



Kansas City Public Schools

Teacher Performance Management Guidebook
2011-2012

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Mission

The mission of the Kansas City Public Schools, as a transformational, multicultural urban school system, is to produce fully-equipped global citizens through a relevant, dynamic and rigorous curriculum, facilitated by culturally sensitive, highly skilled, effective and committed educators that provide a **safe, nurturing environment for each student to learn every day**, in every subject without exception.

Introduction

The goal of the district is to ensure that every student has an effective teacher, and this evaluation system will help the district accomplish this goal. Consistent and rigorous evaluation is essential to providing teachers with the feedback to acknowledge what they do well and what they could do better, the professional support they deserve and need, and recognition of the important and difficult work they do each day.

Providing rigorous evaluation is no small challenge, even for the highest performing schools. It requires school communities to engage in reflection and the pursuit of constant development.

This guidebook is intended to provide evaluators and teachers with more information around the evaluation system that will be used in the 2011-12 school year. This system is intended to provide all educators in the district with a clear set of expectations for excellent teaching and a process that will help evaluators and teachers improve teacher practice in all schools.

This guidebook will discuss the standards, or expectations, for effective teaching. These standards were used in the 2010-2011 teacher evaluation, though the wording of the fourth standard was clarified slightly. These standards are the foundation of the rubric that represents the district's vision for effective teaching practice, which will be used to evaluate teachers' performance this year.

This guidebook also outlines the process that teachers and evaluators can expect to participate in this school year. Finally, it will close with a timeline of the process as well an overview of performance improvement tools.

Teachers will be evaluated based on the following five standards:

1. Teachers know the content they teach.
2. Teachers facilitate learning for students.
3. Teachers establish a respectful environment for a diverse population.
4. Teachers use assessments effectively to gauge and respond to student growth and needs.
5. Teachers demonstrate leadership.

The Teacher Performance Management Rubric

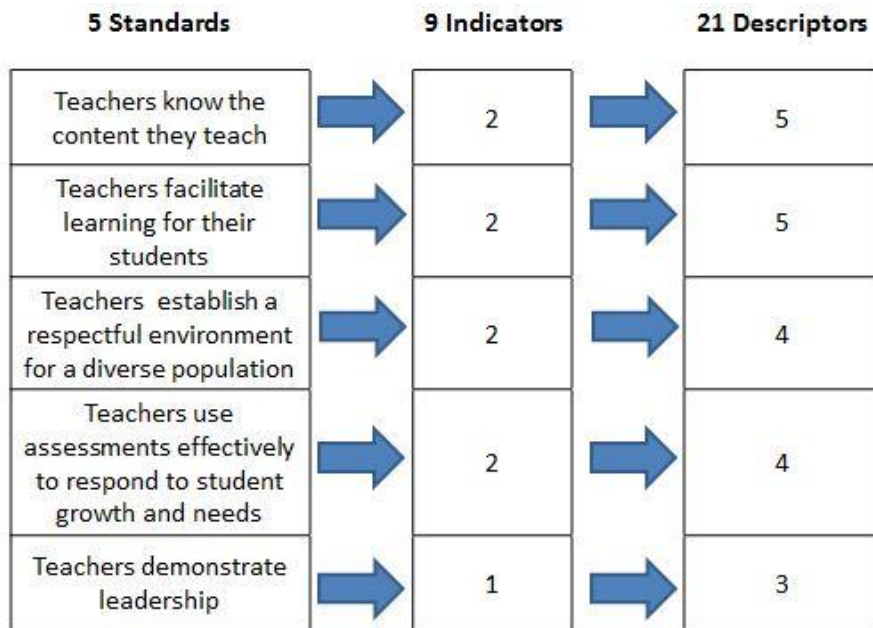
The KCPS Teacher Performance Management process aims to make expectations for teacher practice clear to both teachers and evaluators. The Teacher Performance Management Rubric outlines in detail the expectations against which teachers will be evaluated and developed. The rubric represents a vision of successful teaching in the district and breaks that vision down into more detailed parts to help evaluators and teachers identify areas of strength and growth in teacher practice and have a common language when discussing teacher performance and growth.

