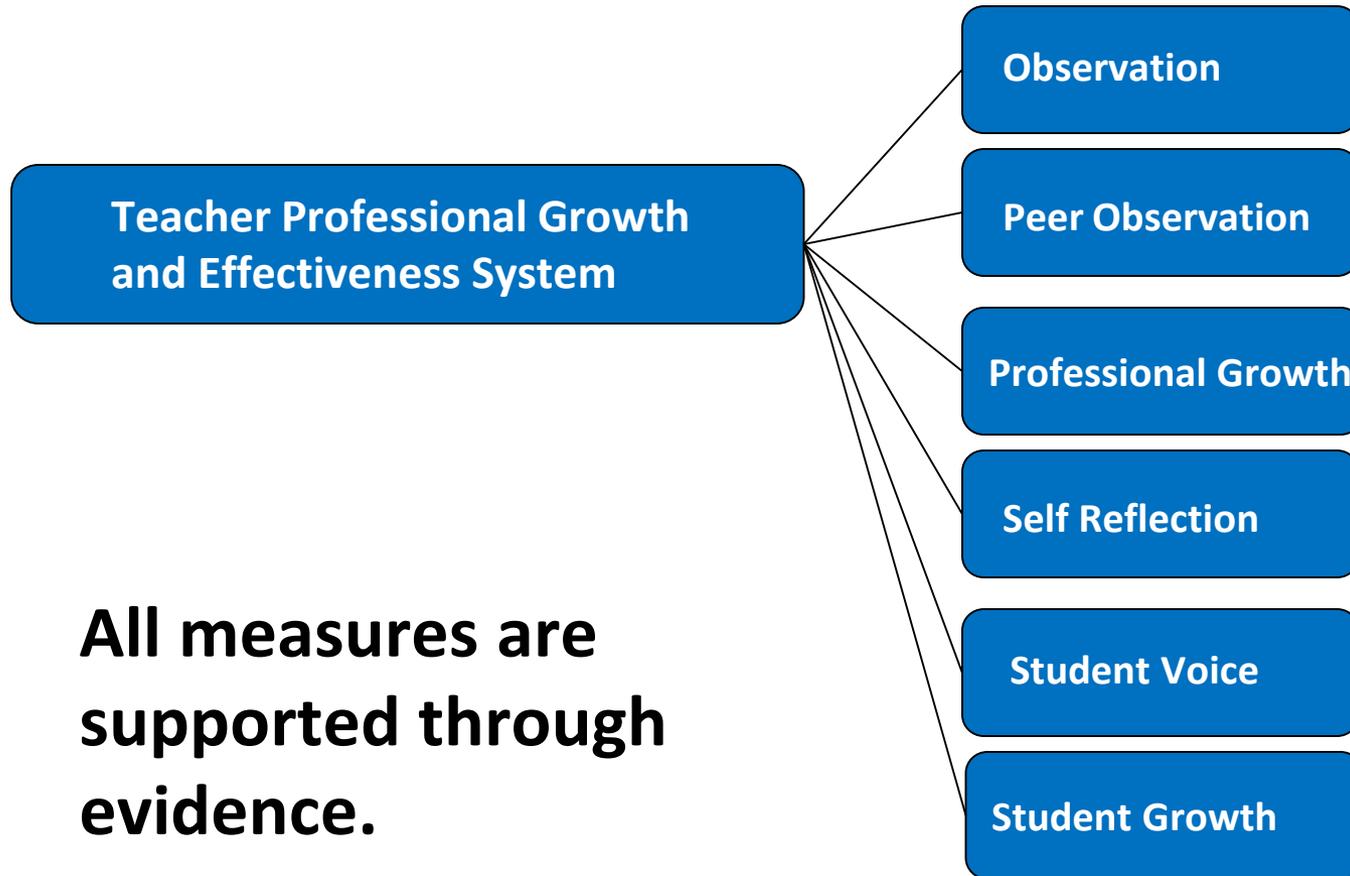
Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Proposed Multiple Measures



All measures are supported through evidence.

Each of these measures will be explained during the two-day session.



