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?

• 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
SB 364 Changes - TKES

• 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

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades/Courses
- Student Growth Percentiles

Teachers of SGP Grades/Courses
- LEA Determined Measures

7/1/2016
Teacher Keys Effectiveness System

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of Tested Subjects
- Student Growth Percentiles

Teachers of Non-Tested Subjects
- LEA Determined Measures

7/1/2016
TAPS Process: Full vs. Flexible

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

7/1/2016
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

Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades/Courses
- Student Growth Percentiles

Teachers of Non-SGP Grades/Courses
- LEA Determined Measures

7/1/2016
Professional Growth

• 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.

DISTRICT DECISION
Teacher Keys
Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades/Courses
- Student Growth Percentiles

Teachers of Non-SGP Grades/Courses
- LEA Determined Measures

7/1/2016
SGP vs. Non-SGP

• SB 364 requires assessment in science and social studies only at 5th and 8th 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

Teacher Assessments on Performance Standards
50%
Observations and Documentation

Professional Growth
20%

Student Growth
30%

Teachers of SGP Grades/Courses
- Student Growth Percentile
Teachers of Non-SGP Grades/Courses
- LEA Determined Measures
Teachers of SGP Grades and Courses

• SB 364 requires use of teacher’s mean growth percentile

• Teachers held accountable for the performance of the students they teach
Teacher Keys Effectiveness System

(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
50%
- Observations and Documentation

Professional Growth
20%

Student Growth
30%

- Teachers of SGP Grades/Courses
  - Student Growth Percentiles

- Teachers of Non-SGP Grades/Courses
  - LEA Determined Measures
Teachers of Non-SGP Grades and Courses

• District determined measures

• Districts have flexibility to choose from three options

DISTRICT DECISION
OPTION: School or District Mean Growth Percentile

• 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

• 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

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

Must enable measurement of growth
Teacher Effectiveness Measure (TEM)

TEM determination:

• Multiply the rating in each component by the appropriate percentage

• Results in a weighted rating
TEM

- TAPS Rating    X    50%
- Student Growth Rating    X    30%
- Professional Growth Rating    X    20%

100%
SB 364 Changes - LKES

- 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

Generates a Leader Effectiveness Measure

Leader Assessment on Performance Standards
30%
Performance Goal Setting and Documentation of Practice

Student Growth
40%
School Mean Growth Percentile

School Climate Survey
10%
CCRPI School Climate Star Rating Survey

Combination of Additional Data
20%
Achievement Gap Reduction
Beat The Odds
CCRPI Index Data
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

• 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

• 20% of the LEM based on this component

• Includes:
  • Achievement Gap Reduction
  • Beat The Odds – more information to follow
  • CCRPI Index Data

DISTRICT DECISION
Leader Effectiveness Measure (LEM)

• Determined by multiplying the rating in each component by the appropriate percentage

• Results in a weighted rating
**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 20%
  - 100%
Overarching Changes

• 65% ENROLLMENT changed to 90% ATTENDANCE
  • Students
  • Teachers

• Translates to Data Collections and Roster Verification changes
90% Attendance

• 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

DISTRICT DECISION
Teacher Attendance Considerations

• 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

• 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

- 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

• 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

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…

• 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

• 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

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
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

• Educator Preparation Program Effectiveness Measure (TPPEM)

• Leader Preparation Program Effectiveness measure (LPPEM)

• University Principal Pipeline Initiative (UPPI)

• P20 Collaboratives
Professional Learning

• Effective induction programs

• Coaching and mentoring at all levels

• Teacher Leadership as an improvement tool
Equitable Access to Effective Educators

• 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
Grow Your Own

• Parapros to Teachers

• CTAE Teaching as a Profession Pathway

• Interns as Teachers
Parapro to Teachers

- 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

- 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?

- 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?

• 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

• NTEP – Network for Transforming Educator Preparation

• P20 Collaboratives

• Equity Labs

• UPPI – University Principal Preparation Initiative

• Grow Your Own Strategies
Comprehensive Approach

• 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
Contact Information

Caitlin Dooley
Deputy Superintendent
cdooley@doe.k12.ga.us

Cindy Saxon
Associate Superintendent
csaxon@doe.k12.ga.us