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# Change Happens:

Teacher and Leader Support and  
Development:  
TKES, LKES and Title IIA

**Cindy Saxon**

Associate Superintendent  
Teacher & Leader Support & Development

# Teacher and Leader – What's in a name?



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- No longer under the Office of School Improvement
- Currently under the Office of Teaching and Learning
- Formerly Teacher and Leader Effectiveness
- Currently Teacher and Leader Support and Development

# Learning Targets

- Review TKES & LKES components and district flexibility
- Review Title IIA focus
- Understand the impact of ESSA on the work

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# SB 364 Changes - TKES



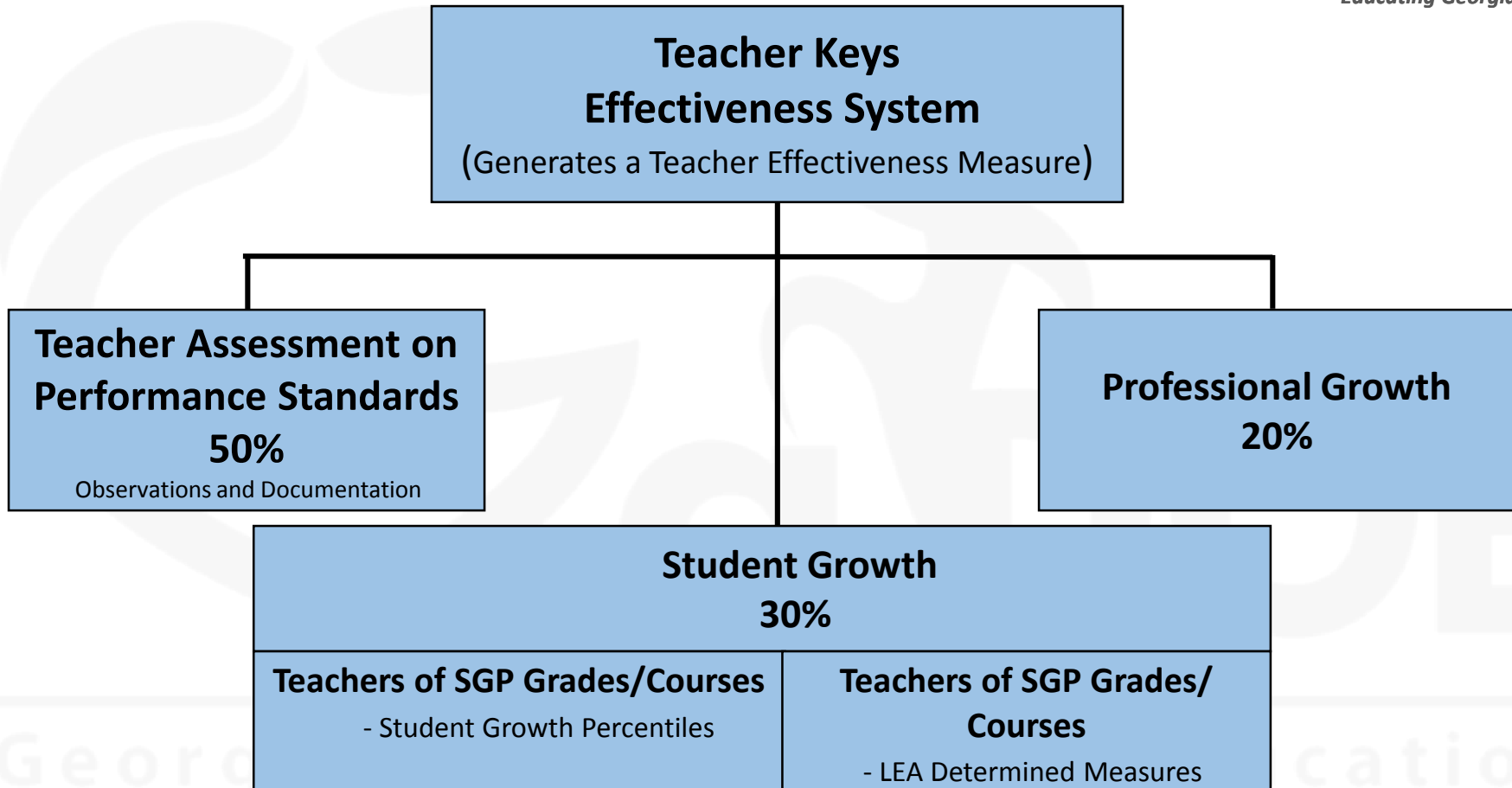
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- Reduced number of observations
- 30% of the TEM based on Student Growth on only one measure per teacher
- Student growth for non-SGP teachers to be determined and administered by the district
- 20% of the TEM based on Professional Growth
- NO student surveys