The rubric covers the 5 standards of teacher practice and breaks those standards down into INDICATORS, which describe specific actions for each standard and DESCRIPTORS, which describe each standard and indicator at different levels of performance. The Teacher Performance Rubric describes 5 levels of teacher performance: Unsatisfactory, Needs Improvement, Developing, Proficient, and Distinguished.

This rubric provides further clarity and detail to both evaluators and teachers, responding to key feedback gathered from teachers in the district in the spring. It is important that both teachers and evaluators spend time familiarizing themselves with this rubric, as it provides the basis for teacher evaluation in the district this year. Principals received hard copies of the rubric in trainings during the week of September 12-16, 2011 and electronic copies the following week. Principals are responsible for communicating with staff about the evaluation process and the rubric. When the district launches its new website, the evaluation will be available online as well. Questions may be sent to performance@kcmsd.net at any time.

How will evaluators use the rubric?

Evaluators will use the rubric to guide their observations and their feedback. Each time an evaluator observes a teacher they will look for evidence of at least one of the standards. In order to get a full picture of how a teacher performs on all the standards, evaluators will observe teachers frequently throughout the year.



Evaluation Process Overview

All KCPS employees shall be evaluated on an annual basis in compliance with Board Policy 4.2 and/or applicable collective bargaining agreements. The KCPS is committed to ensuring that every student receives high quality instruction and this evaluation system, which is part of the district's professional development program, is crucial to the pursuit of this goal.

Teachers' evaluation schedules will be determined by their prior performance, according to the levels described below. Teachers will be notified of their levels and who will be evaluating them by October 14 by their building leadership. After the 2011-2012 year, this notification will take place by Sept. 15.

The evaluation process will be used to indicate areas in which the employee is performing at a high level as well as identify areas that may be in need of improvement; unannounced and announced classroom observations, along with evaluator and teacher collection of other sources of evidence, will facilitate teacher development. The process is not simply about coming to a final rating at the end of the school year; rather, the process is designed to spark conversations throughout the year between evaluators and teachers that will drive professional growth and recognition. Evaluators will conduct multiple observations throughout the year using the rubric described above and provide detailed, useful, and actionable feedback to teachers. Conferences between evaluators and teachers will facilitate conversations about professional growth, and what evaluators and teachers observe about teacher practice during the evaluation process will drive plans for professional development.

Teachers must be active participants in this process of development. Evaluators and employees collaborate to determine the measures that will drive improvement; teachers determine their professional growth goals and participate in conferences surrounding observations to receive feedback and determine next steps.¹

Individual Development Strategy²

KCPS has learned that feedback drives performance more than any other learning development tool. The Individual Development Strategy (IDS) **IS NOT PUNITIVE**, but a way of fostering a continuous feedback process and investing in teachers. The IDS is designed as a collaborative tool by which school leaders can support employees in the pursuit of continual improvement. The IDS is an opportunity to identify strengths and areas for improvement through self-reflection and feedback. Once evaluators and employees have discussed where they are in relationship to the teaching standards, they can commit to action steps that will increase effectiveness.

¹ Teachers and evaluators should discuss documentation expectations as soon as possible. Examples of documentation may be parent contact logs, copies of newsletters, lesson plans, information from recent data cycles, etc. KCPS does not require any specific set of documentation, only that any rating can be substantiated with evidence. Teachers must have no fewer than 3 working days to gather documentation prior to any conference in the evaluation cycle.

² The IDS and the PGP will be available by the end of October. If a PGP situation arises prior to this date, please use the forms from last year.

Components of the Evaluation Process

The table below describes the major components, or parts, of the evaluation process. The following table gives details on timelines for this process.

