

What is the evaluation cycle for PPS?

The Evaluation cycle is as follows:

NT/S = New Teacher/Specialist - a certified staff member that is new to our district and is on a summative evaluation for their first 2 years.

CT/S = Continuing Teacher/Specialist - a certified staff member who has been in our district and is now on a 3-year evaluation cycle with the first 2 years being formative years and the third year being the summative year.

The cycle goes:

NT/S 1

NT/S 2

CT/S 1

CT/S 2

CT/S 3

What is the dollar amount associated with each level?

The dollar amounts associated with each level are:

*NT/S 1 - \$2,000**

*NT/S 2 - \$2,000**

CT/S 1 - \$1,250

CT/S 2 - \$1,250

CT/S 3 - \$2,050

**If a new certified staff member is hired into the district at a salary at or above \$45,000 due to the experiences and outcomes they bring with them, or reaches a salary amount of \$45,000 or higher prior to their 2nd year in district, then the dollar amount they would receive would be the same as someone at the CT/S 1 level (\$1,250). (Example: A teacher is hired into our district at a salary of \$44,000 based on their experiences. If they meet the 5/6 effective in 2015-16 or 6/6 effective in future years, the first year of evaluation (NT/S 1) they would receive \$2,000. This would bring their salary to \$46,000. The second year of evaluation (NT/S 2) they would be eligible to receive \$1,250 because they are above \$45,000.)*

If I don't hit the 6 out of 6, what happens? Do I get fired?

For 2015-16, staff must be effective in 5 out of 6 standards, with no less than "Beginning/Development" in the 6th standard. In following years, staff must hit effective in 6 out of 6 standards. If effective is not reached in all 6 standards, the staff member will be worked with to assist in reaching effective in all 6. This is no different that what we currently do and what has been done in the past. If a staff member is struggling, administration will work with them to help them improve. If it continues in multiple years, it could lead to a non-renewal, but this is not the desired result. The goal is to have all teachers consistently at the effective level (or higher).

For staff that work with all At-Risk students, are we held to different standards than teachers who work with all AP students?

The standards in Educator Effectiveness are the same regardless as to where you work or the student population you work with.

What type of PD or actions can a teacher take to hit the distinguished mark?

Review the matrix in Educator Effectiveness and the wording for the distinguished versus effective levels. This describes what is needed and there are various items that can be done to reach the distinguished level.

Is there a certain percentage of staff that can be distinguished within a building or the district?

No. There is no set amount of staff that can be distinguished.

Are NT/S 1 and NT/S 2 staff that are new to the district or new to the profession?

NT/S 1 & 2 are staff that are new to the district, not necessarily to the profession. They may be brand new to teaching, or they may have been a teacher for any number of years, but they are new to our district. Our evaluation cycle requires staff to be on evaluation the first 2 years they are employed by the district, then every 3 years after.

The Pay Calculator is only showing the amounts for meeting all effective on the Educator Effectiveness system, but not anything else such as CPI, correct?

Correct. The Pay Calculator is only calculating the increase amounts based on a staff member meeting the effective category in all standards. It does not include any amount for CPI or anything else. If an additional amount was given, you could enter in your new total salary to have it recalculate.

Is CPI Budgeted at all?

The Board Goals included \$3 M. This \$3 M was for PPS, raises for non-certified staff who do not have PPS in place and possible CPI increases.

If there is a NT/S 1, what is the increase they will receive if they reach the mark?

This is dependent on the salary the teacher was given at the time of hire. If the teacher was hired at a salary less than \$45,000, then they would receive \$2,000 increase. If they were hired at a salary at or above \$45,000, then they would receive an increase of \$1,250. The PPS was designed to get new teachers, new to the profession, to a salary of \$45,000 quickly. If a staff came to us with experience and qualifications that put them at or above \$45,000, then they already started at a higher salary and would get the same increase as the CT1 & 2 teachers.

Why is a principal who doesn't know me and hasn't seen me teach reviewing my documentation log in my formative years?