# Teacher Keys Effectiveness System



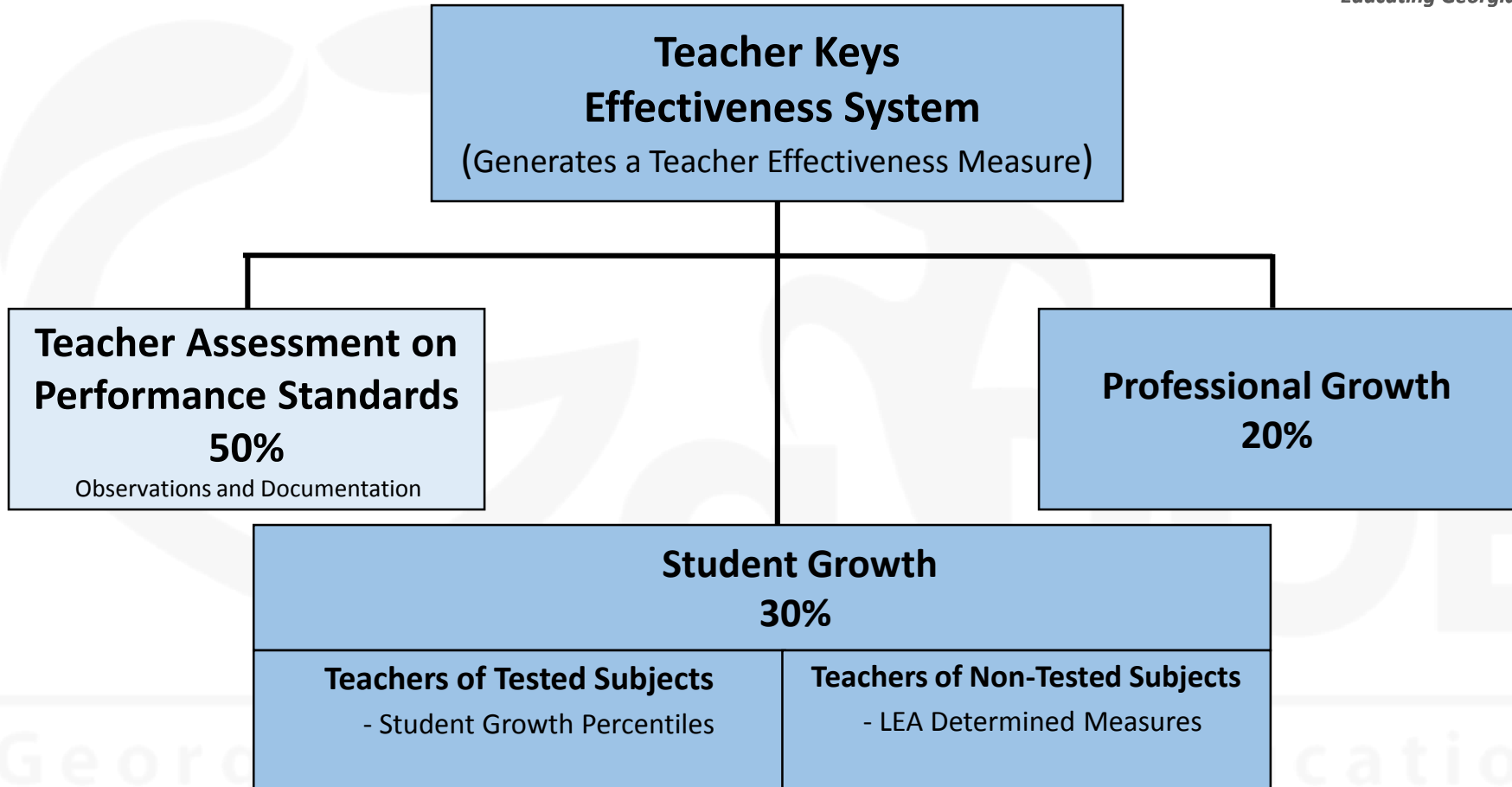
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# TAPS Process: Full vs. Flexible



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## Full Formative Process

- Orientation
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Formative Assessments – Consisting of four Walk-throughs, two Formative Observations, and documentation
- Summative Assessment

## Flexible Process

- Orientation
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Observations, at a minimum, as defined by the district
- Summative Assessment

# Full TAPS Formative Process

**Required** for all educators who fall into one of these categories:

- Induction Teachers (three or less years of experience will participate in the full TAPS Formative Process)
- Teaching out-of-field (non-renewable certificate)
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development or Ineffective





