

Do you know if all your teachers and Educational Assistants are proficient and on track on improvement goals? Find out how Foley School District and Unions can say YES!

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Does this sound like your district? This was Foley five years ago.

- Only probationary teachers were observed, but inconsistently.
- No principal had formally evaluated teachers for as long as anyone can remember (twenty years or more).
- Educational Assistants were evaluated by teachers who were not evaluated themselves.
- Educational Assistants and probationary teachers were evaluated differently in different buildings.
- Administrators were reluctant to take on poor performance by teachers because of fear of employee backlash.
- Teachers were reluctant to evaluate EA's for fear of backlash—bouquets of flowers story.

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Professional Growth and Evaluation (PGE) was born of cooperative effort. MOU for teachers in 2003-05 master agreement

- MOU laid out the goals and described the work.
- To improve teacher growth
- To improve communications
- Multi-year planning process—March 2006 teachers voted, first cycle began 2006-07
- Unions motivation: Get involved so you have some control rather than having it imposed on you
- Teacher, EA Leadership vision KEY
- Board, Administration check egos at the door

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You need to commit to an interactive process with unions to get buy in

- Unions select their representatives, they work for them
- Hours of committee work
- Meetings/surveys involving all staff
- Go back with pieces to teachers to get feedback and "bring along" the way.
- This is in the employees interest because they can see how they can improve. They are vested in their own improvement.
- Employees vote on the initial document and on changes (Separate votes for teachers, 67% of eligible voters. Part of ratification vote on contract with EA's)

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The Vision: Teachers, EA's, Admin, Board all need to team to provide quality ed for families and children

- PGE has these benefits
 - It is less hierarchical
 - Reduces tension
 - Forms common goals
 - Increases both frequency and quality of communication
- A common vision of all parties that everyone will strive to improve their skills is critical. It's not lip service to be a learning organization.
- **From the Document:** Our belief is that professional growth is an on-going process not limited to the fifth year observation. Continuing dialogue with your principal, peer coach, staff development committees and colleagues all contribute to the professional learning community that supports you in this process.
- The ultimate responsibility for the success of your professional growth plan, however, depends on you.

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EA's PGE came out of Master Agreement 2006-08

- No job descriptions
- EA's have so many different job to do
- Evaluations with no clarity of expectations
- Lack of communications led to heart break and putting out fires rather than growth
- Reactive rather than proactive for district and union
- This was frustrating for union leadership and Sup
- Multi year, multi unit process (includes teachers)- Took two tries, think we have it right now Fall of 2009
- It follows the law regarding supervisors as defined in law and still keeps the information gathering at the teacher level

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PGE has defined process to follow

- Steps are clearly identified
- Following the process results in better teacher and EA's performance and therefore better student learning
- It makes the job of the union leadership, building and district admin and Board easier
- You're moving forward, solving problems, not returning to the same fires and issues
- Documentation is there for all parties

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Transparency important concept

- Standards are explicit
- Based on Charlotte Danielson (with modifications to make her standard more behavioral and simpler).
- Goals and evaluation—both interconnected and separate.
- Evaluation is based on demonstrating proficiency.
- Individual Goals and Growth are aimed at "Outstanding" rating
- (We're not grading eggs)
- Security for all parties—builds trust which builds commitment.
- Admin willing to "put big boy pants on" or "put your life vest on" and address employee lack of proficiency and misbehavior, because they know the process is agreed upon, the union leadership is supportive of process, and the employees will not revolt or retaliate.

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Principals and supervisors need to be able to implement the PGE fairly and consistently

- They have been in the planning at all steps
- Training and conversation at admin level
- Financial support and respect of time
- "I have an observation scheduled" trumps nearly any other admin task
- From union perspective it holds admin accountable, takes the variable out of "who" is evaluating to as great a degree as possible

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Purposes of the Foley Public Schools Teacher Professional Growth and Evaluation Plan

- To improve the quality of learning experiences for students
- To facilitate communication and cooperation between staff and administrators
- To provide specific assistance and feedback for staff to promote professional growth
- To provide a continuous written record of professional staff performance and service as an acknowledgment of effective job performance
- To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance
- To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Teacher Assistance Track.

