

# **Douglas County School District Re. 1 Performance Pay Plan for Teachers**

## **Outstanding Teacher Type D Packet**

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# **Outstanding Teacher Type D**

## ***Outstanding Teacher Type D – Program Overview***

### **A. Objective**

The Outstanding Teacher Type D program will recognize and reward teachers for their use of student performance data as a means of guiding their instructional practice and producing significant student academic growth in alignment with the content standard(s) for the particular subject area or grade level.

### **B. Participation**

- \* All certified teachers who meet the general eligibility requirements for the current Outstanding Teacher program are able to participate in Type D. This includes teachers working in special areas.
- \* Participation is voluntary and no part of the Type D process will be included as part of the teacher's regular evaluation.
- \* Teachers will declare their intention to participate in the Type D program by notifying their building evaluator and the Human Resources Department in writing (email) no later than October 15.

### **C. Student Academic Growth Data Framework and Presentation**

- \* All student academic growth data will be for a period of no less than one full year (data from first and second semester classes at the secondary level) and must pertain to:
  - i. reading, writing, or mathematics standard(s) for elementary teachers (select one of three);
  - ii. subject area standard(s) for primary teaching assignment for secondary or elementary specials teachers.
- \* Assessments used to measure student academic growth may include teacher generated, district and/or nationally recognized assessments.
- \* Assessment data must include pre, post and benchmarking assessments used to measure student progress during the course of the year.
- \* Assessment data must be inclusive of a representative body of students:

- i. for primary and intermediate data for a full class for an entire year (20 student minimum); minimum requirement may be amended in extenuating circumstances.
- ii. for secondary level teachers data must include a minimum of one class set for an entire year (twenty student minimum) or two class sets for a semester each (40 student minimum): minimum requirement may be amended in extenuating circumstances.

\* Assessment data used to gauge instructional effectiveness and need for adjustment may include qualitative and process data.

#### **D. Portfolio**

\* All of the general guidelines and timelines for the Outstanding Teacher program will apply to the Type D program.

\* As part of your Outstanding Teacher Type D portfolio, the following will be required:

1. Data showing student baseline performance and academic growth as measured by a series of benchmarking and terminal assessments. Data should be presented in an abridged form and all graphs and/or charts should be accompanied by an analysis considering the growth students achieved.
2. A written reflection describing the goals that were set for student academic growth based on initial assessment data, how assessment data was used to direct and adjust instruction to better meet the needs of students, and how the instruction is linked to significant student growth.

\* All data supporting significant student growth must be clearly linked to the teacher's instructional practice and a direct result of the teacher's data-driven instruction.

\* Copies of all assessments used as part of the data collection process must be submitted along with abridged presentations of data (i.e. graphs, charts) supporting significant student growth.

\* All Type D portfolios must be validated through a reflective conference with the teacher's evaluator no later than one month after the end of the school year. (The reflective conference may be scheduled by the teacher at any time once the teacher believes sufficient data has been generated to demonstrate outstanding student growth.) Documentation of that reflective conference is to be included with the portfolio.

\* All Type D Portfolios must be submitted to the Outstanding Teacher Committee for final review no later than one month after the end of the school year.

\* The Outstanding Teacher Committee reserves the right to request further information from the teacher applicant or the teacher's evaluator.

- \* The Type D program participants will be able to appeal the committee's decision. All of the general guidelines for appeals established for the Outstanding Teacher Type A, B, and C programs will apply to the Type D program.

#### **E. Compensation**

- \* Teachers who successfully complete Outstanding Teacher Type D will be compensated in a lump-sum payment in the first paycheck following approval by the Outstanding Teacher Type D Review Committee.
- \* Part-time teachers will be compensated on a prorated basis as determined by the FTE percentage of their teaching contract.
- \* The amount awarded for successfully completing Outstanding Teacher Type D will be the same amount paid to Outstanding Teacher designees in the Type A, B, and C programs.