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# Flexible TAPS Process

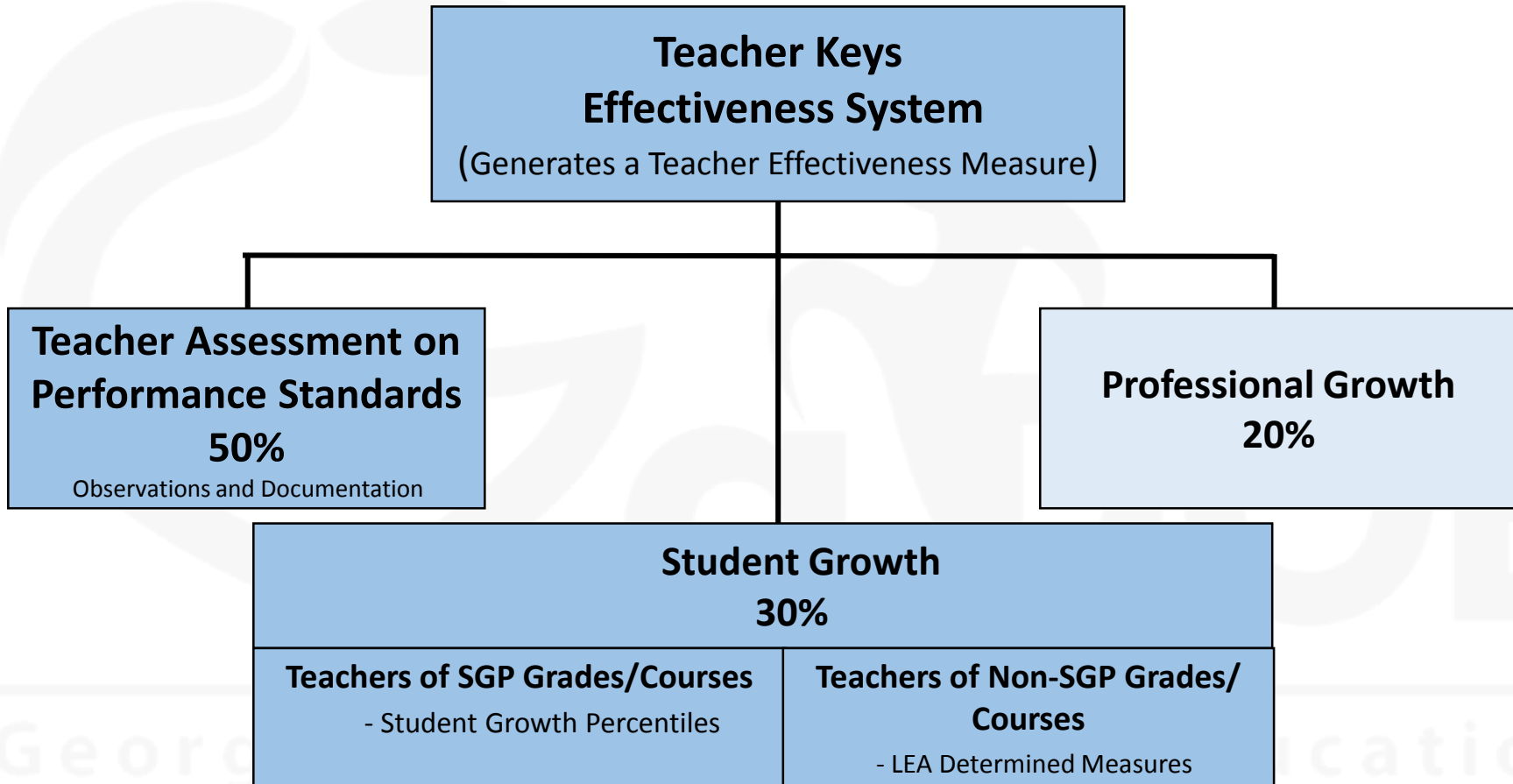
- Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative/TEM
- Consists of a minimum of two observations as defined by the district

