



Florida's Race to the Top



**Great Teachers and Leaders
Technical Assistance Webinar
September 14, 2010**

Documents Needed for Today's Call

- Great Teachers and Leaders Technical Assistance PowerPoint (this document)
- Scope of Work Templates for (D)(1), (D)(2), (D)(3)+, and (D)(5)+

Outline for Today's Call

- State goals and the Theory of Action for RTTT
- Overall design elements for the Scope of Work, especially for Great Teachers and Leaders (GTL)
- Work Plan Templates:
 - State initiative timelines, activities, and how initiatives will compliment the LEA MOU
 - How deliverables/evidence fit into current statute/rule requirements and documentation and the anticipated enhancements to aid in LEA reporting
- The “other” GTL section (D)(4) – how this section can also support LEAs
- Suggestions from participants for additional TA

Process for Today's Call

- Because the call is operator assisted, we will stop for questions after each of the major bullets on the Outline (see previous slide) as well as after each set of slides for a Scope of Work Template
- Please, please ask questions. We've tried to think of what you might need, but will not have thought of it all. If you have a question, likely someone else has it, too.
- All questions are being captured for inclusion in the FAQ document.
- If you have suggestions or requests for additional content and/or delivery of technical assistance, please voice those at the end.

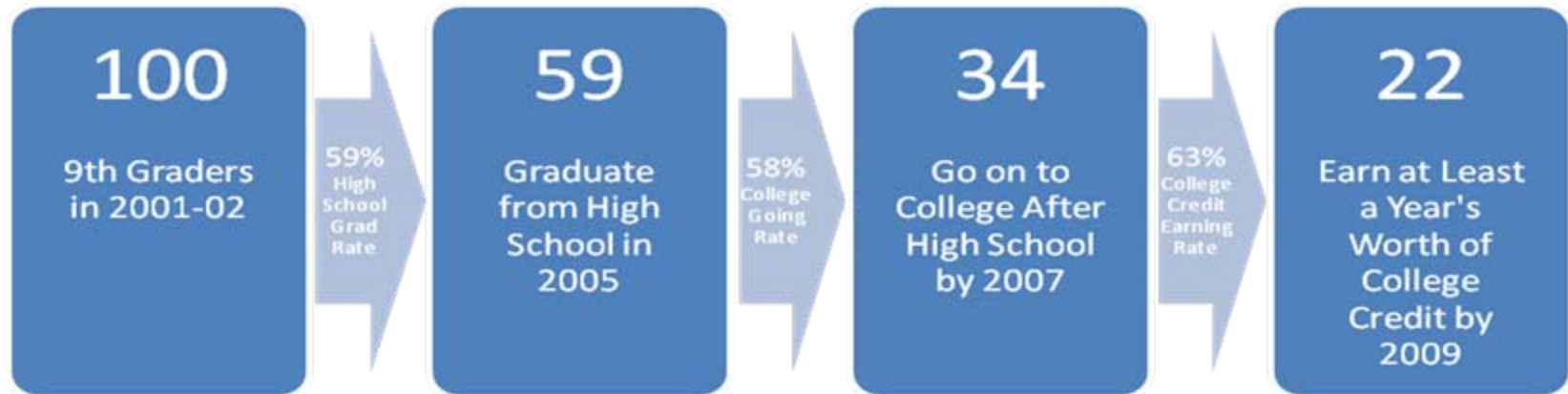
Florida's RTTT Theory of Action

A strategic and sustained investment in human capital will improve student achievement.

1. Begin with the right student standards, curriculum, lessons, supports and assessments
2. Set the goals for student learning outcomes
3. Align the human capital systems that support and manage the educators in the school to achieve the student goals

Teachers and school leaders must be well-selected, well-respected, well-prepared, well-supported and held accountable.

