

PIONEER Guidebook

Kansas City Public Schools



TABLE OF CONTENTS

Introduction.....	3
Overview.....	4
Payments.....	5
Documentation.....	5
Eligibility for PIONEER.....	5
PIONEER Components.....	6
Professional Growth.....	6
Purpose.....	6
Eligibility.....	6
Wrap Around.....	8
Purpose.....	8
Eligibility.....	8
Building Growth.....	11
Purpose.....	11
Eligibility.....	11
Performance Assessment.....	13
Purpose.....	13
Eligibility.....	13
Appendix A: Standardized Tests.....	15
Appendix B: PIONEER Documentation Submission Guidelines.....	16
Parent Engagement.....	17
Professional Development.....	18
Frequently Asked Questions.....	19
Appendix C: Measuring Student Growth in PIONEER Schools.....	20
Appendix D: Classroom Visit Teams.....	21

INTRODUCTION

The Kansas City, Missouri Public Schools is dedicated to pursuing transformational change in an effort to create a world-class urban education system. Its mission, as a transformational, multicultural urban school system, is to produce fully-equipped global citizens through a relevant, dynamic 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.

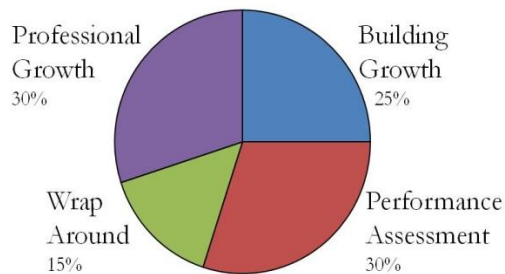
The Pay Incentives based On Need for Excellent Education Reform (PIONEER) program is one of several education reform initiatives upon which the district has endeavored in recent years, in collaboration with the KCFT. KCPS strives to provide a rigorous curriculum, exceptionally effective educators, and top quality resources to students. Recruiting, retaining, and fostering exceptional educators remains a primary goal for this district.

The PIONEER program allows KCPS to compensate educators for their contributions to student achievement, for their own professional development, and for their contributions to the most productive school environments. KCPS worked closely with the KCFT to develop a program which challenges teachers to constantly strive to be better educators and fairly rewards those professionals who are willing to drive for excellence. KCPS and the KCFT will continue to work closely on this program to make modifications and improvements as it progresses.

KCPS recognizes that no performance-pay program is going to be perfectly satisfactory to all parties involved. The methods of measuring and rewarding performance are constantly being developed and refined. We appreciate your patience as we work out the challenges of implementing this revolutionary system. **The specific details of this program may be changed at any point. Participants will be notified of any changes via distribution of an updated version through emails and website postings. It is the responsibility of participants to read this guidebook and all communications throughout the year.**

OVERVIEW

The PIONEER program offers educators the opportunity to earn supplemental income based on their performance. Educators **cannot** lose any money by participating in the PIONEER program. Participants in the PIONEER program are eligible for a bonus of ten thousand dollars (\$10,000) dependent on performance in the following components:



These performance components are linked to the primary components necessary to serve and teach students.

- *Motivation and lifelong learning among educators*
- *Best professional practices*
- *Comprehensive and fair evaluation of educators*
- *Tools for measuring student achievement*

The goals of the PIONEER program, as aligned with those of KCPS are to:

- *Recruit and retain exceptional educators*
- *Reward educators who are willing to strive for excellence*
- *Create an environment of lifelong learning and motivation among educators*

According to the guidelines of the Teacher Incentive Fund grant, educators whose performance is unsatisfactory on any criteria of their performance evaluations may not receive any portion of the PIONEER bonus. As of August 22, 2012, any teacher whose employment is non-renewed as a result of performance in the 2012-2013 school year will be ineligible to receive any portion of the PIONEER bonus.

Teachers and principals whose employment is terminated prior to the completion of the school year will be ineligible to receive any portion of the PIONEER bonus. Teachers who are hired after the start of the year or transferred to a PIONEER school from another KCPS school after the start of the year will be eligible to earn the PIONEER bonus, prorated for the amount of the year they spent in the PIONEER school.

Teachers and principals who elect not to return to work for KCPS in the 2013-2014 school year (i.e. resignation, retirement, relocation) but have completed the 2012-2013 school year will be eligible to earn the PIONEER bonus.

PAYMENTS

Bonuses earned in the PIONEER program will be paid in one lump sum as supplemental income by mid-September following the year of programming. For example, participants in the program during the 2011-2012 school year will receive their payments by the middle of September, 2012, after all test scores have been processed. Participants in the program during the 2012-2013 school year will receive their payments by the middle of September 2013.