## DISTRICT DECISION

# Teacher Keys Effectiveness System



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# Professional Growth



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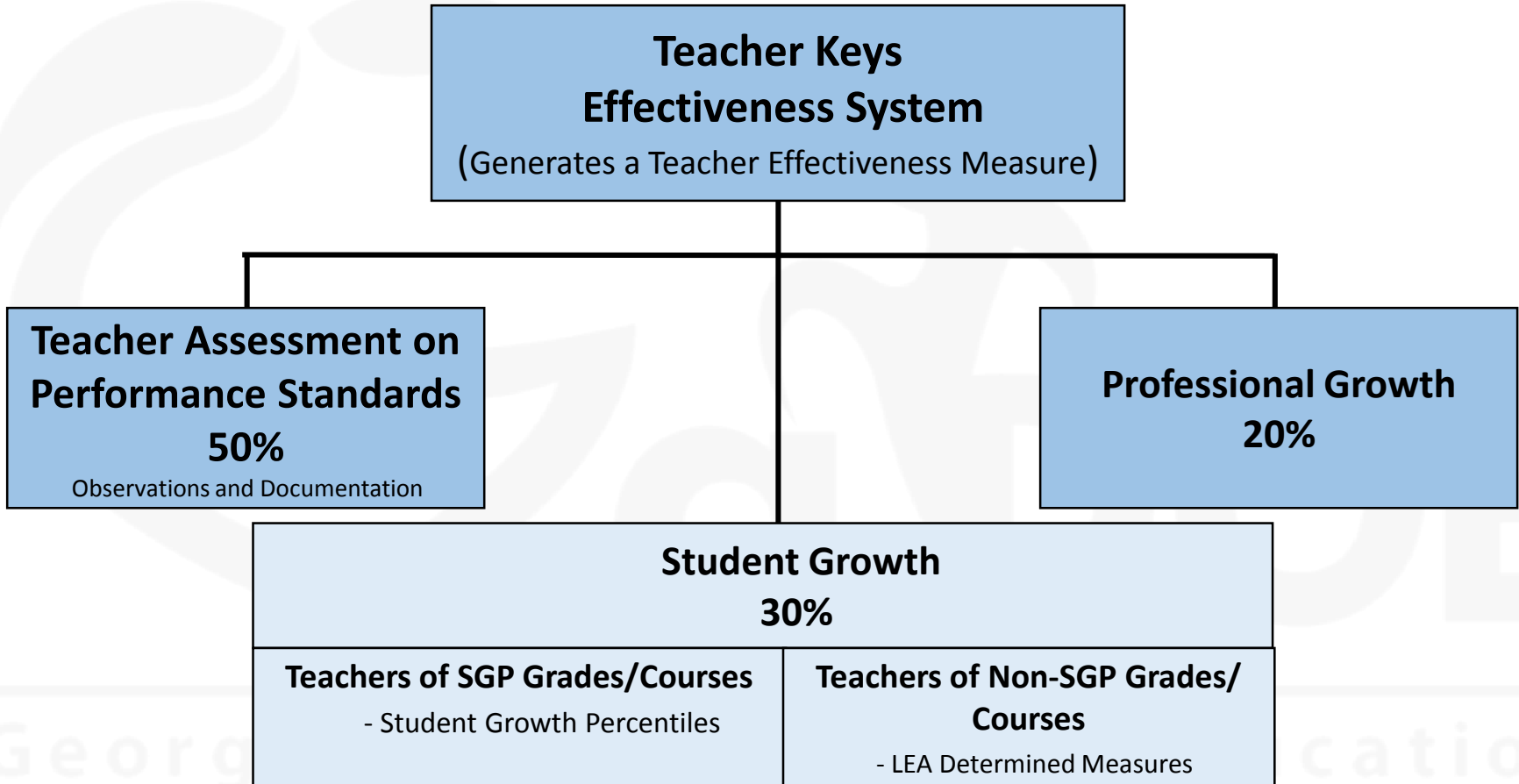
- Progress toward or attainment of Professional Growth Goals.
- May or may not be reflective of the GaPSC PL Goals or Plans
- Evaluators will rate this component based on the district expectations/ protocols/procedures.