Component	Description
The KCPS Teacher Performance Management Rubric	<ul style="list-style-type: none"> • Provides a common language to describe teacher performance. • Is the set of expectations against which teachers will be evaluated. • Will be used to guide teacher reflection, observations of practice, feedback, and ratings of teacher practice.
Individualized Professional Development Plan (IDPD)	<ul style="list-style-type: none"> • Allows teachers to self-assess their performance and set professional growth goals. • Will be shared with teacher-selected mentors and the teacher's evaluator to inform support for that teacher.
Informal walkthrough	<ul style="list-style-type: none"> • Short, unannounced observations of a teacher's classroom that occur on a regular basis. • Evaluators may conduct multiple walkthroughs to gain an accurate picture of teacher performance and give regular feedback. • Written feedback will be given following each walkthrough, although evaluators may follow up with in-person feedback.
Formal walkthrough	<ul style="list-style-type: none"> • Unannounced observations (at least 20 minutes) of a teacher's classroom. • Followed by an in-person conference with the teacher and evaluator to discuss observation, feedback, and next steps.
Formal observation	<ul style="list-style-type: none"> • Announced full class period observation of a classroom. • Preceded by an in-person pre-observation conference with the teacher and evaluator. • Followed by an in-person post-observation conference with the teacher and evaluator. • Evaluator shares rating which reflects the cumulative evidence from formal observation as well as that from other observations up to that point in the year.
Pre-observation conference	<ul style="list-style-type: none"> • An in-person meeting that comes before a formal observation. • An opportunity for teachers to share important lesson context and for evaluators and teachers to share potential standards to focus on in the observation.
Post-observation conference	<ul style="list-style-type: none"> • An in-person meeting that occurs after formal observations and formal walkthroughs. • An opportunity for evaluators to share evidence from observations and give feedback to teachers, as well as for evaluators and teachers to determine next steps for professional development.
Final rating conference	<ul style="list-style-type: none"> • An in-person meeting that occurs in March. • Evaluators will share their final rating of a teacher's practice, and the evaluator and teacher will plan next steps for the teacher's professional development.

Evaluation Levels

Level 1: Intensive Evaluation

Non-tenured teachers and any teacher who is on a PGP

Level 2: Comprehensive Evaluation

Tenured teachers who have been on level 1 for at least 1 year and have demonstrated successful performance (in 2011-2012, all tenured teachers who are not on a PGP will be in Level 2)

Level 3: Collaborative Evaluation

Tenured teachers who have demonstrated success and are designated by their principals during final summary evaluation conferences (Level 3 will begin 2012 – 2013)

Level 1

All teachers entering the KCPS will begin on Level 1 in order for supervisors to offer as much guidance as possible to incoming team members. Any teacher who is on a PGP will be placed in Level 1 until the completion of that PGP. Teachers may move to Level 2 by earning tenure (for those who have not yet) or by completion of the PGP.

Level 1 teachers shall have 2 **formal, scheduled class observations**, using the rubric available on PD360 and the employee portal, with pre- and post-conferences (Form A). During the post-conference the evaluator will share with the teacher a rating that reflects the evidence gathered from the formal observation and other observations up to that point in the year.

- Evaluators shall give 5 working days notice before pre-conference
- Pre-conference shall occur 3 working days prior to scheduled evaluation
- Post-conference shall occur 3-5 working days after scheduled evaluation

Level 1 teachers will create an **Individual Professional Development Plan (IPDP)** – available on My Learning Plan - to discuss with a peer or mentor and their evaluator. Teachers should develop their IPDPs by examining the teaching standards rubric and reflecting on their own teaching practice to identify goals. Self-reflection is an essential component of the evaluation and growth process. IPDPs are an independent, self-reflective exercise for teachers (**evaluators will not designate goals for teachers in the IDPD process**). Evaluators will have the opportunity to work with teachers on goal-setting in different phases of the process.

Level 1 teachers shall have at least 2 **unscheduled formal walk-throughs** (using Observation 360), each followed by a face-to-face conference. These walk-throughs differ from routine walkthroughs that evaluators conduct in that they shall last 20 minutes and they require a follow-up conference. *The difference between a formal and an informal walkthrough is that formal walkthroughs require a follow-up conference, while informal walkthroughs do not.* Many evaluators conference with teachers after every walk-through; for these evaluators, this does not constitute any additional responsibility.