The review of the documentation logs is intended to be an objective review. Administrators on the review team went through training sessions to be sure there was consistency in reviewing documentation logs. All review team members assumed the staff member was Effective unless there was a preponderance of evidence leaning higher or lower.

What is the reasoning behind the building principals not reviewing the CT 1& 2's? How long did review team members spend reviewing the documentation logs?

The review of the Doc Log was meant to be an objective review of the artifacts and the reflections. Administrators that participated on the review team were trained and met

numerous times to ensure all were reviewing in the same way. The amount of time varied based on the artifact and the reflection. Some were very easy to determine and some took a bit more time to review.

Has any thought been given to allowing time within the work day for staff to work on Educator Effectiveness?

There are various work days and professional development days built into the calendar. They will be reviewed to see if any can be set aside for work on Educator Effectiveness.

It is an added stressor when staff are having to do a PDP or take credits for renewing their license, plus having to do PD hours, plus Educator Effectiveness. Can hours working on Educator Effectiveness count toward PD hours?

This will be looked into to see if this is a possibility.

As a newer teacher to the district, but in the CT cycle, is there a way to make up the amounts that were missed out on? Newly hired teachers will be at a higher salary than us with this new system.

Any staff member who has questions regarding their individual salary can make an appointment to meet with Dr. Sperry. Please call Michelle Kahl at x5024 to arrange this.

How does the pay work if you were in a position that required a BA Degree and move to a position that requires an MA Degree?

The total salary of the staff member would only be adjusted if it is below the current MA Base. If the person's total salary is above the MA Base, total pay is not adjusted. The base pay would be the MA Base and supplemental would be anything beyond the base amount.

For CT/S1 & 2, what is the process for staff whose artifacts could not be opened by review team members?

Review team members assumed each staff member was Effective unless there was a preponderance of evidence leaning either higher or lower. If an artifact could not be opened, a note was made on the review sheet. Principals could review it with Dr. Sperry if they did not agree with the score given by the review team member. This was true for all standards as well.

Will there be more feedback this year from review team members?

We are looking at revising the forms and providing more comments from review team members.

Is there a distinguished category and what are the dollar amounts for being distinguished?

At this time, there are no dollar amounts for being distinguished in any or all of the standards. That is something that may be looked at in the second stage of PPS.

Could our principal have changed our score from what the review team member placed us at?

All principals came to the HR department to review the score sheets of their staff members. If they did not agree with a score in any area, they met with Dr. Sperry to review it. In some cases, the scores were adjusted, in some they were not. This was based on the doc log and reflections. Upon returning to school in the fall, staff could meet with their principals to review their score. If the staff member did not agree, they could then meet with their principal and Dr. Sperry for further review of the items submitted. Again, some scores were adjusted at this time, some were not. If not, staff were provided feedback as to why.

If you do not reach Effective in the standards (5/6 for 2015-16, 6/6 after that), how does that affect the next year?

If a staff member does not meet the requirements, they would not receive the dollar amount increase associated with their evaluation level. Their evaluation cycle would continue unless it was felt the staff member needed to be placed on a remedial plan, in which case, the same process as we currently have would be followed.

Do you look at the prior year items for the summative year?

A principal can review prior submitted items during a summative year. The summative year is an accumulation of all 3 years.

Have the standards changed now that pay is tied to them? Is it harder to reach Effective?

The standards have not changed at all.

If a staff member meets the requirements to receive an increase under PPS and the Board approves a CPI percentage increase as well, how would the percent increase be calculated - off the prior year's salary or off the new salary after the addition of the

The percentage would be calculated off the prior year's salary, and then the PPS amount would be added in.

When entering items in the doc log, to the review team members have access to the same programs such as Google Docs, Smartnotes, etc?

Some review team members may have the programs. If for any reason they are unable to open a document, a note would be made indicating this.

Is it just the documentation log that is looked at by the Review Team?

The Review Team is looking at the documentation log, the artifacts submitted and the reflections on those artifacts.

How do we notify our principal/supervisor that we would like feedback on an artifact or reflection?

There is a Comment button at that bottom of the page in Educator Effectiveness. You can use this to notify your principal/supervisor that you would like feedback from them.