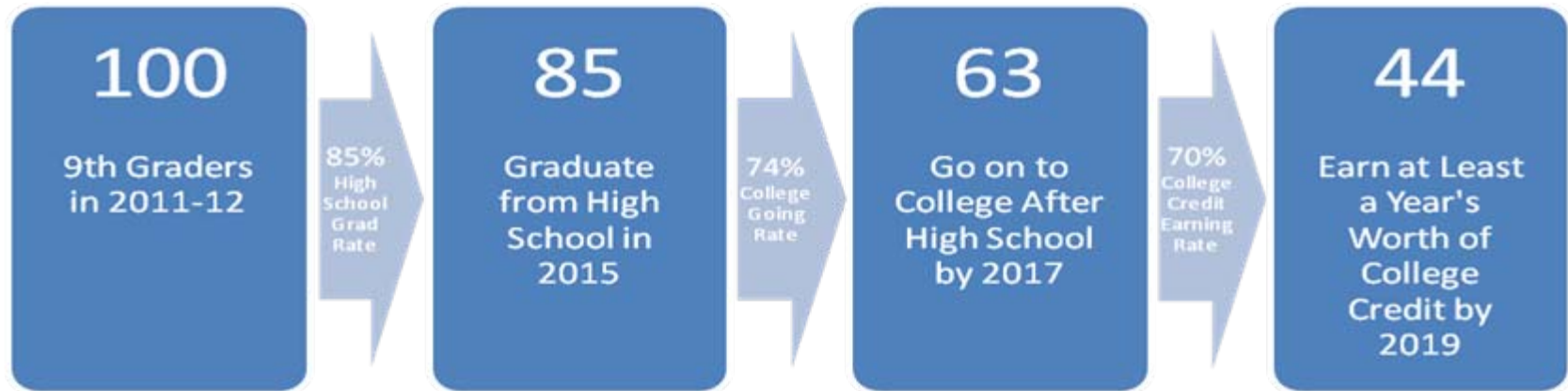
Graduation Rate/College Enrollment/ College Credit Earned Class of 2005



Of every 100 high school freshmen in 2001-02:

- Fifty-nine eventually graduated from high school.
- Of the 59 students who graduated, 34 (or 58%) went on to college within two years of high school graduation.
- Of the 34 students who went on to college, 22 (or 63%) earned at least a year's worth of college credit within two years of enrollment in college.

Graduation Rate/College Enrollment/ College Credit Earned Class of 2015



GOAL: Of every 100 high school freshmen in 2011-12:

- Eighty-five **will** graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) **will** go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) **will** earn at least a year's worth of college credit by 2019.