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Assumptions of the Foley Public Schools Teacher Professional Growth and Evaluation Plan

- All employees of Foley Public Schools are committed to on-going professional growth and proficiency.
- Professional development is supported through effective performance evaluation.
- Evaluation aids the licensed teaching staff member in gaining insights as to strengths and weaknesses, and provides a vehicle for continuing improvement in job performance.
- **Non-tenured teachers** who are in the process of achieving continuing contract status in the Foley Public Schools will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by the ISD #51 Standards of Performance in order to achieve continuing contract status.
- Teachers who are in the **Continuing Contract Track** of the Foley Public Schools Teacher Professional Growth and Evaluation Plan will perform at or above the level of proficiency as defined by the ISD #51 Standards of Performance.
- Teachers who are in the **Continuing Contract Track** of the Foley Public Schools Teacher Professional Growth and Evaluation Plan who are not performing at or above the level of proficiency as defined by the ISD #51 Standards of Performance will be placed in the **Teacher Assistance Track**.

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Foley's PGE is a multi-step plan

- Individually determined Annual Goals are SMART and nested in one or more of the following: district or building goals, individual job descriptions, core competencies or standards. They aligned in some way educationally.
- Agreed upon Standards for evaluation
- Three tracks for teachers and EAs:
 - probationary, continuing, and assistance
- Continuing track, done on a cycle not every year due to time limits of administrators, is the track for most employees
- Communication is required—guided conversations in EA, Multiple conferences in teacher evaluation year. There is a rule of no surprises in summative evaluation document (no drive by reprimands)
- Assistance Track with assistance of a team of teachers and another administrator gathers around the teacher—confidential
- Discipline Track is for teachers or EAs who are not successful in the assistance track. Letter of deficiency, teachers and union may assist.

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Annual goals are key to growth

- Goals are set by each teacher and EA.
- Goals need to fit district, building or job description, or standards in PGE.
- They are agreed to by principal who can modify or suggest goals.
- Teachers can work in teams on goals.
- They are to document progress, collect artifacts.
- Standards are judged as Unsatisfactory, On-going Development, or Proficient. Teachers and EAs in goals are working towards Proficient or Distinguished

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FOLEY TEACHER'S PROFESSIONAL GROWTH PLAN

TEACHER'S NAME _____ FES FIS FHS DATE _____
 (If this is a group goal, please attach each member's plan.)
 Circle the year in Professional Growth Cycle 1st 2nd 3rd 4th 5th.
 Goals for the Professional Growth Plan must be aligned with one or more of the following (check all that apply):
 _____ District/Building Goals _____ Curriculum Implementation
 _____ Components of Professional Practice (Charolde Danielson)
 This plan is anticipated to be completed _____ this year _____ in 2 years _____ in 3 years
 Specific, Measurable, Attainable Results Oriented Time Bound
 Write your goal(s):
 Describe how this goal will improve student learning:
 Teacher's Signature: _____ Date: _____
 Needs Improvement Accepted Admin Signature: _____
 Date: _____
 Deadline for submission is October 1st. Preferably goals are set before the end of the previous school year. Teacher is responsible for writing acceptable SMART goal.
 List indicators of progress (artifacts) that will be generated during this goal year:

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FOLEY TEACHER'S PROFESSIONAL GROWTH PLAN Continued:

Self-directed growth activities selected by teacher may include any of the following:
 Self-reflection (journaling, video-recording) Peer observation
 Special projects and programs/activities Team planning activities
 Continuing education activities, including: Professional reading college course work, workshops, seminars Study group
 Inquiry projects (action research, data collection) National Board Certification
 Implementation of new curriculum, including alignment with grad standards
 Other _____