DOCUMENTATION

Please see Appendix B for guidelines on submitting documentation for the PIONEER program. In order for participants to earn the incentive for the 2012-2013 school year, all documentation must be submitted to the PIONEER program by close of business June 3, 2013. Participants may submit their documentation earlier than that date if they wish. Documentation may be emailed, scanned and emailed, mailed via postal service or interoffice mail, faxed, or dropped off personally by this date to:

PIONEER Program
Human Capital Management 8th Floor
1211 McGee Street
pioneer@kcmsd.net
816-418-7083

ELIGIBILITY FOR PIONEER

During the 2012-2013 school year, certified instructional staff who work in grades K-8, and work at one of the following pilot schools are eligible to participate in the PIONEER program. Principals and vice principals at these schools are also eligible for participation. Educators and leaders who are not full time employees at a PIONEER school may earn incentives proportionate to their full time status (i.e. an employee who is .5 FTE at Attucks may earn 50% of the total).

- Attucks
- Banneker
- Faxon
- Foreign Language Academy
- Gladstone
- Longfellow
- Phillips
- Pitcher
- Troost
- Wheatley

Teachers at the participating schools voted to approve participation in the spring of 2011. In order to participate, 75% of teachers at the school had to vote in favor of the program.

PIONEER COMPONENTS

Under the PIONEER program, educators have four ways to earn incentives: by pursuing professional growth, by contributing to a supportive learning environment, by teaching in a high-performing school, and by earning satisfactory performance evaluations and increased student growth. Each component is described in detail below.

PROFESSIONAL GROWTH

PURPOSE

The purpose behind the professional growth component of the PIONEER program is to reward teachers who continue to develop and demonstrate knowledge specific to their discipline. Educators who pursue certification through the National Board of Professional Teaching Standards, which certifies in many specialties and those who pursue professional development opportunities in addition to those required by the district, can earn rewards for those efforts. Educators who choose to pursue additional hours of professional development must demonstrate that they have attempted to bring the skills or knowledge learned in professional development into their classroom practices. If KCPS is to instill a lifelong love of learning in its students, educators must role model the same.

ELIGIBILITY

Certified instructional staff who teach K-8 in any area of certification through the [National Board of Professional Teaching Standards](#) and guidance counselors, who are eligible for National Counseling Certification, are eligible for this component. Principals and vice principals who receive certification through the Principals' Training Center, the Harvard Business School Executive Education Program, the National Association of Secondary School Principals, or the National Association of Elementary School Principals are also eligible for this component.

All certified instructional staff K-8 are eligible for the professional development component, as are principals and vice principals. Teachers who are pursuing advanced degrees may count their credit hours toward their additional professional development hours, provided they demonstrate implementation (each credit hour translates to 15 contact hours according to state guidelines and an agreement with KCFT).

**Professional Growth
Teachers**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$200	2%	6.67%	Board Certification Tenured teacher successfully applies for and obtains certification through the National Board of Professional Teaching Standards or National Counselor Certification	Certificate of completion	In addition to the existing salary increase	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ELL teachers Special Education Teachers Library Media Specialists
\$2,800	28%	93.33%	Professional Development Completes 20 extra professional development hours between July 1, 2012 and June 30, 2013 outside of work day and implements learned strategies in classroom instruction	See Appendix B	Extra: beyond required 30 hours built into school year	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ELL teachers Special Education Teachers Speech Therapists Library Media Specialists
Maximum Component Total: \$3,000						

**Professional Growth
Principals**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$1,500	15%	50%	Certification Successfully applies for and obtains school leadership certification from a recognized leadership training from a recognized leadership training program (International Leadership Certification from the Principals' Training Center; Harvard Business School Executive Education Program; NAESP and NASSP Leadership academies)	Certificate of completion		<ul style="list-style-type: none"> Principals and vice principals
\$1,500	15%	50%	Professional Development Attend 15 hours extra professional development between July 1, 2012 and June 30, 2013 and use monthly PIONEER principal meetings (attending at least 6 per year) to share professional development experiences with evidence of use in practice	See Appendix B	Share: presents, teaches, or explains skills learned in PD	<ul style="list-style-type: none"> Principals and vice principals
Maximum Component Total: \$3,000						

WRAP AROUND

PURPOSE

The purpose of the wrap around component of the PIONEER program is to recognize the importance of positive harmony within the classroom and among students and families, while minimizing time away from the classroom for students and staff. In order to develop strong relationships and ensure positive influence, teachers and principals must be present every day. Students cannot learn if they are not in class, so teachers must strive to create positive classroom environments that are conducive to all students learning. Parents must be partners in education and principals and teachers must make efforts to involve parents and guardians in the process. The elements of the wrap around component are meant to contribute to a safe and supportive environment for student learning.