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# SGP vs. Non-SGP



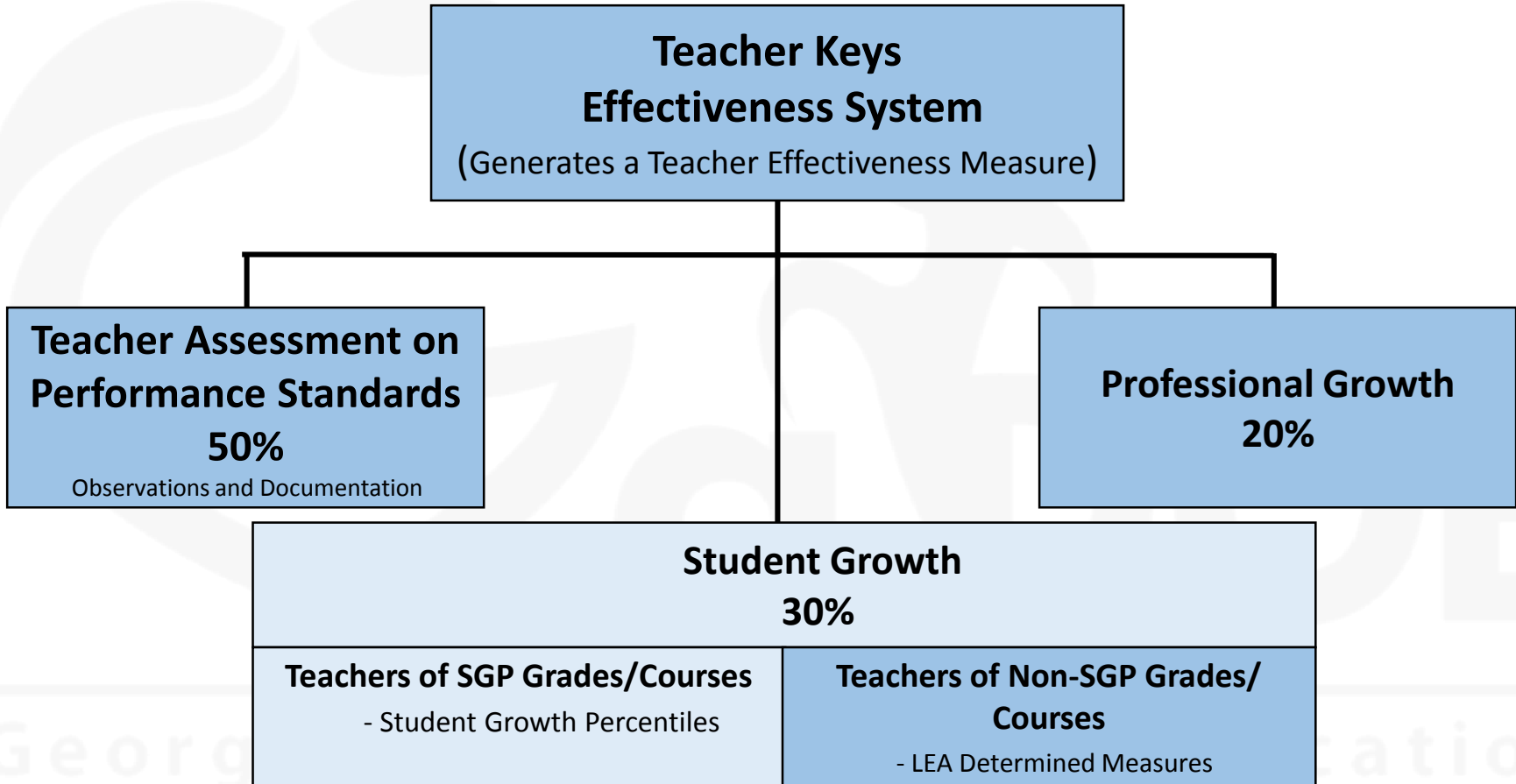
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- SB 364 requires assessment in science and social studies **only** at 5<sup>th</sup> and 8<sup>th</sup> and in high school
- SGP generated for ELA and math only
- School MGP based on the grand mean of SGPs derived from ELA and Math across the school