Observation



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Peer and Evaluator Observations

- Use the same instruments
- Evaluator observation will provide documentation and feedback for teacher effectiveness (SUMMATIVE RATING)
- Peer observation will only provide formative feedback (NO SUMMATIVE RATING)



Evaluator Observer Certification

- ▣ Evaluators must complete the Teachscape Proficiency Observation Training

- ▣ Three sections:

Framework for Teaching Observer Training
Framework for Teaching Scoring Practice
Framework for Teaching Proficiency Assessment

Evaluator Observer Certification Cycle

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Certification

Teachscape, the current approved technology platform, must be used for certification and calibration.

District Decisions

- ✓ How will the district support Observation Certification and procedures to maintain certification.



Peer Observation

- ▣ All teachers will be observed by a trained Peer Observer during the summative year.
- ▣ All Peer Observers participating during the summative year observations will complete the state developed training.



District Decisions

- ✓ Identify an Observation Model
- ✓ Determine Observation pre/post conference protocol
- ✓ Develop Observation Schedule
- ✓ Observation Certification
 - Procedures
 - District Support
- ✓ Peer Observers
 - Selection and Training
 - Number of Peer Observations
 - Peer Observation Model



Professional Growth

Informing
Professional Practice



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Professional Growth Plan (PGP) Development

Multiple Sources of Data

- Classroom Observation Feedback
- Student Growth/Achievement
- Self-Assessment
- Reflection

Self-Reflection

- Instructional Planning
- Lesson Implementation
- Content Knowledge
- Beliefs
- Dispositions



District Decisions

- ✓ Explain the expectations for developing a Professional Growth Plan (PGP) and ongoing Self-Reflection.
- ✓ What is the process for teachers to input the PGP and Self-Reflections into CIITS?





Student Voice Survey



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Student Voice Survey Guiding Principles

- ▣ The Superintendent of each district will assign a point of contact to be responsible for overseeing and administering the Student Voice Survey meeting Ethics Requirements
- ▣ The district point of contact will be responsible for the general and administrative, processes for ensuring Student Voice produces results for teachers in their district.

Guiding Principles

- ▣ The District will determine the number of sections required per teacher to participate in the survey. Participating teachers must have a minimum of one section respond to the survey
- ▣ Building Principals will determine the section(s) participating in the Student Voice Survey.

Guiding Principles

- ▣ The student voice survey coordinator will work to ensure that all classes participating in the survey have computers with Internet access.
- ▣ For teachers who work in collaborative classrooms, there are several scenarios as to how their students may be surveyed.
- ▣ Students with ELL, IEPs, 504 Plans will receive requisite supports to ensure equal access.

District Decisions

- ✓ Identify the Point of Contact
- ✓ Determine the number of sections per teacher
- ✓ Develop a plan to provide accommodations to students for equal access.





Student Growth



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Student Growth Goal Criteria

- ▣ Congruent with KCAS grade level and content
- ▣ Enduring skills, understandings, processes or concepts
- ▣ Allows all students to demonstrate knowledge and growth

Student Growth Measures

Student Growth *Percentiles*

The state contribution for student growth is based on

- KDE state assessment data.
- Teachers of Grades 4-8, reading and mathematics
- Rating based on each student's rate of change, compared to academic peers
- Median SGP for a teacher's class is compared to that of the state
- Measures progress for students at all performance levels

Student Growth *Goals*

The local contribution for the student growth measure is a rating based on

- the **degree to which a teacher meets the growth goal**
- for a set of students
- over a specified period of time as indicated in the teacher's Student Growth Goal (SGG).

All teachers, regardless of grade level and content area, will develop SGGs for inclusion in the local student growth measure.

Rigor and Comparability

Rigor

- ▣ Rigor means congruency to the standards.

Sources
of
Evidence

=

True
intent of
the
Standards

To Ensure Rigor of SGGs

- The district must include the **degree to which** the **goal** and the **assessments** meet the SGG criteria.

OPTION A: Rigor Rubric

OPTION B: Peer-Review and/or Jury Process

OPTION C: District-Defined Option

- The SGG provides **access and opportunity for all** students, including students with disabilities, ELLs, and gifted/talented students.



District Decisions

- ✓ Discuss with your team the required number of SGGs for teachers .
- ✓ Describe the process for determining rigor of SGG.