# *Outstanding Teacher Type D Application Cover Page*

Name \_\_\_\_\_

School \_\_\_\_\_

Teaching Assignment \_\_\_\_\_

Track (T1 for Traditional) \_\_\_\_\_ Years of Teaching \_\_\_\_\_

Previous Years of Outstanding Teacher Participation \_\_\_\_\_

Type(s) – please check the Outstanding Teacher program component(s) in which you have previously participated:

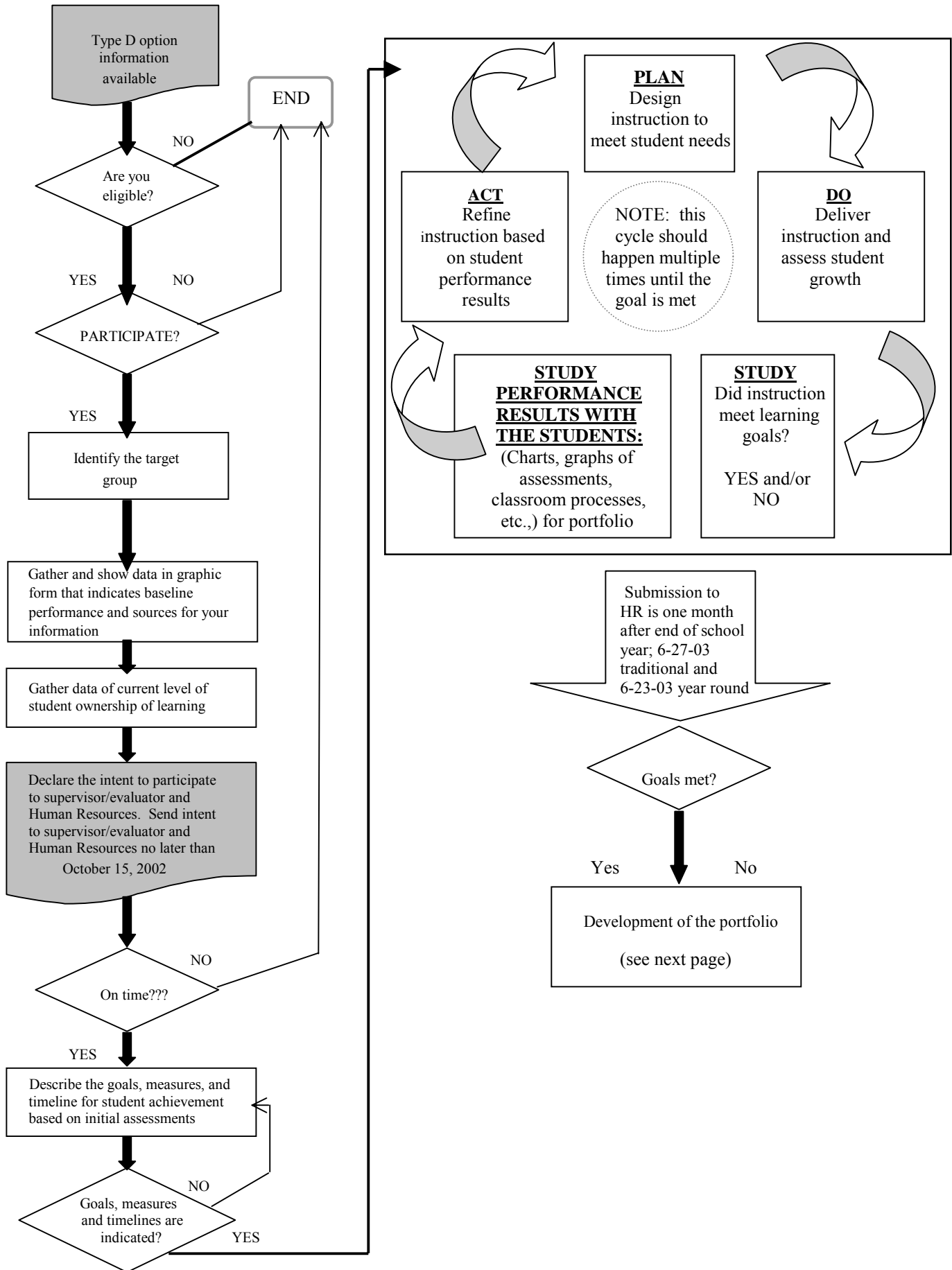
- \_\_\_\_\_ A
- \_\_\_\_\_ B
- \_\_\_\_\_ C
- \_\_\_\_\_ D