- Electronic feedback from Observation 360 shall be received within 24 hours of observation
- Conference shall be within 3 working days
- Evaluators may perform additional informal walkthroughs followed by feedback as needed
- One walkthrough must be completed by the end of the 1st quarter

All teachers shall have a **final summary evaluation conference** with evaluators in the spring, prior to March 9 (the final school day before March 15).

- Evaluators will discuss with teachers a final summary evaluation rating, determined by examining the evidence collected throughout the year. The final summary evaluation rating will be based on:
 - 30% - the averages from formal walkthrough ratings
 - 60% - the averages from formal observation ratings
 - 10% - performance trajectory
 - A teacher's trajectory captures the rate at which a teacher improves his or her performance over the school year. Evaluators will receive training to help them use evidence to identify and interpret trajectories.
 - Teachers may be on a **positive trajectory**, with consistent evidence that he or she incorporates feedback into and improving practice.
 - Teachers may be on a **mixed or flat trajectory**, in which improvement of practice is less consistent or mixed.
 - Teachers may be on a **negative trajectory**, where practice consistently declines over the course of a school year.
 - Evaluators may choose to incorporate a trajectory if they feel that the teacher's final rating is not reflective of a teacher's practice over the course of the year.
- During the final summary evaluation conference, the evaluator will share his/her final rating, evidence, and rationale, and the teacher will have the opportunity to ask questions about the rating and feedback he/she has received. Teachers and evaluators will also discuss potential development goals for the remainder of the school year and the following school year.

Level 2

Level 2 teachers shall have 1 **formal scheduled class observation** in the spring using the rubric available on PD360 and the employee portal, with pre- and post-conferences (Form A). During the post-conference the evaluator will share with the teacher a rating that reflects the evidence gathered from the formal observation and other observations up to that point in the year.

- Evaluators shall give 5 working days notice before pre-conference
- Pre-conference shall occur 3 working days prior to scheduled evaluation
- Post-conference shall occur 3-5 working days after scheduled evaluation

Level 2 teachers will create an **Individual Professional Development Plan (IPDP)** – available on My Learning Plan - to discuss with a peer or mentor and their evaluator. Teachers should develop their IPDPs by examining the teaching standards rubric and reflecting on their own teaching practice to identify goals. Self-reflection is an essential component of the evaluation and growth process. IPDPs are an independent, self-reflective exercise for teachers (**evaluators will not designate goals for teachers in the IDPD process**). Evaluators will have the opportunity to work with teachers on goal-setting in different phases of the process.

Level 2 teachers shall have at least 2 **unscheduled formal walk-throughs** (using Observation 360), each followed by a face-to-face conference. These walk-throughs differ from routine walkthroughs that evaluators conduct in that they shall last 20 minutes and they require a follow-up conference. *The difference between a formal and an informal walkthrough is that formal walkthroughs require a follow-up conference, while informal walkthroughs do not.* Many evaluators conference with teachers after every walk-through; for these evaluators, this does not constitute any additional responsibility.

- Electronic feedback from Observation 360 should be received within 24 hours of observation.
- Conference shall be within 3 working days
- Evaluators may perform additional informal walkthroughs followed by feedback as needed
- One walkthrough must be completed by the end of the 1st quarter

All teachers shall have a **final summary evaluation conference** with evaluators in the spring, prior to March 9 (the final school day before March 15).

- Evaluators will discuss with teachers a final summary evaluation rating, determined by examining the evidence collected throughout the year. The final summary evaluation rating will be based on:
 - 30% - the averages from formal walkthrough ratings
 - 60% - the averages from formal observation ratings
 - 10% - performance trajectory
 - A teacher’s trajectory captures the rate at which a teacher improves his or her performance over the school year. Evaluators will receive training to help them use evidence to identify and interpret trajectories.
 - Teachers may be on a **positive trajectory**, with consistent evidence that he or she incorporates feedback into and improving practice.
 - Teachers may be on a **mixed or flat trajectory**, in which improvement of practice is less consistent or mixed.
 - Teachers may be on a **negative trajectory**, where practice consistently declines over the course of a school year.
 - Evaluators may choose to incorporate a trajectory if they feel that the teacher’s final rating is not reflective of a teacher’s practice over the course of the year.