Comparability

- ▣ Teachers agree on what it looks like for students to meet a given standard or group of standards.
- ▣ Assessments are appropriate for students to show that they meet the intent of the standard
- ▣ Assessments may be different in structure, even when assessing the same standards.



District Decisions

- ✓ Work with your team to describe how comparability of SGG and Assessments will be met.

Determining Growth

- ▣ SMART process for goals
- ▣ Options for rating low, expected or high growth:
 - Pre-Test/Post-Test
 - Repeated Measures Design
 - Holistic Evaluation

District Decisions

- ✓ Determine the number of SGGs for teachers.
- ✓ Ensure rigor and comparability of SGG and Assessments
- ✓ Determine high/expected/low growth





Overall Performance Rating



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Determining an Educator's Overall Performance Category

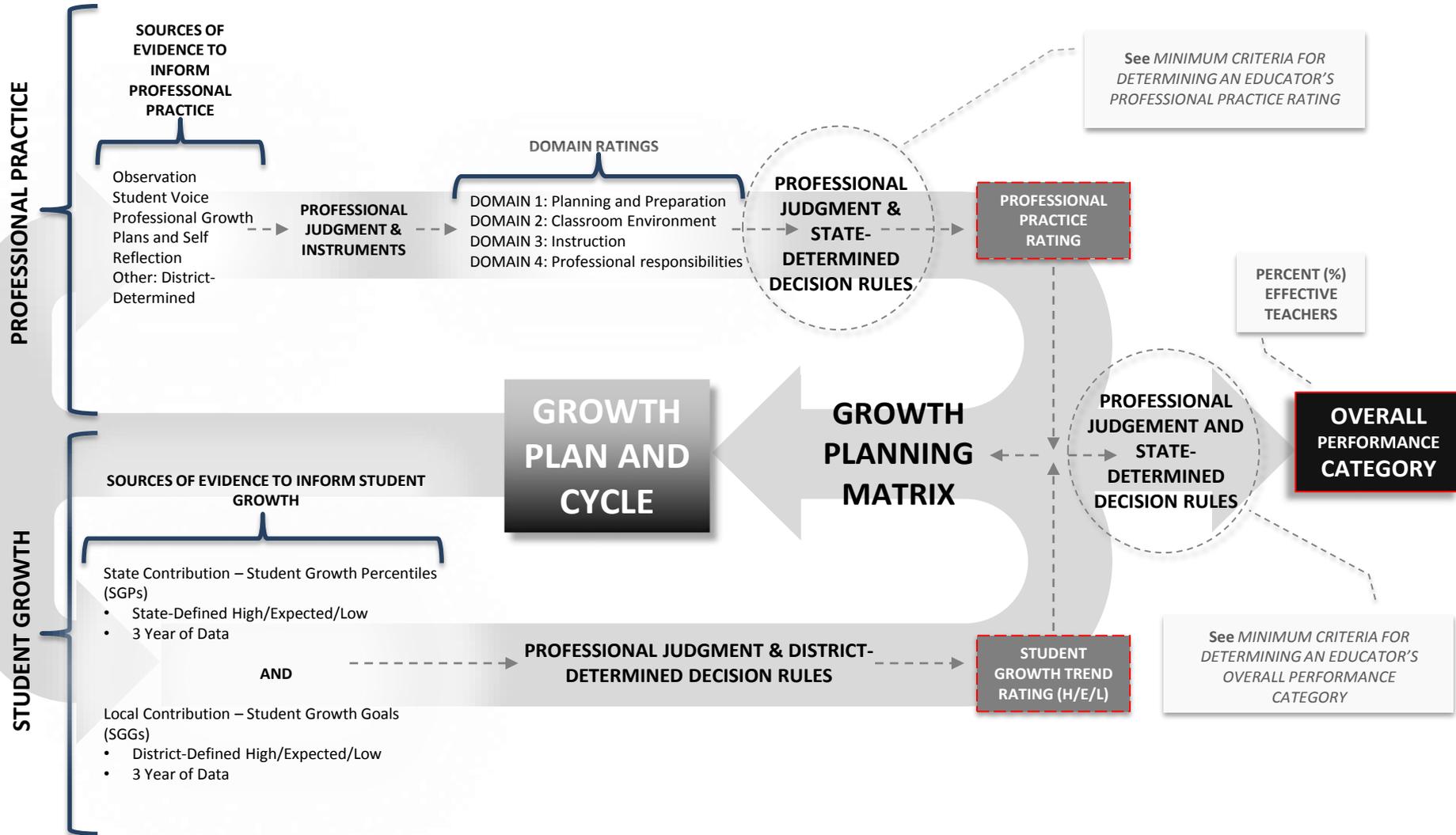
- ▣ Overall Performance Category
 - This is a combination of the teacher's Professional Practice Rating AND Student Growth Rating

