

# Continuous Improvement of Teacher Effectiveness

*CITE*

May 2010



**Douglas County** School District

*Learn today. Lead tomorrow.*

# *CITE* Program

A collaborative partnership  
between the Douglas County  
School District and the  
Douglas County Federation of  
Teachers

# *CITE* Focus Group

- Brenda Smith - DCFT
- Brian Ewert - Human Resources
- Jody Papini - DCFT
- Pat McGraw - Professional Development
- Karen Brofft - Curriculum, Instruction & Assessment
- Dan Mcminimee - Learning Services
- Brian Hales - Professional Development
- Susan Meek - Communication
- Dwight Humphrey - ITS
- Linda Shamlin - Human Resources
- Dan Gerken - Board of Education

# Introduction

- National, State and Local Expectations:
  - Developed by teachers and building administrators
  - Research-Based, differentiated evaluation tool: 4 point scale
  - Aligned to Curriculum, Instruction and Assessment
  - Tailored professional development
  - System wide metrics and measures of student growth and achievement
  - System wide metrics and measures of teacher effectiveness
  - Linked to teacher compensation and career advancement
  - Linked to employment decisions (probationary status/tenure)
  - Aligned to new State Legislation (Senate Bill 191)

# DCSD BoE Expectations

- The vision of the Douglas County School District is to help students acquire the knowledge, skills and dispositions to be responsible citizens who contribute to our society. (BoE End Statements)
- DCSD must compensate teachers in a manner and amount that attracts and retains teachers who have a demonstrated ability to have students successfully accomplish the Ends. (Executive Limitation 1.4.1)
- DCSD must compensate individual (or groups of) teachers in a manner and amount that adequately reflects that individual teacher's (or group of teachers') demonstrated ability to have students successfully accomplish the Ends in relation to other teachers. (Executive Limitation 1.4.2)

# Overview

- 2010 – 2011:
  - Full implementation of differentiated evaluation for licensed employees
  - Development and implementation of e360 stakeholder feedback
  - No pay for performance linked to evaluation
  - Development of Admin/Pro/Tech differentiated evaluation tool
  - Development of common interim assessments (4 content areas)
  - Professional Development for licensed employees and administrators

**Budget: \$145,000 DCSD (\$55,000 on going costs)  
\$228,000 AFT Grant**

# Overview

- 2011 – 2012:
  - Add:
    - Personnel
    - Hardware, Software
    - Group Incentive, Skills Blocks