## Contents of a Type D Portfolio

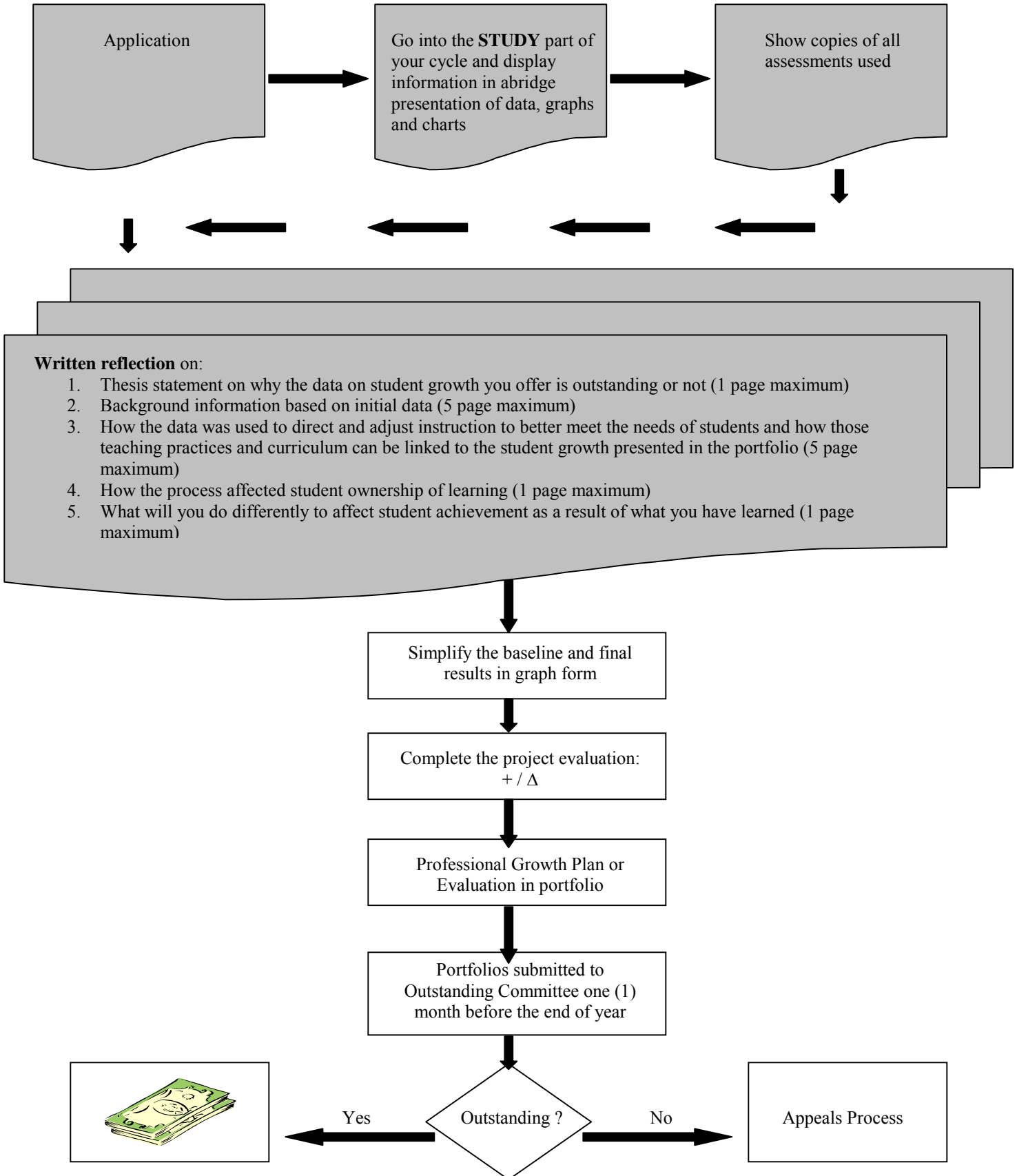
1. Table of Contents
2. Context
  - A. Professional Resume
  - B. Background information on data collection including the following (1 page maximum):
    1. Number of years teaching this grade/subject.
    2. Brief description of your experience with data collection and data driven instruction.
  - C. Brief thesis statement as to why the data on student growth you offer is outstanding. (1 page maximum)
3. Criteria and Artifacts (5 page maximum)
  - A. Brief presentation of quantified data in graphic form. Include baseline and summary data that clearly demonstrate student growth.
  - B. Discussion of how data on student achievement was gathered and how it was used to guide and adjust instruction. Include representative samples of assessments and student work.
  - C. A description of how teaching practices can be linked to the student growth presented in the portfolio.
4. Site Evaluation
  - A. Copy of your performance evaluation or growth plan.
  - B. Copy of the principal's evaluation from the reflection conference.
5. Reflection – Select one of the following: (1 page maximum)
  - A. How did this project affect student ownership for learning?
  - B. What will you do differently as a result of what you learned?