How long should the reflection be?

Reflections will vary. It is not about how much is written, but rather what is written and how it relates to the artifact.

How do special circumstances such as leaves of absence, a change in assignment, etc affect PPS?

When a staff member changes assignment, they would remain on the same evaluation cycle, but be changed to their new principal/supervisor. Some items within their Educator Effectiveness may need to be adjust to reflect accurately for the new position. If someone is out on a leave of absence, it would depend on the length of time they were out. Typically, all items should still be completed, though for longer leaves (a semester or more), we may continue the staff member on the same evaluation cycle for the next school year. These would be reviewed on a case by case basis.

How many districts have a model similar to this and how many still have step and lane?

We do not have exact numbers on how many districts do what for salary advancement. When PPS began, we did ask other districts and many had moved away from the step and lane method.

Are the dollar amounts going to change every year?

At this time, there is not a plan to change the dollar amounts from year to year. They may be reviewed in the future.

How do budget shortfalls affect PPS?

With PPS, we are able to determine what the cost would be if everyone met the mark and qualified for an increase. This allow the full dollar amount to be budgeted and approved by the Board each year.

Will you always get the raises if you reach 6/6 Effective?

As long as PPS is in effect and the Board agrees to continue it, then yes, the money would be budgeted each year and each staff member that completes the requirements and meets 6/6 Effective would receive the amount for their evaluation cycle.

Will PPS be re-evaluated? Could the system change?

It is likely that PPS will be re-evaluated to determine if it is working well or if it needs to be adjusted. As with anything, it could change down the road, but we cannot predict that.

Will there be more information in our letters to tell us what we scored in each standard?

We are looking at revising the forms to include scores and providing more comments from review team members.

If my supervisor is not a building principal (ex: Barb Kelley or Chris Wesling), how did they communicate with review team members about my leveling?

All Principals and Supervisors reviewed their staff members leveling sheets that were done by the review team. The same process was followed regardless of whether a staff member is evaluated by a building principal or another position such as Coordinator or Student Services, etc.

Our artifacts still reflect in our documentation log. Do we have to re-reflect on them again, plus reflect on the new ones?

You do not need to reflect on past years' artifacts, only the ones you submit for this year. The documentation log is a "rolling" log, which means the artifacts will stay in it until you complete your summative year.

When will the new pay reflect on our payroll if we meet 5/6 or 6/6 effective?

Pay would be adjusted for the first check of the school year (September 10).

If someone is effective in 4/6 standards, would they receive a lesser amount?

No, if someone does not meet 5/6 (2015-16) or 6/6 (2016-17 and on), they would not receive any amount under PPS. They would continue on the evaluation cycle and be provided coaching and support to assist them get to the effective level.

How will coaching pay, co-curricular pay, etc be affected by PPS?

PPS does not affect any pay other than your regular pay. Any coaching pay, co-curricular pay, etc would not be adjusted based on PPS.

Where do staff who have a doctorate degree (OT/PT) fall?

There is not a base pay for these staff members, but rather a pay range. The same increase amounts would apply if they meet the marks.

Is there anything other than Educator Effectiveness that needs to be submitted to be leveled at Effective?

No, everything submitted through Educator Effectiveness is all that needs to be submitted.

Is the emphasis for the review team on the artifact or on the reflection?

The emphasis is on both. Both items need to meet the effective level in order to be considered effective.

If we submit 4 artifacts for a standard, are all 4 being reviewed in order to determine our level?

We will work with the review team to ensure all members are reviewing the artifacts that are submitted (to a maximum of 4) for each standard.

Is there an Appeal Process?

There isn't an appeal process, however, if a staff member does not agree with their level, they should meet with their building principal to discuss it. If after that meeting, the staff member still does not agree, they should contact the Human Resource Department to schedule a meeting with both their principal and Dr. Sperry to review their leveling. This meeting would result in a final decision and possible coaching/supports.

When coming into the district, what is the maximum number of years a person is credited with? (Previously it was 8 years)

There isn't a maximum number of years. We look at total experiences and outcomes, not total years of experience, to place someone at a salary.