**Budget: \$6 – 9 million ongoing costs**
- 2012 – 2013:
  - Add:
    - School Incentives

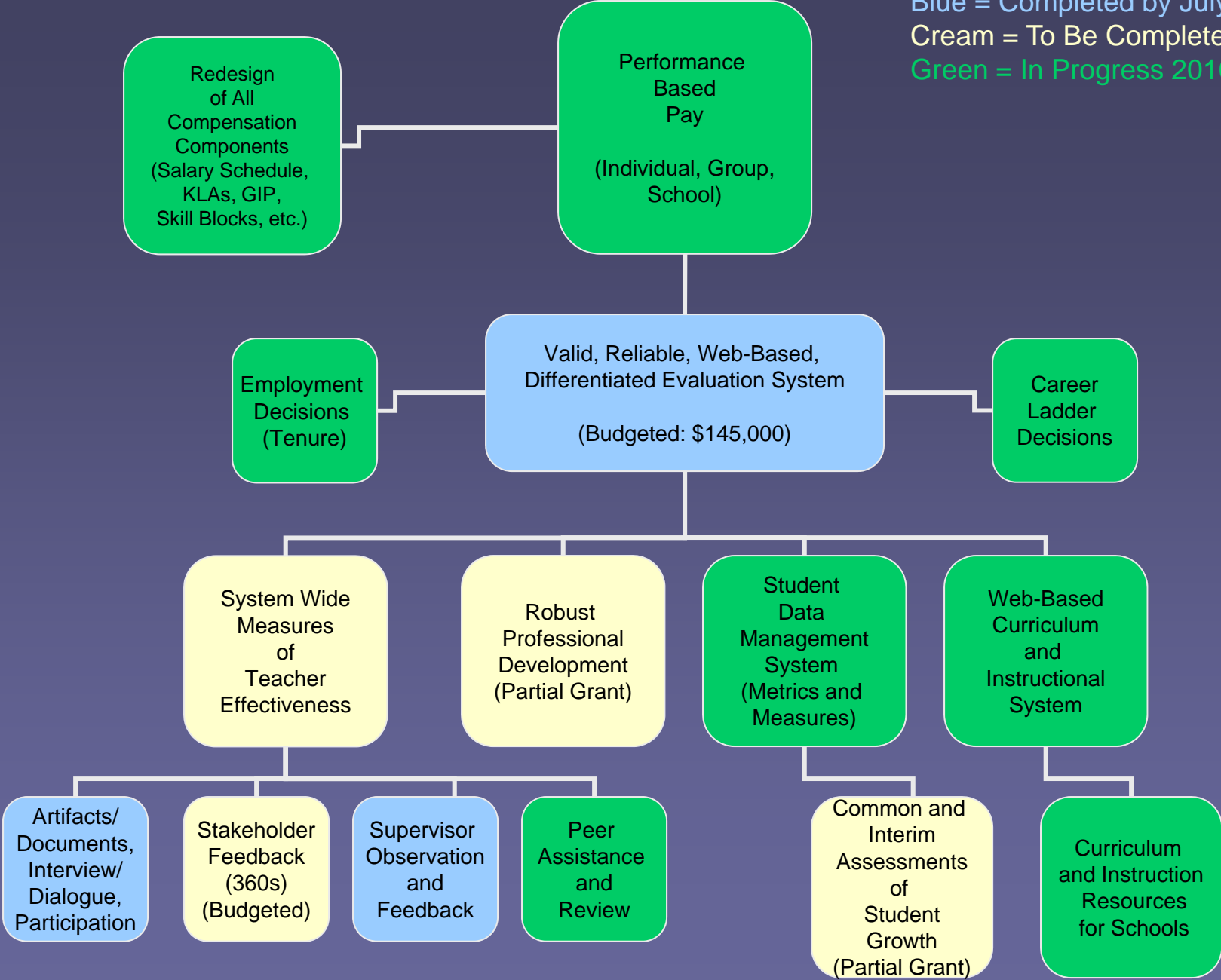
**Budget: \$8 – 10 million ongoing costs**
- 2013 – 2014:
  - Add:
    - Individual Incentives