**\* All Type D portfolios require a reflection conference with your evaluator prior to submitting your portfolio to the Outstanding Teacher Governance Board.**

# Outstanding Teacher Type D Flow Chart



## Development of the portfolio



## Douglas County Schools

# Evaluator Validation of Outstanding Teacher Type D Portfolio

### Site Validation of the Type D Outstanding Teacher Portfolio

The evaluator's role in validating the type D portfolio is quite different than their role in evaluating a Type A or B portfolio. The Type D portfolio will be evaluated by the Outstanding Teacher Governance Board. However, to complete the evaluation of a type D portfolio the committee needs some information from the teacher's building administrator.

To create this dual evaluation process the building administrator is asked to meet with the teacher in a "reflective conference" and review the teacher's portfolio or the data the teacher has collected up to that time. The reflective conference may be scheduled any time after the teacher has generated sufficient data on student growth to make a reasonable presentation to the evaluator. This reflective conference is to be guided by the questions below. The teacher's evaluator is being asked to generally validate through the conference and their general knowledge of the individual, that the information that will be presented in the portfolio is an accurate representation of the teacher's actual classroom practice.

Please fill out the brief guide below by circling one of the response selections and writing any comments in the space available. Your insights into the teacher's work will help the committee evaluate and approve the type D submission. This sheet will be included as part of the portfolio when it is submitted to the Governance Board for final evaluation. Thank you for your support, and we hope you will gain valuable information in this reflective conference.

**\*The following questions will be used to guide the Type D reflective conference. It is the teacher's responsibility to be prepared to address them at the time of the reflective conference.**

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Teacher/Evaluator Outstanding Teacher  
Type D Reflective Conference

Teacher: \_\_\_\_\_ Conference Date: \_\_\_\_\_

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_

The following are general questions designed to help the building administrator establish a site-based validation of the data collected and practices employed by the participating teacher.

**Student Growth Data**

1. Has the teacher collected data on student growth?

Teacher has comprehensive data on student growth	Some data on student growth is available	No evidence of data on student growth
--	--	---------------------------------------

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the teacher able to articulate why student growth is significant?

Teacher provides powerful rationale for the significance of student growth	Teacher can discuss why student growth is significant	Teacher is unable to explain why student growth is significant
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Is the data on student growth aligned with the instructional goals identified by the teacher?

Data is directly related to the goals identified by the teacher	Data is generally related to the goals identified by the teacher	Data has little relevance to the teacher's instructional goals
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment**

1. Does the teacher utilize ongoing assessment to monitor student growth?

There is evidence of regular and frequent assessment of student growth	There is some evidence that the teacher uses formative assessment	Assessment appears to be primarily summative
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Does the teacher utilize a variety of assessment methods?

Teacher systemically uses a variety of assessment methods based on the needs of students	Several assessment methods are used by the teacher	Teacher primarily uses one assessment method
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Does the teacher utilize assessments that are reasonable measures of what students are supposed to learn?

Teacher provides a strong rationale for the appropriateness of the assessments	Teacher can generally describe why the assessments are appropriate	Teacher provides little or no evidence for the reasonableness of the assessments
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Link to Classroom Practice

1. Does the teacher provide evidence that the data was used to inform instruction?

There is evidence of the regular use of data to inform instruction	There is evidence of occasional use of data to inform instruction	Evidence of teacher's use of data to inform instruction is not evident
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is there evidence that student growth is a result of the teacher's instructional practice?

