

MEMORANDUM

TO: JEFFERSON COUNTY BOARD OF EDUCATION MEMBERS
FROM: W. S. ECKELS
SUBJECT: TRANSFORMATIONAL MODEL OUTLINE
DATE: JANUARY 7, 2011

Attached for your review, as requested by some Board members, the administration has attempted to put together an outline of what a Transformation Model might look like if adopted.

It should be noted that although JCTA has had the opportunity to provide input, they are not recommending that the district adopt the Transformation Model. They are not in agreement with all of the provisions in the attached document.

The Superintendent has forwarded a copy of the draft plan to the KDE Commissioner for his review. We are requesting your review and feedback as well.

If you have any questions, feel free to contact me.

WSE:sw

MEMORANDUM

TO: DR. SHELDON BERMAN

SUBJECT: TRANSFORMATION MODEL OUTLINE

DATE: DECEMBER 27, 2010

While there are a number of required and permissible options should the district elect to adopt the Transformation Model for implementation in our priority schools, there are three primary areas that will be the most difficult to develop and implement. They are: (1) The modification and implementation of a new evaluation system for teachers and principals that incorporates the measurement of student growth and employee performance; (2) A financial incentive system for teachers and principals in identified schools; and (3) An expedited system for removing employees who are unable to demonstrate educational growth of their assigned students after ample opportunities to improve professional practice. The following is an outline of how we might address these three issues if we were to implement the Transformation Model.

Staff Evaluation

In collaboration with teachers and principals the district shall develop and implement a performance evaluation system that, at a minimum, includes the following:

- The performance criteria required under KRS 156.557 or an approved alternative evaluation plan.
- A professional growth planning conference for each teacher with the principal at the start of each school year to in which the teacher will indicate:
 - Goals for student academic growth; and
 - The evidence the individual staff member will use during the year to monitor student performance in relation to the goals for student academic growth.
- A mid-year (or end of trimester, depending on the school's calendar) conference with each staff member to review progress on the goals, to review the evidence to date, and to develop specific action steps and identify supports to improve professional practice as part of a comprehensive formative evaluation process. The formative evaluation process shall align with professional growth plans and provide timely, clear, and constructive feedback.

- An end-of-year non-summative diagnostic conference with peers and/or the principal to:
 - Review evidence of progress toward goals for student growth; and
 - Review the staff member's performance in relation to the goals considering factors such as multiple observation-based performance assessments by peers and/or supervisors and the ongoing collection of professional practice evidence
 - Serve as the basis for the development of a professional growth plan to improve professional practice in subsequent school years; and in a case where performance is significantly below staff member's goals, serve as the basis for the development of a performance improvement plan. The employee will note in writing the specific performance concerns to be addressed and the actions to be taken to support improvement. (Examples of strategies within the performance improvement plan may include, but are not limited to professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.)

- A supervisor-led goal-setting conference for each principal at the start of each school year and a summative end-of-year conference to review performance criteria required under KRS 156.557 or an approved alternative evaluation plan.

- A summative end-of-year conference for teachers, using the current collectively bargained labor agreement process, to review performance criteria. By joint agreement of the teachers association and the school district, a new summative evaluation instrument and/or process may be designed and implemented.

- A written teacher evaluation based on the summative end-of-year conference.

- An illustrative listing of what may be used formatively as evidence of student growth will be developed by the district in consultation with teachers and principals. It may include standardized test scores, beginning and end-of-course assessments, pre-post test results, portfolios, artifacts, continuous formative feedback, student conferencing, culminating projects, exhibitions of knowledge, results from performance assessments, and other documentation of student performance.

- Professional development for teachers to build their capacity for tracking student growth formatively in order to identify specific learning needs of students and implement differentiated interventions for each learner.

- Documentation of teacher and principal outreach to parents.

- Training for those involved in formative evaluations to ensure that they are conducted with a high level of inter-rater reliability. (This is to address both those evaluating students and professional staff.)

The new evaluation system will be in part by reviewing other successful, research-based evaluation models and will be assessed periodically to gauge its quality and utility.

Financial Incentives

In collaboration with teachers and principals, the school district shall develop a system of financial incentives that may include the following:

- Compensation for leadership opportunities for certified staff demonstrating successful professional practice. Such leadership opportunities may include additional compensation to serve as a “Master” teacher or as a mentor for other teachers or facilitating structured purposeful professional learning communities within the school.
- Compensation for participating in professional learning communities, weekly or bi-weekly, after school, which may be universal and/or mandatory.
- Compensation for attaining National Board Certified Teacher status.
- Tuition assistance to obtain a Masters degree in their assigned field.
- Tuition assistance and stipends for professional development opportunities directly related to a professional growth plan to improve professional practice toward meeting or exceeding goals for student academic growth.
- Consideration of financial incentives in high schools for improvements on College and Career Ready indicators in the new Next General Learner accountability model, such as decreasing the dropout rate, increasing the graduation rate and growth in the number of students enrolling in post secondary education.
- Indirect compensation models (ex. health club memberships, travel for professional conferences, relief from lunch or hall duty, etc.) may be explored as a means to improve the quality of working conditions for staff that have demonstrated success.

Expedited Removal of Staff

This may be the most challenging to implement. In collaboration with teachers and principals the district could develop a process by which, when teacher goal

achievement is insufficient, a corrective action plan is developed and the staff member is given up to 60 days to demonstrate adequate professional practice. Failure to demonstrate adequate professional practice would result in removal from the school or termination under the provisions of KRS 161.790.

Examples of strategies within the corrective action plan may include, but are not limited to professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.