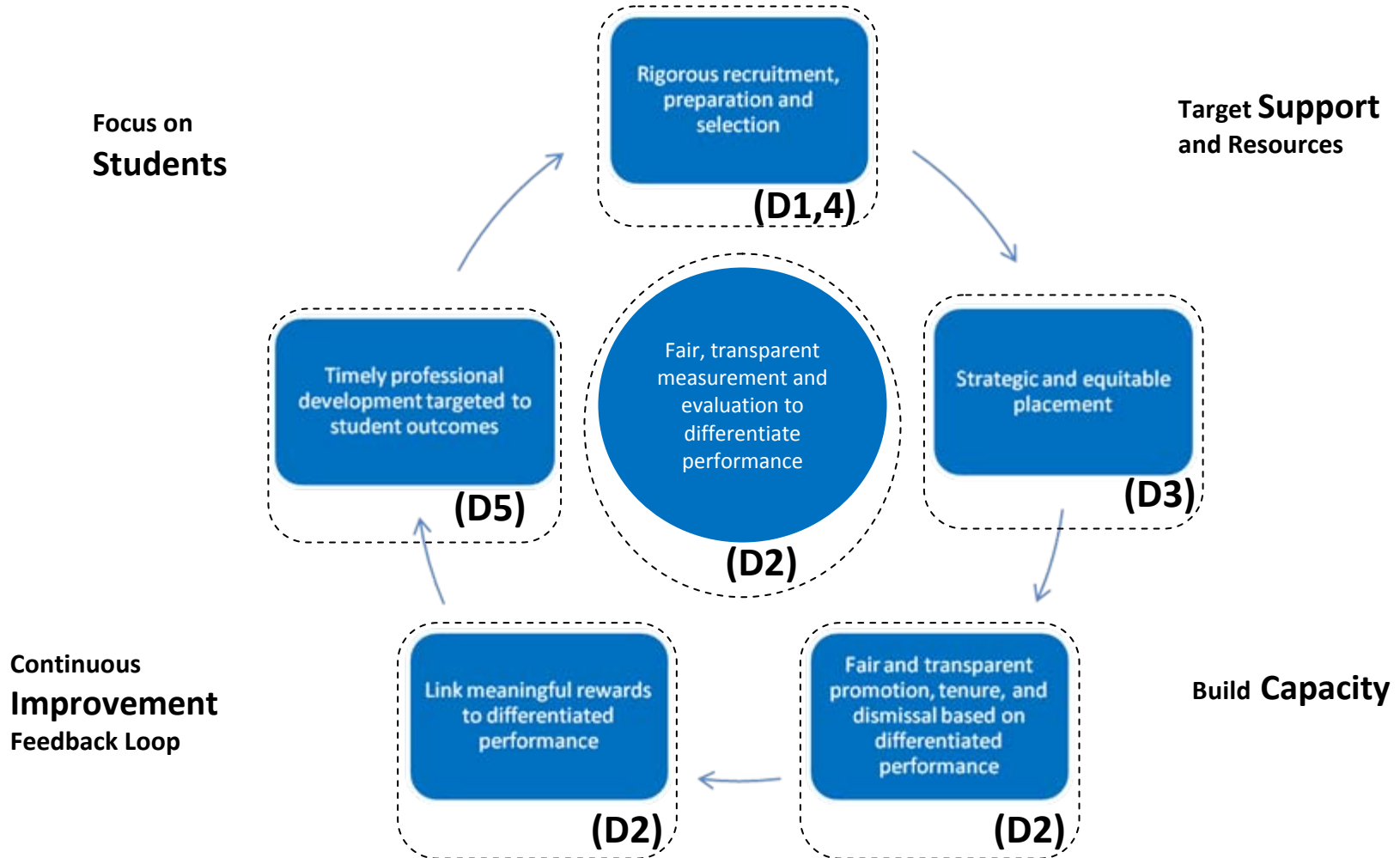
Development of LEA Scope of Work

Key word: “*Integration*”

1. Theory of Reform
2. Goals
3. Weave together the 4 assurance areas
4. Activities should lead to deliverables which should lead to movement toward achieving the goals

Great Teachers and Leaders

Developing a Strategy to Build Teacher Effectiveness



(D)(2)(i)-(iii) Improving Educator Evaluation Systems

This section generally includes:

- **Measuring student growth**
- **Designing and implementing evaluation systems for teachers and principals**
- **Reporting evaluation results**

Highlights of (D)(2)(i)

Measure student growth

- The LEA will measure student growth based upon the performance of students on state-required assessments, and
- For content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.

LEAs need two things:

- Quality assessments for students (see Standards and Assessments timeline from this morning's TA call)
- An accurate, fair and reliable method of measuring student learning growth between assessments

State Initiatives that Support (D)(2)(i)

- Teacher level student growth - Year 1
 - Hire national expert in value added measures – includes expectations for communications and training
 - Initiate a statewide working group to provide input and recommendations for value added models
 - By the end of the 2010-11 school year, select statewide measure for student growth in FCAT-associated courses; provide LEAs with baseline data for these students and teachers

State Initiatives that Support (D)(2)(i)

Measuring student growth – Years 2-4

- Year 2
 - Guidance for best practices and models for non-FCAT subjects and grades
 - Review, analysis, adjustments of FCAT VAM
- Years 3-4
 - Annual data collection, analysis and reporting on results of using FCAT VAMs and other LEA-selected models along with evaluation results
 - Working group continues to provide input and recommendations during years 2-4