There appears to be a strong link between the teacher's practice and student growth	Student growth seems generally related to instructional practice	The link between the teacher's instructional practice and student growth is not clear
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Does the teacher modify or develop activities and/or materials to address the needs of individual students?

Teacher appears to routinely develop or modify activities/materials to meet the needs of individual students	Teacher occasionally develops or modifies activities/materials to meet the needs of individual students	Teacher routinely uses the same activities/materials for all students
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Based on the results of my reflective conference with and my general knowledge of \_\_\_\_\_ as a teacher, I believe the information above and contained in the portfolio to be an accurate representation of her/his regular classroom practice.**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

# Outstanding Teacher Type D Portfolio Assessment Rubric

## Meets Criteria

### **Data Collection and Presentation**

The data on student growth is presented in clear organized graphs. Baseline and summary data is identified, with a clear presentation of quantified student growth.

### **Assessments**

Data on student growth is gathered with a variety of assessments. The assessments used to gather the data on student growth are a reliable and valid measure of the student growth stated.

### **Link to Classroom Practices**

The student growth presented in the portfolio is clearly linked to the teacher's classroom instruction. There is clear evidence of the teacher planning instruction based on data gathered from the student population.

### **Outstanding Student Growth**

The student growth identified in the portfolio is linked to district and school academic goals. The teacher has presented a clear statement as to why the student growth is significant in the population of students they teach.

## Does Not Meet Criteria

### **Data Collection and Presentation**

Data is not presented in clear graphs. Student growth is not quantified or clearly identified. Baseline and summary data fails to demonstrate the growth stated.

### **Assessments**

There is an insufficient number of assessments used to generate the data on student growth. The assessments fail to measure the stated growth or lack reasonable validity and reliability.

### **Link to Classroom Practices**

The teacher has failed to clearly identify how the student growth was caused by their instruction practices. There is no evidence of student data being used to guide the teacher's planning and instruction.

### **Outstanding Student Growth**

The student growth identified in the portfolio is not aligned with district and school academic goals. The teacher fails to make a statement as to why this growth is above what is expected for the student population.

# Douglas County Schools Outstanding Teacher Type D Feedback Form

Name:

Date Reviewed:

School/Assignment:

Overall Rating:

<b>Data Collection/ Presentation</b>	<b>Recommendation:</b> <b>O</b> = Outstanding <b>E</b> = Excellent <b>D/N</b> = Does not meet criteria
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### Performance Criteria

\*Systematic collection of data on student growth. \*Clearly defined baseline and summary data.

\*Data are presented in clear graphs.

**Commentary on Documentation:**

<b>Assessments</b>	<b>Recommendation:</b> <b>O</b> = Outstanding <b>E</b> = Excellent <b>DN</b> = Does not meet criteria
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### Performance Criteria

\*Sufficient number of assessments to demonstrate growth.

\*Both formative and summary assessments are used.

\*Assessments are a valid and reliable measure of student growth presented.

**Commentary on Documentation:**

<b>Link to Classroom Practices</b>	<b>Recommendation:</b> <b>O</b> = Outstanding <b>E</b> = Excellent <b>DN</b> = Does not meet criteria
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**Performance Criteria**

- \*Portfolio demonstrates that the teacher uses data to drive instruction.
- \*Link between instructional practices and student growth is clear.
- \*Reasonable evidence that the teacher’s instruction caused the stated growth.

**Commentary on Documentation:**

<b>Student Growth</b>	<b>Recommendation:</b> <b>O</b> = Outstanding <b>E</b> = Excellent <b>DN</b> = Does not meet criteria
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**Performance Criteria**

- \*Student growth is clearly quantified.
- \*Teacher has clearly stated why this growth is outstanding in the population of students they teach.

**Commentary on Documentation:**

**If a teacher will not be designated as outstanding, please note the reason(s) why a designation other than outstanding was given. Please make one copy for the teacher’s record and one for the administrator.**