**Joint Committee**

* Required Implementation date – **Sept. 1, 2015**
* Planned 1st meeting date?
* JC members – equal representation
* How do we handle special populations (IEP, ELL, Low income, etc.) in the measurements?
* Do we discount students where teacher does not have Significant Educational Impact?
  + What’s the criteria to not count them – Ex. More than 20 days absent, less than avg of class attendance, only those from day 1 to current assessment?
  + Do we count all no matter what?

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| --- | --- |
| **Tentative 1st JC Meeting** |  |
| **JC Members (50/50)** |  |

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| --- | --- |
| **Special Populations** | **Are they factored in? If so, how?** |
| LD |  |
| BD |  |
| ED |  |
| ELL |  |
| Low Income |  |
|  |  |

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| --- | --- |
| **Students not included** | **Justification** |
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**What percentage?**

* First 2 years
* After that…
* Each assessment (Type I, II, III) = 50% of the percentage you choose
  + If 30%, each assessment accounts for ½ of that rating
    - So each one would equal 15% of a teacher’s final summative rating
  + If 50%, each I, II, or III would equal 25% of a teacher’s final summative rating

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|  | **%** | **Justification** |
| % first two years |  |  |
| % after that |  |  |

**Who uses which assessments…**

* Type I/II data for all?
* Different for non-core – only type III’s?
* If no type I/II for some, which categories of teachers will only do III’s
  + Only need 1 type III the first year
  + Implement second type III in year 2

**Assessments**

Type I or II – specifically identify

* Which 2 points in time?
* What about new teachers?
* Identify

Type III

* state general nature (teacher created, textbook publisher, student work/portfolios, PBAs)
* describe process & criteria evaluator and teacher will use to ID or develop the assessment
* Pre-Post most common thinking
  + Validity, Reliability, Integrity
  + Diff questions
* SLOs?

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| --- | --- | --- | --- |
| **Category of Teacher** | **Type I** | **Type II** | **Type III** |
| ECE, Pre-K |  |  |  |
| 1st-5th Core |  |  |  |
| Elem PE |  |  |  |
| Elem Resource |  |  |  |
| 6-8 Math |  |  |  |
| 6-8 ELA |  |  |  |
| 6-8 Science |  |  |  |
| 6-8 Soc St. |  |  |  |
| 6-8 PE |  |  |  |
| 6-12 Health |  |  |  |
| 6-8 Resource |  |  |  |
| HS Math |  |  |  |
| HS English |  |  |  |
| HS Bio |  |  |  |
| HS Physics |  |  |  |
| HS Soc Sci |  |  |  |
| HS PE |  |  |  |
| Foreign Lang |  |  |  |
| Dr. Ed. |  |  |  |
| Business |  |  |  |
| Voc Ed |  |  |  |
| Con Ed |  |  |  |
| Music |  |  |  |
| Ag |  |  |  |
| IA |  |  |  |

**Student growth expectations**

* Different for different grade levels?
* Different for different assessments?
* Consistent with assessment model selected?
* Uniform process for collecting formative student learning data?
  + Teacher and admin discuss at midpoint of cycle
  + Assess group/s progress
  + Adjust if justified and agreed
  + Data is not final and not used in student growth scores – just for discussion and change in targets if necessary
* For the teacher, everything translates into:
  + 1 – Unsatisfactory
  + 2 – Needs Improvement
  + 3 – Proficient
  + 4 – Excellent

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| --- | --- | --- | --- |
| **Category of Teacher** | **Type I or II** | **Growth Expectation** | **Justification** |
| ECE, Pre-K |  |  |  |
| 1st-5th Core |  |  |  |
| Elem PE |  |  |  |
| Elem Resource |  |  |  |
| 6-8 Math |  |  |  |
| 6-8 ELA |  |  |  |
| 6-8 Science |  |  |  |
| 6-8 Soc St. |  |  |  |
| 6-8 PE |  |  |  |
| 6-12 Health |  |  |  |
| 6-8 Resource |  |  |  |
| HS Math |  |  |  |
| HS English |  |  |  |
| HS Bio |  |  |  |
| HS Physics |  |  |  |
| HS Soc Sci |  |  |  |
| HS PE |  |  |  |
| Foreign Lang |  |  |  |
| Dr. Ed. |  |  |  |
| Business |  |  |  |
| Voc Ed |  |  |  |
| Con Ed |  |  |  |
| Music |  |  |  |
| Ag |  |  |  |
| IA |  |  |  |

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| --- | --- | --- | --- |
| **Category of Teacher** | **Type III** | **Growth Expectation** | **Justification** |
| ECE, Pre-K |  |  |  |
| 1st-5th Core |  |  |  |
| Elem PE |  |  |  |
| Elem Resource |  |  |  |
| 6-8 Math |  |  |  |
| 6-8 ELA |  |  |  |
| 6-8 Science |  |  |  |
| 6-8 Soc St. |  |  |  |
| 6-8 PE |  |  |  |
| 6-12 Health |  |  |  |
| 6-8 Resource |  |  |  |
| HS Math |  |  |  |
| HS English |  |  |  |
| HS Bio |  |  |  |
| HS Physics |  |  |  |
| HS Soc Sci |  |  |  |
| HS PE |  |  |  |
| Foreign Lang |  |  |  |
| Dr. Ed. |  |  |  |
| Business |  |  |  |
| Voc Ed |  |  |  |
| Con Ed |  |  |  |
| Music |  |  |  |
| Ag |  |  |  |
| IA |  |  |  |

State **Default** Student Growth Targets

* 1 – Unsatisfactory: Less than 25% of students meet Growth Target
* 2 – Needs Improvement: 25%-50% of students meet Growth Target
* 3 – Proficient: 51%-75% of students meet Growth Target
* 4 – Excellent: 76%-100% of students meet Growth Target

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| --- | --- | --- |
| **Rating Category** | **Recommended Range %** | **Justification** |
| 1 - Unsatisfactory |  |  |
| 2 – Needs Improvement |  |  |
| 3 – Proficient |  |  |
| 4 – Excellent |  |  |

**General Areas to Address:**

|  |  |
| --- | --- |
| **Topic** | **Recommendations/Discussion Points** |
| Type I - What do we do for new teachers w/ no data history? |  |
| Type I – Do all teachers get same score or do we differentiate? |  |
| Type III – If teachers develop them, when do they do it? |  |
| Type III – If teachers develop them, how do they learn to do it right? |  |
| Type III – If teachers score them, how do I know they are reliable? |  |
| How does the principal manage everything if it’s different for different teachers? |  |
| How do we know teacher-made assessments are valid and reliable? |  |
| How does the principal manage all the meetings for type III mid-point appraisal? |  |
| How do we set up our system to factor a summative rating if 70/30? |  |
| What about teachers that host student teachers? |  |
| What is our plan for training? |  |
| What districts can we share with or talk to? |  |
| How do we handle non-core teachers? |  |
| What do we do about teachers with small numbers of students? |  |