My SMART goal(s) has had positive impact on my instruction/student learning:
 Very Much So Somewhat Less than I expected
 Disappointedly None
 Teacher's Signature: _____
 Date: _____
 Administrator's Signature: _____

A follow-up conference will be scheduled with the principal.
 Administrator's signature accepts the progress made towards these SMART aligned goal(s). Indicators of progress (artifacts)

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Three Outcomes of Assistance Phase

The principal/supervisor will complete a Cumulative Evaluation in writing and submit it to the Superintendent at the end of the Assistance Phase with a copy to the teacher.

Cumulative Evaluation Report to the Superintendent

The Cumulative Evaluation will recommend one of three actions:

1. The concern is resolved, the teacher is proficient and is returned to the Professional Growth and Evaluation Plan.
2. The teacher is making progress towards proficiency and remains in the Assistance Phase with the team determined as per page 48 of this document - revised goals and time lines. A Notice of Deficiency may be provided to the teacher by the District at this time as determined by the Superintendent.
3. The concern is not resolved, the teacher has made little or no progress toward proficiency, and the teacher is to be moved into the Disciplinary Phase.

Superintendent makes final determination of outcome.

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Discipline Phase

1. This phase begins with a meeting between the principal/supervisor, the Superintendent, teacher, and FUE President or designated union representative, if one is desired by the teacher.
3. The administrator will identify in writing the specific Standard(s), rule, or policy in violation a written reprimand with directives and/or a Notice of Deficiency. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate a timeline for responding back to the teacher on whether there will be any revisions to the written reprimand and/or Notice of Deficiency.
4. FUE may represent the teacher, advise the teacher, and provide instructional assistance independent of the district through the use of union leave.

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Agreed upon strike zone benefits

- In addition to everything described before,
- At the end of discipline, if the employee never got on the improvement bus, the union has agreed in advance to the standards and process applied to dismissal.
- Process has identified employees with 10+ and 20+ years of experience as needing improvement and placement in Assistance track.
- Result: Multiple EA's have moved off the improvement track to proficiency track
- Result: Several teachers in assistance track, moving to proficiency and discipline
- Result: teachers and EA's coached into more successful-effective placements
- All should be psychologically satisfying and improve instruction at the same time
- Result: one EA dismissal w/o grievance
- Admin and union leadership can say "I've done A, B, C and heading to D" and I agree
- Reduces stress, increases productivity AND reduces costs and time taken for dismissal and can result in dismissal

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Shake down cruise, The first year

- First evaluations—first cycle can be rough, because silence reigned supreme.
- Loose ends, paper trail issues were identified
- Some things looked good on paper, but really didn't work (false positives, documentation and assumptions)
- Surprises to employees were still happening. Communication became required, documented and emphasized even more
- It took some of the human emotions out (reduced the emotional roller coaster). The process worked to resolve issues. It gives people places to vent positively-not randomly and in anger.
- Listen, modify and adjust, and take those changes through the approval process to build trust and ownership

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So what do you do next?

- Assess your district's current situation
- Assess your readiness for cooperative PGE
- It will build trust, improve communications and other benefits
- If you are looking at RTTT: This PGE can be modified so it is a locally adopted evaluation plan. Probably will get greater teacher acceptance than a state imposed plan.

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If the answer is YES, you are interested

- In learning more about building a cooperative PGE in your school district, Contact:
- Dr. Fred Nolan, Superintendent, at fnolan@foley.k12.mn.us, 320-333-8890
- Sharon Kipka, Board Chair at sharonann@clearwire.net, 320-968-6045
- Have Teacher Union President contact Kathi Sims at ksims@foley.k12.mn.us, 320-968-8527
- Have Educational Assistants contact Teresa Johnson at tjohnson@foley.k12.mn.us, 320-968-6134

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