- District MGP based on the grand mean of SGPs from ELA and Math across the district

# Teacher Keys Effectiveness System



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# Teachers of SGP Grades and Courses



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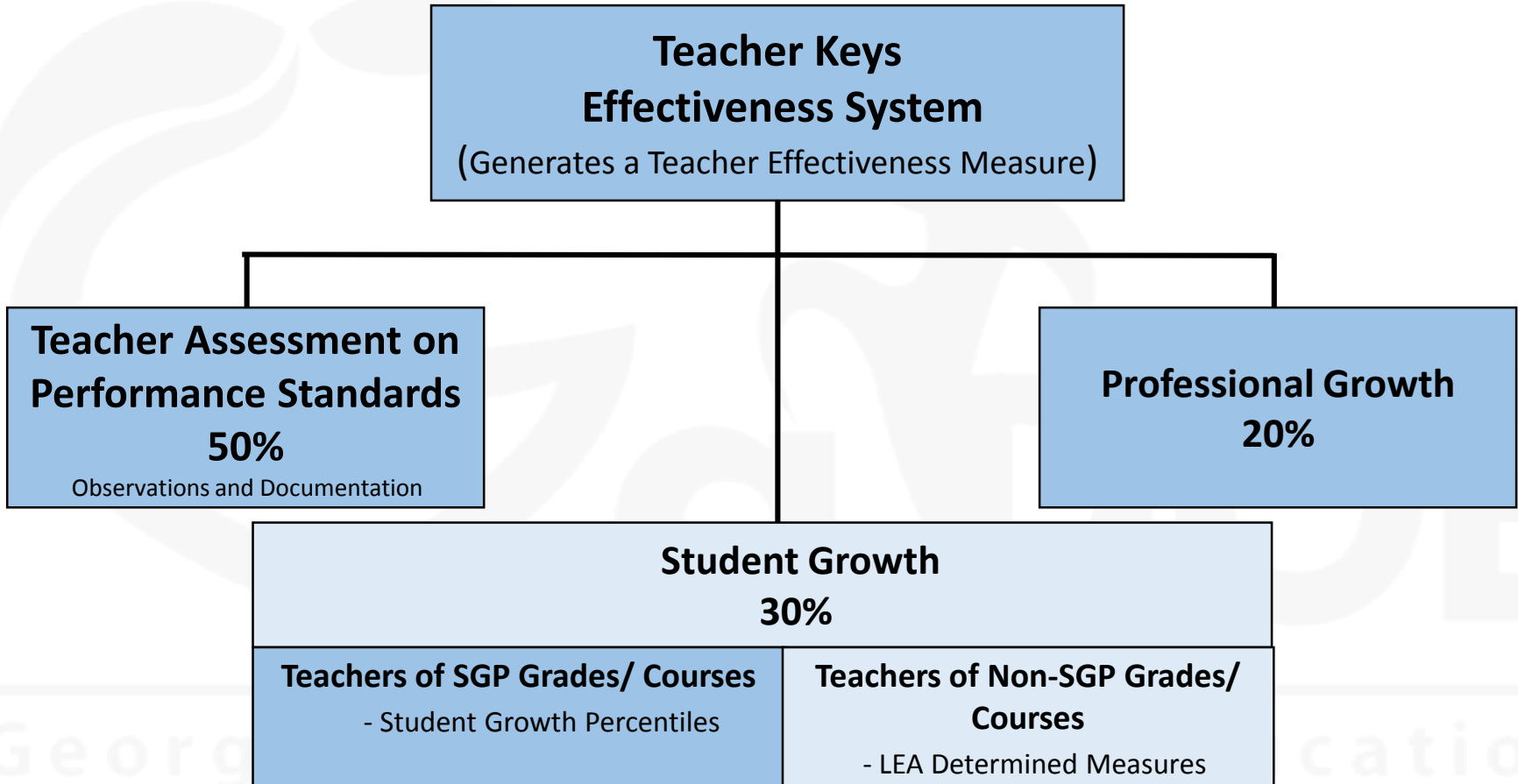
- SB 364 requires use of teacher's mean growth percentile
- Teachers held accountable for the performance of the students they teach