- During the final summary evaluation conference, the evaluator will share his/her final rating, evidence, and rationale, and the teacher will have the opportunity to ask questions about the rating and feedback he/she has received. Teachers and evaluators will also discuss potential development goals for the remainder of the school year and the following school year.
- All Level 2 teachers with a final evaluation rating of Distinguished will be placed on Level 3 by evaluator.
- Level 2 teachers with a final evaluation rating of Proficient may be placed on Level 3 by evaluator.



Level 3 (Beginning 2012-2013)

As no teachers in the district are on a Level 3 during the 2011-12 school year, additional guidance on how evaluation will be conducted for Level 3 teachers will be released prior to the 2012-2013 school year.

Timeline

By date		Level 1	Level 2
Ongoing	Informal walkthroughs	X	X
Oct. 14	Principals give orientation to teachers to update and refresh on evaluation system and notify who their evaluator will be	X	X
Nov. 2	Teachers have created IPDP and discuss with a peer/informal mentor	X	X
	Evaluators have completed at least one formal walkthrough (Observation 360)	X	X
Dec. 1	All PGP's should be assigned	X	X
End of 1 st Semester	Evaluators have completed 1 formal observation	X	X
*Mar. 9	Evaluators have completed 2 nd formal observation	X	
	Final summary evaluation conferences must be completed in-building	X	X
	Teachers who are informed of level for coming year	X	X
**Mar. 23	Final summary evaluation ratings due to district offices	X	X
Mar. 31	Begin creating IPDP	X	X
May 15	Submit IPDP	X	X

* March 15 or last school day before

**5 working days later

What is the difference between an IDS and a PGP?

An IDS is part of the continuous growth process for which all KCPS teachers should strive. It would not be unreasonable for many or most teachers in a building to have an IDS at any given time.

A PGP begins the disciplinary process. There are several steps that should take place before a PGP is initiated: informal observations, conferences, individual development strategies, and, most importantly, **coaching conversations**.

Professional Growth Plan

KCPS is committed to recruiting, developing, and retaining a dedicated, high-quality team of educators who have a real and measurable impact on the lives of our students. Part of this process includes identifying educators who need additional assistance to improve their performance. Adopting clear guidelines for the process of performance improvement is necessary in order to:

- ✓ Provide an educator in need of improvement clear guidelines on exactly what must happen in order to improve performance
- ✓ Provide everyone involved an additional opportunity to review the steps leading to the PGP
- ✓ Maintain a positive school culture by having a transparent and fair performance improvement process
- ✓ Ensure performance issues are dealt with in a way that meets all legal and professional standards

The performance improvement process should begin **before** a PGP is implemented through: informal observations, conferences, individual development strategies, and most importantly **coaching conversations**. A professional growth plan should **not** come as a surprise to the educators involved.

Once an evaluator has identified a low performing staff member, the following process should be followed:

- ✓ Ensure that performance concerns have been addressed with the staff member. A PGP may not be implemented without documentation of at least previous

2 efforts to address the performance concerns.

- ✓ Meet with the staff member to discuss performance concerns, discuss all previous efforts to address these concerns, and collaboratively draft a PGP with no more than 3 goals, aligned with the teaching standards.
- ✓ Monitor staff performance over the next 30 working days. Monitoring should consist of coaching conversations, recognizing progress, and strategizing about roadblocks as necessary.
- ✓ After 30 working days, the staff member and the evaluator should reconvene to formally assess progress.
- ✓ If goals have not been met, the PGP may be extended for 30 additional working days.



[Form A]

Conference Worksheet

Pre-Conference Section (to be completed by teacher)

Employee Name:		Position:		
Location/School:		Evaluator Name:		
Date of Completion:		Date of Scheduled Evaluation:		
Class demographics:				
Total Class size:	% Male	% Female	% Exceptional Ed.	% ELL
Description of Lesson to be Observed (may attach additional supporting documentation as necessary):				
Notes: (potential distractions, personal goals, etc.)				