

Personnel Performance Evaluation Council 2019-2020

1338 Committee
November 7th, 2019



Englewood Schools
Belong and Thrive



Agenda

Agenda

- Introductions
- Outcome/Working Agreements/Norms
- Brief History
- Current percentages for Standard 5
 - Individual Attribution (Measures of Student Learning)
 - School Performance Framework
 - District Performance Framework
- Discussion
- Decision
- Closing



Introductions

- Name
- Site (or where your student attends)
- Why you wanted to serve on this committee





Outcome

For Our Council Work this Year:

- To review and recommend to the BOE the collective and individual percentages for Standard 5 for licensed professionals for 2020-2021.

Statutory Requirements:

- The “1338 committee” is the *advisory personnel performance evaluation council* appointed by the Board to meet the statutory requirements found in [§ 22-9-107, C.R.S.](#)
- This council, at a minimum, needs to consist of: one teacher, one administrator, one principal in the District, one parent with a child in the District, and one resident of the District who does not have a child in the District.
- This council is charged with **consulting with the Board** as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures. It is also to conduct a **continuous evaluation** of such evaluation system.



Norms and Working Agreements

- Keep students and teachers in the room.
- Be on time, start on time, end on time.
- Provide and follow an agenda.
- Arrive prepared.
- Be professionally courteous:
 - Limit side conversations
 - Monitor Voice
 - Respectful use of technology
- Commit to follow-through.



Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

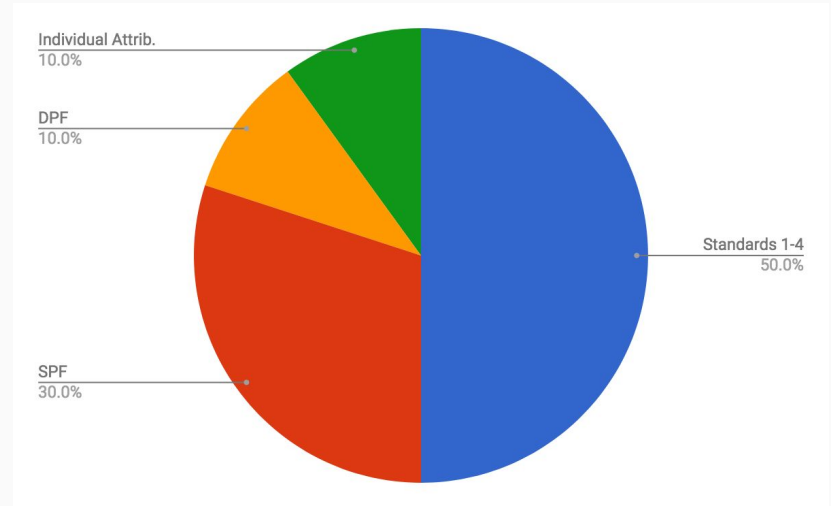
7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.



Brief History

- Work began in 2014-15 in Englewood
- 2017-18 Collective and Individual attributions determined by committee
 - 10% District Performance Framework
 - Collective
 - 30% School Performance Framework
 - Collective
 - 10% Measures of Student Learning
 - Individual





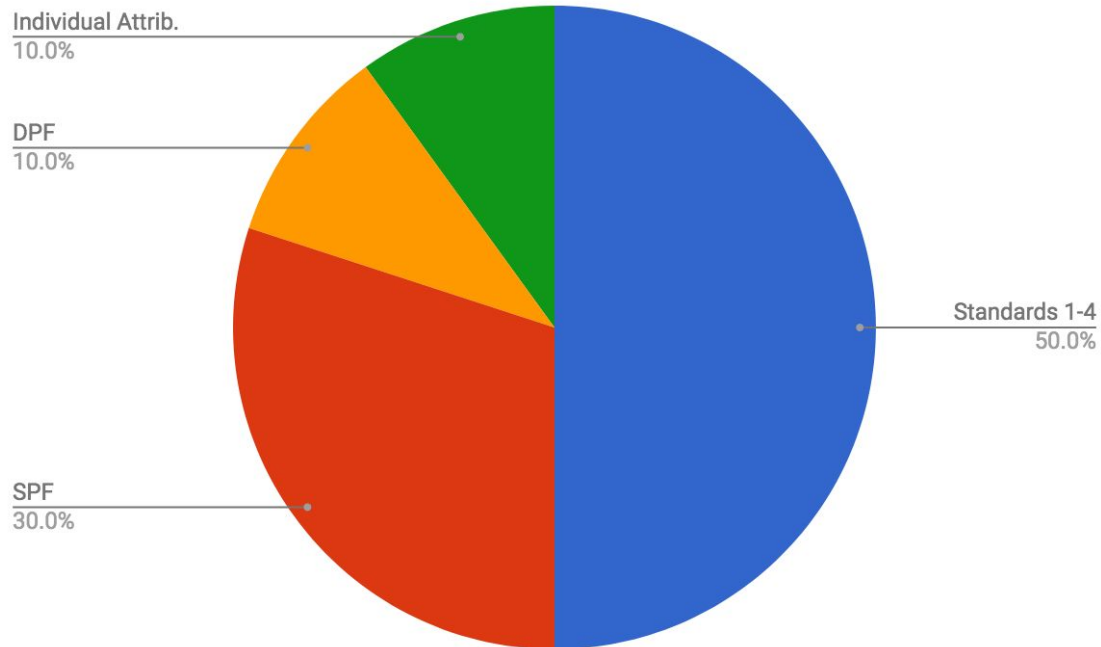
Brief History

- The previous council defined the parameters for the 10% for Individual Attribution:
 - Growth of student learning
 - Individual (teacher)
 - Based on one approved [assessment](#)
 - Success criteria
 - IEP goals cannot be used
 - [Student Learning Outcomes](#)
- Statistically Significant Committee
 - Success Criteria
 - [Performance Level Descriptors](#)

Success Criteria			
Much Less Than Expected (2 points)	Less Than Expected (5 points)	Expected (8 points)	More than Expected (10 points)



Current Percentages for Standard 5





Trends Across the Metro for Standard 5

Boulder

12.5% DPF
12.5% SPF
10% Team
15% Individual

Jeffco

10% DPF
10% School Goal
30% Individual

Greely #6

16.5% SPF
16.5% Collective Goal
17% Individual

Ft. Lupton

5% DPF
30% School Goal
15% Individual

- Team goals
 - Collective goal that can be a school goal, team or department goal



Proposed Percentages for Standard 5

- Exploration and Discussion
 - Value Chart [tool](#) from CDE
 - Standard V [handout](#)
 - DPF and SPF
 - Exploring and Discovering protocol
 - Share one thing that you feel is most important as we make a decisions for the percentages for Standard 5
- Decision
 - Next meeting



Englewood Schools
Belong and Thrive

Closing

- Communication agreements
 - Anecdotal input