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# Teachers of Non-SGP Grades and Courses



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- District determined measures
- Districts have flexibility to choose from three options

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# OPTION: School or District Mean Growth Percentile



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- School MGP - the grand mean of SGP performance for all SGP grades and courses taught in the school
- District MGP - the grand mean of SGP performance for all SGP grades and courses taught in the LEA/district

# OPTION: Student Learning Objectives /Similar Pre to Post Measures



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- Primary purpose to improve student learning at the classroom level
- Requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment)
- Course specific, grade level learning objectives –
  - Measureable
  - focused on growth in student learning
  - aligned to curriculum standards

# OPTION: Additional Measure(s) Identified or Developed and Implemented by the LEA



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- Commercial products
- Formative assessments
- Computer adaptive assessments
- Portfolios
- Project based assessments
- Final examinations, etc.

**Must enable measurement of growth**

# Teacher Effectiveness Measure (TEM)



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TEM determination:

- Multiply the rating in each component by the appropriate percentage
- Results in a weighted rating

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# TEM

• TAPS Rating	X	50%
• Student Growth Rating	X	30%
• Professional Growth Rating	X	<u>20%</u>
		100%

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# SB 364 Changes - LKES



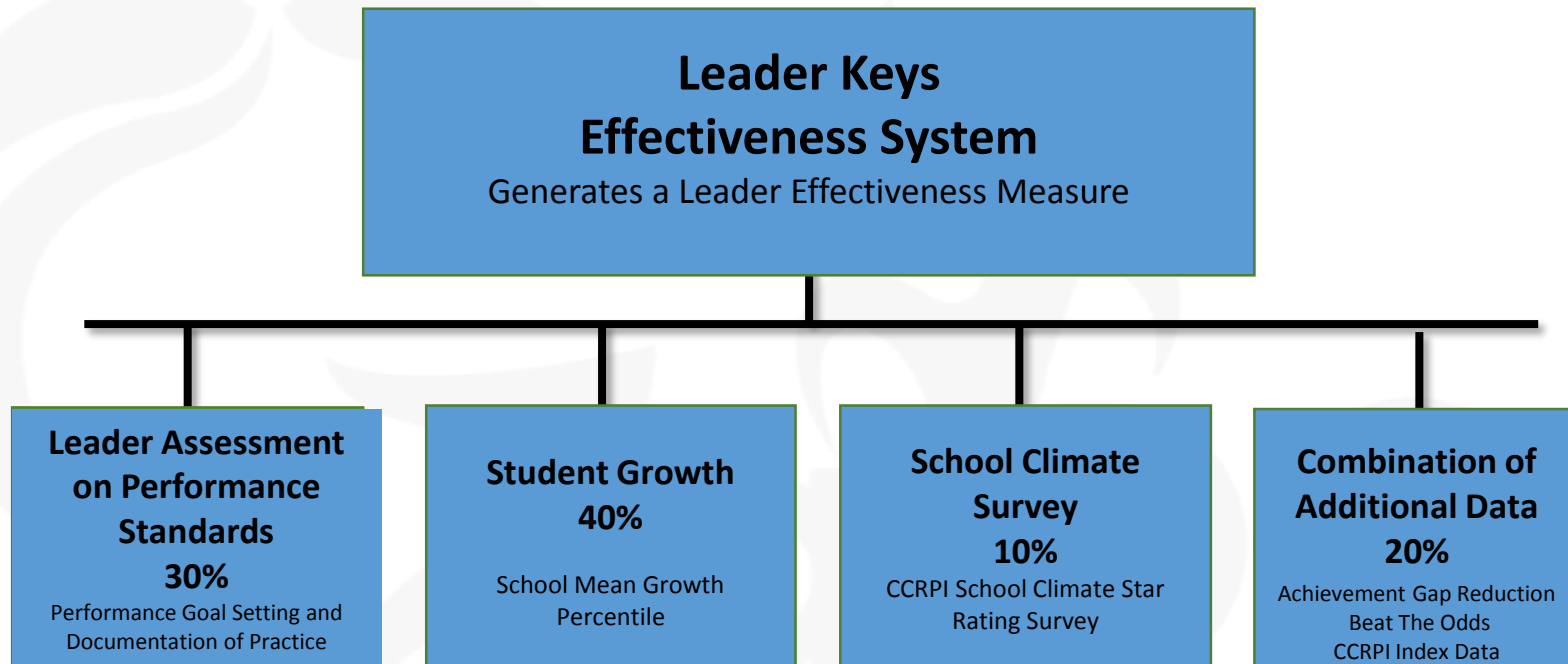
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- Student Growth based solely on the Mean Growth Percentile derived from the ELA/Reading and Math Milestones data
- Non-SGP data NOT included
- No climate surveys administered to staff
- CCRPI School Climate Star Rating instead of Teacher Surveys
- 20 % of the LEM based on –
  - CCRPI data
  - Beat the Odds
  - Gap Reduction

# Leader Keys Effectiveness System



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# Student Growth

- 40% of the LEM
- Based solely on the mean growth percentile derived from the ELA/Reading and Math Milestones data

# School Climate Survey Data



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- 10% of the LEM
  - School Climate Star Rating
  - No principal or assistant principal specific surveys will be administered through the TLE Electronic Platform
- 
- Surveys available on Resources tab

# Combination of Additional Data



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- 20% of the LEM based on this component
- Includes:
  - Achievement Gap Reduction
  - Beat The Odds – more information to follow
  - CCRPI Index Data

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# Leader Effectiveness Measure (LEM)

- Determined by multiplying the rating in each component by the appropriate percentage
- Results in a weighted rating



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# LEM

• LAPS Rating	X	30%
• Student Growth Rating	X	40%
• School Climate Star Rating	X	10%
• CCRPI Index Data, Gap Reduction, and Beat the Odds	X	<u>20%</u>
		100%

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# Overarching Changes

- 65% ENROLLMENT changed to 90% ATTENDANCE
  - Students
  - Teachers
- Translates to Data Collections and Roster Verification changes

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# 90% Attendance



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- Student data may be included ONLY if student is present 90% of the instructional length of the course
- District must address attendance protocols – elementary, field trips, athletic/academic competition, etc.
- State attendance protocol pilot conducted during 2016-2017

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# Teacher Attendance Considerations



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- Not required by the legislation but could be an issue; became an issue with the former 65% rule
- Recommend determining a standard teacher attendance protocol as related to the responsibility for student growth

## DISTRICT DECISION



# District Roster Verification



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- GaDOE State Data Collection process will continue to ensure accurate student/teacher linkages for SGP data
- LEA determined
- Recommendations:
  - Districts provide teachers the opportunity to periodically verify their rosters
  - Complete as a part of the district FTE verification process
  - Establish data attendance protocols to ensure accurate attendance data

# TEM and LEM Timeline



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- 2017-2018 - 90% attendance rule applied to high school growth measures for 2018-2019 TEM/LEM
- 2018-2019 - 90% attendance rule applied to high school and middle growth measures for 2019-2020 TEM/LEM
- 2019-2020 - 90% attendance rule applied to high school, middle school, and elementary school growth measures for 2020-2021 TEM/LEM
- 2020-2021 - "dry run" for official TEM/LEM results
- 2021-2022 - first official TEM/LEM calculated

# TEM and LEM Reports



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- TEM and LEM Reports will only be sent to the superintendent until 2021-2022
- Reports may be used at the discretion of the superintendent; distribution to personnel is at the discretion of the superintendent
- Eliminates teacher and school leader confusion

# District Responsibility



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Determine:

- District definition of “two observations” for teachers in the flexible process
- Method of evaluating Professional Growth
- District approach to teacher attendance as related to the 90% Attendance Rule

*Following guidance from GaDOE*

- Use of Gap Reduction, CCRPI, and Beat the Odds data in LKES

# Remember...



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- Timelines are designed to ensure your ability to make strategic and systematic decisions and develop workable and useful processes, procedures, and protocols ...
- GaDOE and specifically TLSD will provide necessary support to ensure districts have the tools and resources for authentic implementation ...
- We are PARTNERS in this work.