Highlights of (D)(2)(ii) and (iii)

- Design teacher and principal evaluations that utilize (paraphrasing):
 - Student performance as 50% of the evaluation (using schedule for breakdown of the 50% shown on MOU)
 - Core of effective practices: Florida Educator Accomplished Practices; Florida Principal Leadership Standards
 - At least one additional metric for multi-metric evaluations
 - A comprehensive range of ratings
- Evaluate all teachers and principals at least once per year, except beginning teachers and those just prior to milestone career event receive at least 2 evaluations per year
- LEAs report evaluation results through the student and staff survey

State Initiatives that Support (D)(2)(ii) and (iii)

- Contracted consultants to work with each district or consortium in development and implementation of teacher and principal evaluation systems
- Community of Practice Network for all participating districts around evaluation development and implementation
- Initial approval of teacher and principal evaluation systems – teacher system due May 1
- Annual analysis of LEA evaluation results

Great Teachers and Leaders Evaluator – evaluation set up in year one; implementation and reporting in years 2-4.

Required Deliverables

- Refer to the scope of Work Template for (D)(2)(i)-(iii)
- Deliverables designed to
 - Meet grant requirements and compliment or augment current statutes, rules and reporting procedures
 - Improve reporting processes and statewide data over the life of the grant
- LEAs are encouraged to add deliverables that make sense with their timelines

Questions on (D)(2)(i)-(iii)?

(D)(2)(iv)(b)-(d) and (D)(3) Using Evaluation Results to Inform Human Capital Decisions

This section generally includes:

- The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained, dismissed**
- Special attention to the equitable distribution of effective and highly effective teachers throughout the district in the district's high minority schools, high poverty schools and persistently lowest performing schools**

Highlights of (D)(2)(iv) and (D)(3)

The LEA will implement compensation systems for teachers and principals that:

- Tie the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii).
- Implement statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements.

The system for teachers must also:

- Provide promotional opportunities
 - for effective teachers to remain in teaching in addition to moving into school leadership positions and
 - bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.

The LEA may scale-up this system up throughout the grant.

Highlights of (D)(2)(iv) and (D)(3)

The LEA will also use results of revised evaluations to inform:

- Decisions to award employment contracts
- Decisions surrounding reductions in staff, including teachers and principals holding employment contracts. When this factor yields equal results, seniority and other factors may be used in decisions

The LEA must also:

- Hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute to remove ineffective teachers from the classroom
- Accurately report terminations of teachers and principals (dismissal, resignation, etc.)

Highlights of (D)(2)(iv) and (D)(3)

Equitable distribution of teachers and principals based on effectiveness must include:

- Staffing plan for high minority, high poverty and persistently lowest performing (if applicable) schools
- Compensation (may include bonuses) incentives
- Team approach to staffing these schools with district supports
- Recruitment strategies and selection of teachers from high performing teacher preparation programs (when data become available)
- Professional development that supports the staffing plan (PD should be included in (D)(5) Template)

State Initiatives that Support (D)(2)(iv) and (D)(3)

- Year 1:
 - Begin competitive grants for:
 - Teacher preparation programs in STEM
 - Dual certification programs for principals
 - Begin community of Practice Network for Compensation System Reform
 - Begin initiative for recruitment of effective male minority teachers
- Year 2:
 - Begin contract with financial consultants to support districts in redesigning compensation systems
- Year 3:
 - Implement a new feature for teachinflorida.com to allow candidates to post effectiveness information as part of the resume

Great Teachers and Leaders Evaluator – evaluation set up in year one; implementation and reporting in years 2-4.