- ▣ The Teacher Effectiveness Steering Committee (TESC) has proposed a set of MINIMUM criteria when determining the Overall Performance Category.

- ▣ Refer to handout.

Overall Performance Category

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS MODEL





Growth Planning Matrix



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Growth Planning Matrix

▣ Non-Tenured:

- A yearly directed growth plan.

▣ Tenured Teachers:

- Growth plans and summative cycle will be based on the Growth Planning Matrix

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS

PROFESSIONAL PRACTICE RATING

PROFESSIONAL PRACTICE RATING	EXEMPLARY	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3. 		
		ACCOMPLISHED			
	DEVELOPING	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually. 	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	
		INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan 	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	
		LOW	EXPECTED		HIGH

STUDENT GROWTH TREND RATING

KDE:ONGL:FCS:TB:011814

District Decisions

- ✓ Determine method for combining local student growth goal and state student growth percentile to rate overall growth as low, expected, and high
- ✓ Your district must establish how a teacher's Student Growth Rating will be determined. (e.g. rubrics, decision rules, quantitatively, etc.)
- ✓ The decision rules that have been established are the MINIMUM requirements by the district. Your district may add additional criteria if desired.

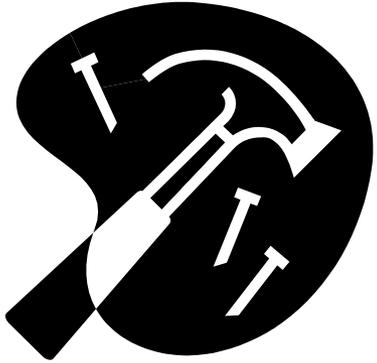


Principal & Assistant Principal Professional Growth and Effectiveness System

(PPGES)