**Budget: \$15 – 20 million ongoing costs**

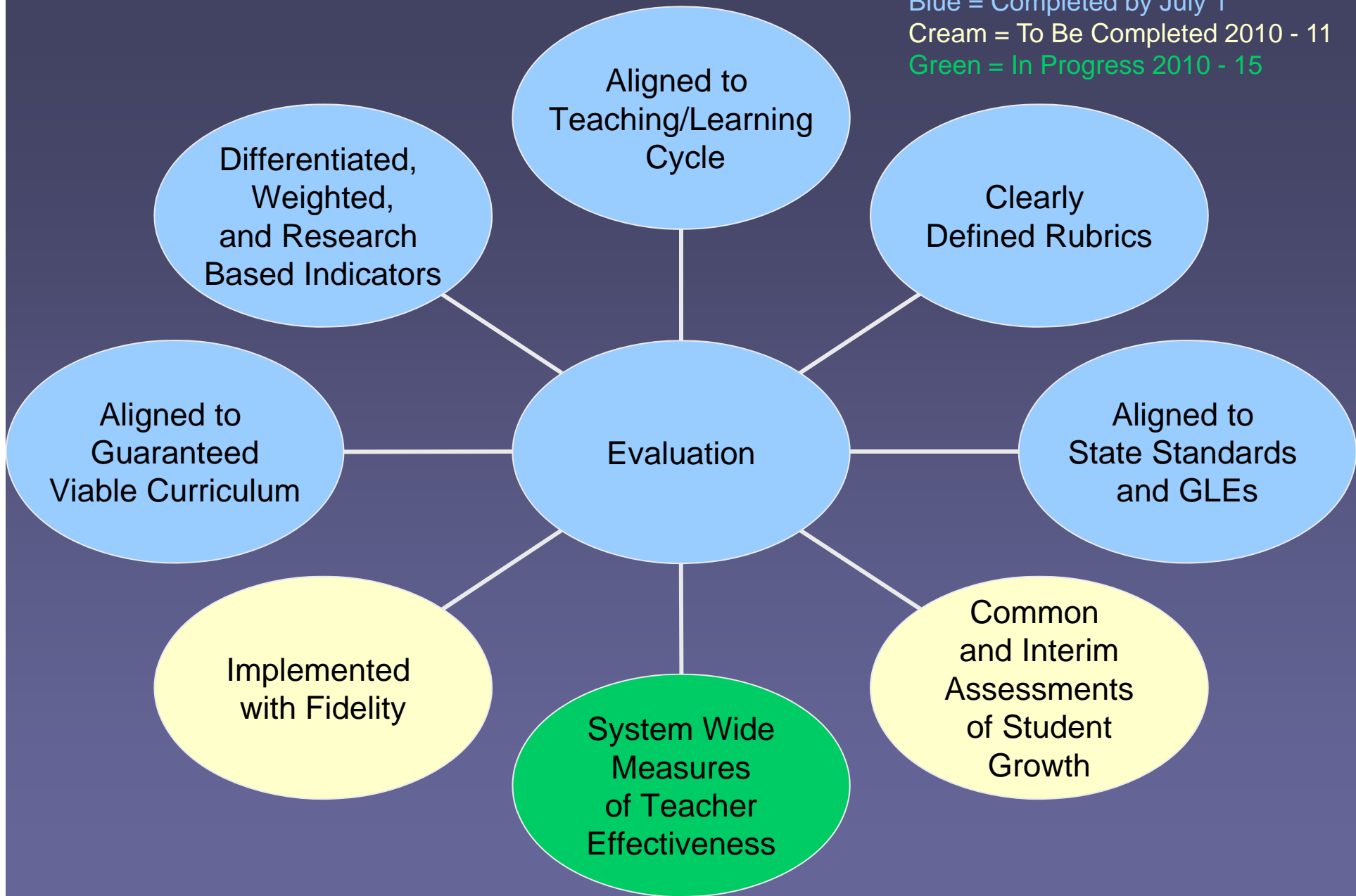
# Overview

- 2010 – 2015:
  - Redesign of Compensation System
    - Opportunities to earn additional monies
    - Not designed to lower base compensation
    - Transition period

Blue = Completed by July 1  
Cream = To Be Completed 2010 - 11  
Green = In Progress 2010 - 15



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# Halogen

(Web Based Evaluation Tool)

- Allows for data-mining
- Provides metrics and gap analysis
- 100% system wide accountability (goal setting, mid year, observations, year end appraisal)
- Provides for Stakeholder Survey (360)
- Provides for 3<sup>rd</sup> party feedback
- Provides for future compensation management

# *CITE* Program

- Recruited Best and Brightest
- Involvement from 100+ teachers and building administrators
- 6 evenings x 3 hours: licensed employees
- Refined and prioritized indicators
- Clearly defined each indicator using a 4 point scale (Unsatisfactory, Developing, Professional, Distinguished)
- Brainstormed multiple measures/metrics of student achievement and growth
- Brainstormed multiple measures/metrics of teacher effectiveness

# *CITE* Program

- Differentiated Teacher Evaluation System
- 21 Professional Indicators
  - 1 Primary Indicator
    - THE MOST IMPORTANT!
  - 9 Secondary Indicators
    - IMPORTANT!
  - 11 Tertiary Indicators
    - Basic Expectations

# Primary Indicator

THE MOST IMPORTANT!

- Monitor Student Progress and Results
  - Multiple measures will be investigated when evaluating progress and results during 2010 - 2011
  - Common assessments will be determined in the coming years

# Secondary Indicators

IMPORTANT!

- Integrate 21st Century Skills
- Utilize Quality Assessment Practices
- Analyze Data
- Instructional Design and Implementation Practices
- Demonstrate Content Knowledge and Implementation of a Standards-Based Teaching/Learning Cycle
- Exhibit Leadership and Advocacy
- Establish and Maintain an Instructional Learning Environment
- Collaborate
- Engage in Professional Development and Continuous Improvement

# Tertiary Indicators

## Basic Expectations

- Communicate on Progress
- Demonstrate Professionalism
- Demonstrate Student Management and Progress
- Systematically Manage Processes
- Demonstrate Adherence
- Embrace an Inclusive Learning Environment
- Align to School Improvement Plan
- Problem Solve
- Demonstrate Communication Skills
- Demonstrate Situational Awareness
- Demonstrate Self Awareness

# Next Steps

- Unwrapping the Indicators
  - Certified & Administrators
- Halogen Training