Required Deliverables

- Refer to the scope of Work Template for (D)(2)(iv)(b)-(d) and (D)(3)
- Deliverables designed to
 - Compliment or augment current statutes, rules and reporting procedures
 - Improve reporting processes and statewide data over the life of the grant
- LEAs are encouraged to add deliverables that make sense with their timelines

***Questions on (D)(2)(iv)(b)-(d)
and (D)(3)?***

(D)(5)+ Focus Professional Development

**ALSO INCLUDES (B)(3)2. AND 3., (C)(3)(ii), (D)(2)(iv)(a),
(D)(3)(ii)2., AND, IF APPLICABLE, (E)**

This section generally includes:

- All professional development content required to support the goals and initiatives in the RTTT grant**
- Using evaluation information to plan and implement professional development for teachers and principals**
- Evaluating the effectiveness of professional development based on changes in practice and student learning outcomes**

Highlights of (D)(5)+

- Formative assessments and the principles of lesson study to support the common core standards AND lesson study required in persistently lowest performing schools
- IPDPs and ILDPs that are also informed by evaluation results
- PD and training on the use of data to improve instruction from the LEA's LIIS and student growth results

Highlights of (D)(5)+

- Beginning teacher support programs for first- and second-year teachers that:
 - integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction;
 - builds in time for observation of effective teachers;
 - includes collaboration with colleges of education, as appropriate; and
 - defines a clear process for selecting and training coaches/mentors

Highlights of (D)(5)+

- Evaluation of professional development based on
 - Changes in teaching or leadership practice
 - Changes in student learning outcomes
- LEAs should work these requirements into their professional development systems before the end of the grant based on the LEA's chosen timeline
- Scope of Work Template includes a check list to assist in organizing the SOW and relating initiatives in the grant to the *Protocol Standards*

State Initiatives that Support (D)(5)+

- Year 1
 - Begin competitive grant for job-embedded teacher preparation programs and beginning teacher support center
- Year 2:
 - Begin consultant services for LEAs on methods to evaluate professional development
 - Begin development of standards for instructional coaches
 - Begin posting digital resources and toolkit for lesson study and formative assessments in mathematics (Next Generation SSS)
- Years 3-4:
 - Begin posting PD evaluation results and successful PD evaluation practices
 - Adopt instructional coaching standards; provide materials for training and train-the-trainer on instructional coaching
 - Begin posting lesson study resources on Common Core Standards (year 4)

Great Teachers and Leaders Evaluator – evaluation set up in year one; implementation and reporting in years 2-4.

Required Deliverables

- Refer to the scope of Work Template for (D)(5)+
- Deliverables designed to
 - Compliment or augment current statutes, rules and reporting procedures
 - Improve reporting processes and statewide data over the life of the grant
- LEAs are encouraged to add deliverables that make sense with their timelines

Questions on (D)(5)+?

(D)(1)(ii) Support for Teacher and Leader Preparation Programs

This section includes:

- LEA coordination with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates.
- LEA use of data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state's protocol standards for professional development

State Initiatives that Support (D)(1)(ii)

- Instructional coaching standards
- Competitive grants for job embedded teacher preparation and beginning teacher support center
- Current DOE support for district alternative certification programs (DACPs)
- Activities associated with (D)(4) – “Improving programs in teacher and school leader preparation”

Required Deliverables

- Refer to the scope of Work Template for (D)(1)(ii) and SAMPLE WORKPLAN
- Deliverables designed to
 - Compliment or augment current statutes, rules and reporting procedures
 - Improve reporting processes and statewide data over the life of the grant
- LEAs are encouraged to add deliverables that make sense with their timelines

Questions on (D)(1)(ii)?

(D)(4) Improving Programs of Teacher and School Leader Preparation

- Competitive grants to institutions and other entities for STEM, job-embedded teacher preparation, and dual certification for school leaders (from previous sections)
- eIPEP reporting system for teacher preparation programs – to enhance program improvement, continued approval and public performance reporting
- Performance standards for continued program approval based on:
 - Performance of completers' students (using new state student growth model from (D)(2)(i))
 - Completion, placement, retention rates, including critical shortage areas
 - Participation in district beginning teacher support and professional development
- RTTT lead position and implementation workgroup on Teacher and Leader Preparation Programs

Thank you for your participation!

Please continue to send questions in to the Race to the Top email address and request technical assistance as needed.