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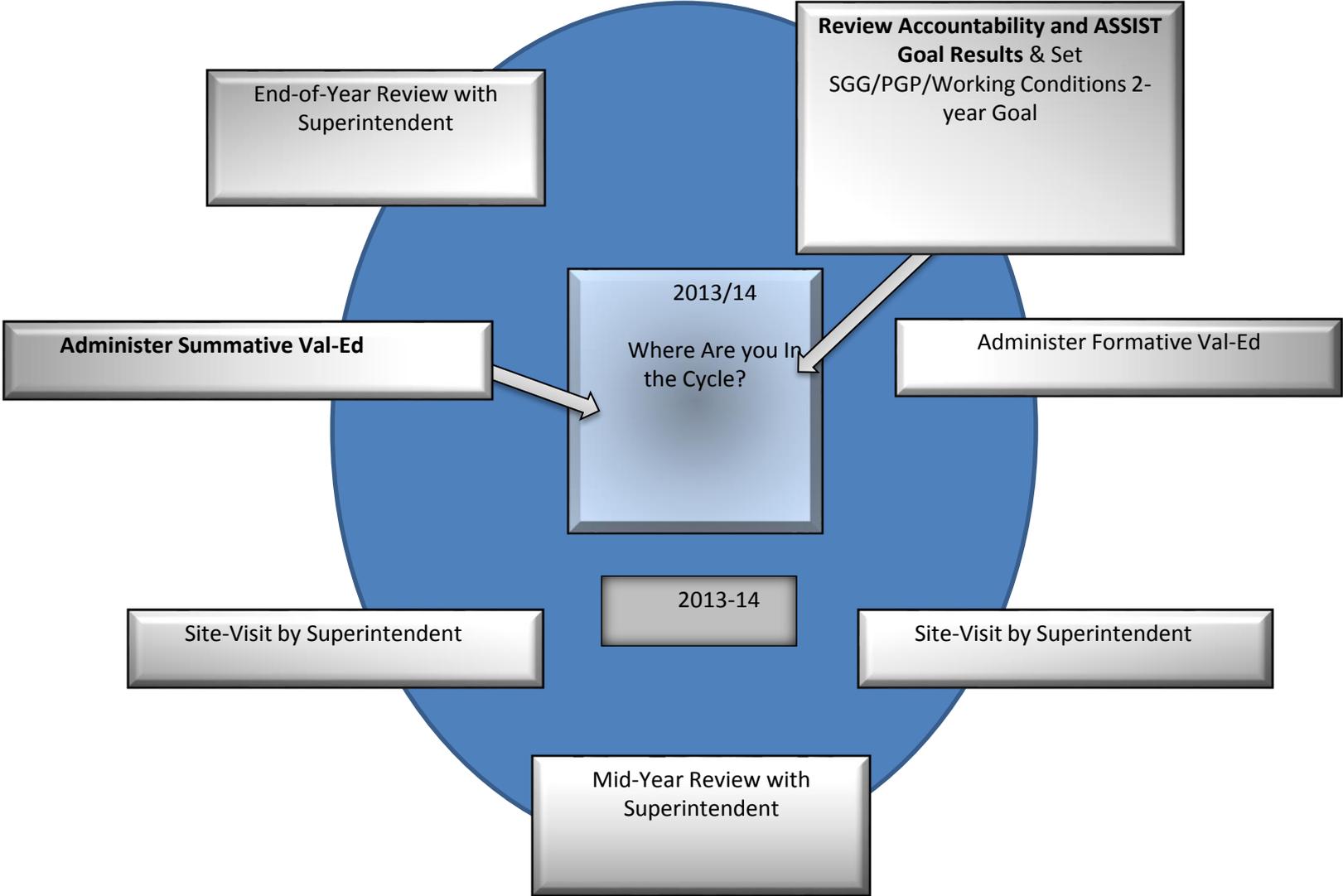


CEP Committee Essential Tools

- The CEP Model Plan
- The PPGES Guide (Draft)
- The District Current CEP Plan
(Confirm Plan Assurances)