# Shifted Focus

- Promoting fidelity of implementation
- Increasing district capacity for sustainability
- Increased emphasis on professional learning to support accurate use of the tool
- Increased emphasis on leadership development and support

# Title IIA



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- ESSA has redesigned some of the work of Title IIA
- Professional qualifications have shifted to the state
- Equity now resides in Title I but will still be facilitated by IIA
- Goal - help districts determine how to address their needs within the parameters of the law and guidance

# ESSA and Teacher & Leader Support and Development



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Focus on:

- Leader development
- Collaboration across state education agencies, districts, and schools – P20 Collaboratives
- Effective Educator Preparation
- Professional development across the career continuum
- Support equitable access for ALL students
- Grow-Your-Own strategies





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# Leader Development

- GAEL Aspiring Principals Series
- UPPI – Southwest Georgia
- Professional learning tools, resources, information and research
- Align with Governor's Leadership Academy Study Committee
- Align with work in School and District Effectiveness and the Turnaround Office

# NTEP

## Network for Transforming Educator Preparation



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- Educator Preparation Program Effectiveness Measure (TPPEM)
- Leader Preparation Program Effectiveness measure (LPPEM)
- University Principal Pipeline Initiative (UPPI)
- P20 Collaboratives



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# Professional Learning

- Effective induction programs
- Coaching and mentoring at all levels
- Teacher Leadership as an improvement tool

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# Equitable Access to Effective Educators



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- The foundation of ESSA is equitable access.
- This means we must ensure our students of poverty and minority students are not taught by inexperienced, out-of-field, or ineffective teachers at disproportionate rates when compared to non-poverty, non-minority students.
- The way to combat the performance gaps is through aligned preparation and support to increase effectiveness of ALL teachers and principals.

# Equity Plans

- Based on equity data from the Common Needs Assessment
- Embedded in the District Improvement Plan
- Equity Labs as a component of the P20 Collaboratives
- Supporting districts as they determine their gaps and work to close the gaps



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# Grow Your Own

- Parapros to Teachers
- CTAE Teaching as a Profession Pathway
- Interns as Teachers

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# Parapros to Teachers



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- Identify the candidates with proven performance
- Assist with HOPE scholarship, grants, service cancellable loans...whatever it takes
- Partner with an educator preparation program
- Ensure varied and diverse field experiences
- Guaranteed teaching position

# CTAE Teaching as a Profession Pathway - TAPP



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- Recruit your best and brightest high school students into the profession
- Provide opportunities for authentic field experiences
- Consider dual enrollment to entice student participation and to cement student intent
- Promotes our profession



# How Can We Afford This?



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- Partner with an Educator Preparation Program
- P-12 classrooms provide the venue for field experiences and onsite support
- EPP provides the instruction through dual enrollment
- This takes time and partnerships

**SO WORTH IT!!!**

# Interns as Teachers

- Students have access to excited and passionate teachers
- Beginning teachers have access to a master teacher with a proven track record of success
- Master teachers develop self-efficacy
- Colleagues and the profession are positively impacted

# How Does it Work?



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- Two classrooms – one master teacher and one vacancy (\$60,000)
- Master teacher becomes the coach (salary goes with the person)
- Funding from the vacancy is used to stipend 2 to 4 top-notch interns \$10,000 (\$20,000 to \$40,000)
- Interns learn to co-teach - have in-the-ear continuous coaching from a master teacher for a full year – reduces the need for intensive induction
- Master teacher is valued and empowered – Coaching/TL Endorsement (\$5,000)

*School culture can change!*

# Targeted Actions



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- NTEP – Network for Transforming Educator Preparation
- P20 Collaboratives
- Equity Labs
- UPPI – University Principal Preparation Initiative
- Grow Your Own Strategies

# Comprehensive Approach



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- Use TKES and LKES to improve and enhance classroom and school practice
- Develop collaborative partnerships as an education community
- Support educators by promoting induction, ongoing development, and advancement
- Develop and provide information, research, resources and tools to support improvement efforts

# Questions

*The secret of change is to focus  
all of your energy, not on fighting  
the old but on building the new.*

*Socrates*



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# Contact Information

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