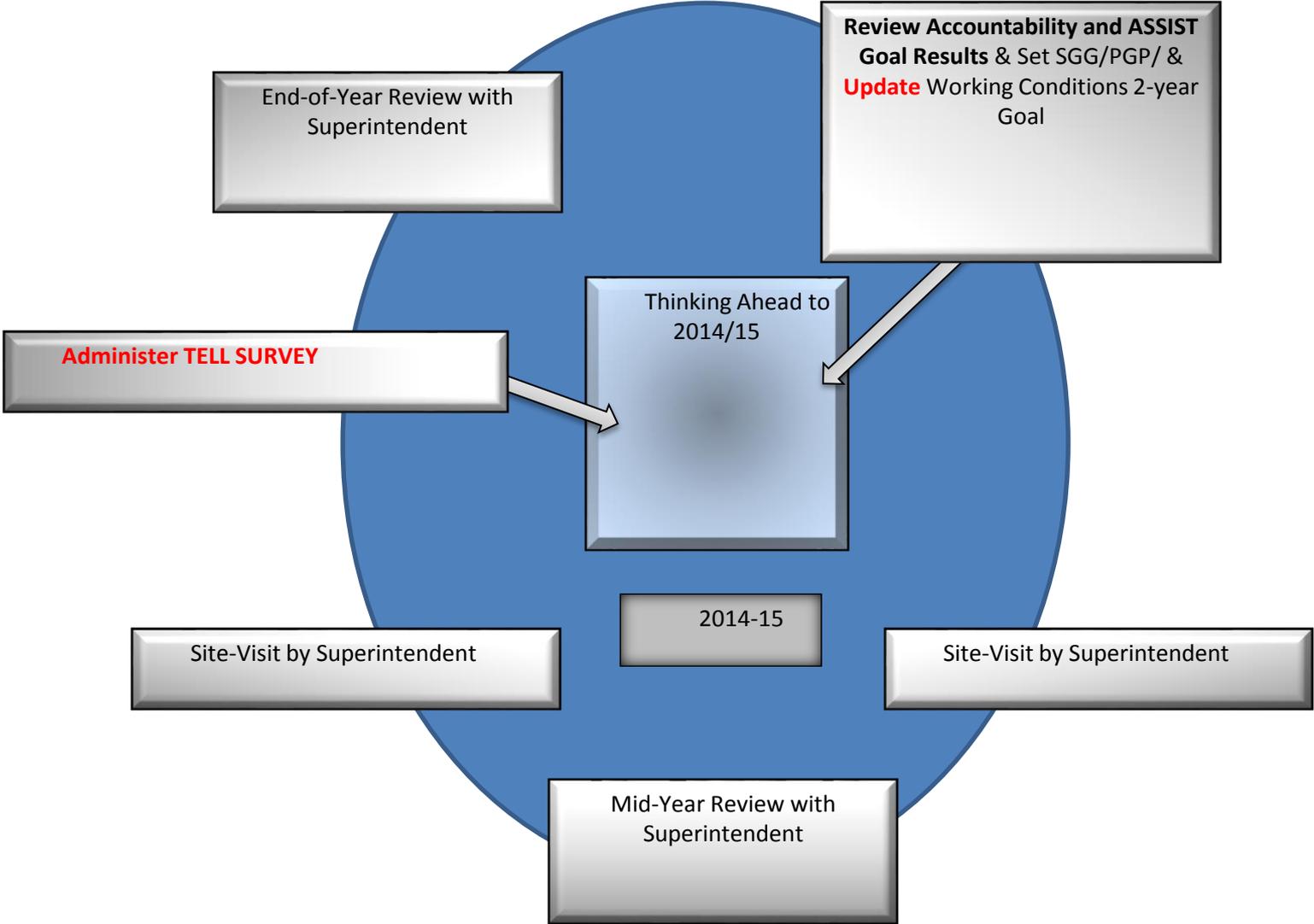
Two Year Cycle of the PPGES

Where are we now?



Two Year Cycle of the PPGES

14/15



Principal Performance Standards

1. Instructional Leadership

2. School Climate

3. Human Resources Management

4. Organizational Management

5. Communication and Community Relations

6. Professionalism

How Does It All Fit? Searching for Trends and Patterns

Sources of Evidence to Inform Professional Practice (Standards Rating)

TELL Kentucky Survey (WC GOAL)

VAL-ED 360 Survey

Professional Growth Plan & Self-Reflection

Site Visits

Sources of Evidence to Inform Student Growth (Student Growth Ratings)

State Contribution –(SGGs) ASSIST/NGL Goal

Local Contribution-Based on School Needs-May parallel state contribution.

Rating Student Growth

- ▣ Result from a combination of professional judgment and district developed rules/rubrics
- ▣ Must include data form both state and local contribution

Districts must describe the process and/or instrument to be used and include as an attachment to their CEP.

Overall Performance Category

Exemplary	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
Accomplished		"Shall" have a minimum of a self-directed growth plan	
Developing	"Shall" have a minimum of a directed growth plan		"Shall" have a minimum of a self-directed growth plan
Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
	Low Growth	Expected Growth	High Growth

PGES and CEP

The Model Professional Growth and Effective System Plan should be used in conjunction with the existing Certified Evaluation Plan to meet the assurances of the Professional Growth and Effectiveness System.

Implementation required but flexible around the following PGES components:

- Site Visits
- VAL-ED
- TELL/Working Conditions
- Student Growth



District Decisions

- ✓ Site Visits
- ✓ Administration of Val-Ed 360
- ✓ Working Conditions Goal based on TELL Survey
- ✓ Student Growth



PGES Considerations

- Evaluation Committee (50/50 Committee)
- Personnel Decisions for the 2014-15 school year
- Preschool, Other Professionals, and KTIP Pilot Systems
- Capacity Building
- Connect TPGES to PPGES throughout the day
- CEP Submission





*Jefferson County
Public Schools*



Shaping the Future