ELIGIBILITY

All certified instructional staff K-8 and all principals and vice principals are eligible for the attendance element of the wrap around component. All self-contained certified instructional staff K-8, including in subjects such as P.E., music, art, etc., as well as self-contained ELL and special education teachers and principals and vice principals are eligible for the discipline element. All classroom teachers are eligible for the Parent Teacher Conference element of the wrap around component. All teachers are eligible for the parent contact portion of the wrap around component – even staff who work with all students in the school. Staff who are not eligible for the Parent Teacher Conference element who make themselves available for parent teacher conferences may consider these conferences one parent contact for that portion.

**Wrap Around
Teachers**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$500	5%	33%	Attendance Perfect attendance – fewer than 22.5 hours absent	District records	Absences: any time out of the classroom coded as sick, vacation, or personal time. Jury duty, workshop time, and FMLA will not count as absences.	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ELL teachers Special Education Teachers Speech therapists Library Media Specialists
\$275	2.75%	18%	Fewer than 37.5 hours absent			
\$500	5%	33%	Discipline Reduce classroom discipline referrals by 25% from previous year (or maintains zero)	District records	The baseline for teachers who are new to their buildings will be the average number of referrals per teacher from the previous year.	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ALL ELL teachers ALL Special Education Teachers Library Media Specialists
\$275	2.75%	18%	Reduce classroom discipline referrals by 15% from previous year			
\$250	2.5%	16%	Parent Engagement Obtain 95% contact rate at parent teacher conferences in the fall and the spring	Conference signature sheets and class roster (total list of students expected to attend conferences)	Contact Rate: number of in-person meetings with parents during the week of conferences (i.e. if parents cannot make the scheduled conference, the teacher may reschedule during that week)	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ALL ELL teachers ALL Special Education Teachers Library Media Specialists
\$250	2.5%	16%	Provide documentation for ten (10) communications with the parents of each student the teacher is responsible for (i.e. in your classroom or on your caseload)	See Appendix B	Communications: Any combination of phone calls, letters, website announcements, newsletter contributions, meetings, contact logs, or emails	<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ALL ELL teachers ALL Special Education Teachers Library Media Specialists

Maximum Component Total: \$1,500

**Wrap Around
Principals**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$450	4.5%	30%	Attendance Perfect attendance – zero (0 hours) absences	District records	Absences: Vacation days taken during the summer, the winter break, or during spring break will be disregarded	<ul style="list-style-type: none"> Principals and vice principals
\$450	4.5%	30%	Discipline Reduce in-school and out-of-school suspensions by 25% from previous year	School records		<ul style="list-style-type: none"> Principals and vice principals
\$225	2.25%	15%	Reduce in-school and out-of-school suspensions by 15% from previous year			
\$450	1.5%	10%	Parent Engagement 95% of teachers meet their goal of obtaining 95% contact rate at parent teacher conferences in the fall and the spring	Teachers' documentation	Contact Rate: number of meetings in person with parents during the week of conferences (i.e. if parents cannot make the scheduled conference, the teacher may reschedule during that week)	<ul style="list-style-type: none"> Principals and vice principals
\$250	1.5%	10%	90% of teachers meet their goal of obtaining 95% contact rate at parent teacher conferences in the fall and the spring			
\$150	1.5%	10%	Health and Safety Document 100% student immunizations	Nurses' records		<ul style="list-style-type: none"> Principals and vice principals
Maximum Component Total: \$1,500						

BUILDING GROWTH

PURPOSE

The purpose of the building growth component of the PIONEER program is to emphasize student achievement while expanding the rewards beyond those teachers who work in tested grades or subjects. KCPS recognizes that every member of a school staff contributes in his or her own way to student achievement and this component is meant to reward those schools who work well together to promote student achievement and achieve goals as a team.

ELIGIBILITY

All certified instructional staff K-8 and all principals and vice principals are eligible for the building growth component.

**Building Growth
Teachers**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$2,500	25%	100%	Building Growth The average value added for teachers in the building is above the average for all KCPS schools	Value added measures based on classroom rosters	See Appendix A	<ul style="list-style-type: none"> • Core subject teachers K-8 • Guidance Counselors • Other teachers (art, music, PE, etc.) • Instructional Coaches • ELL teachers • Special Education Teachers • Speech Therapists • Library Media Specialists
Maximum Component Total: \$2,500						

**Building Growth
Principals**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$2,500	25%	100%	Building Growth The average value added for teachers in the building is above the average for all KCPS schools	Value added measures based on classroom rosters	See Appendix A	<ul style="list-style-type: none"> • Principals and vice principals
Maximum Component Total: \$2,500						

PERFORMANCE ASSESSMENT

PURPOSE

The purpose of the performance assessment component of the PIONEER program is to ensure that exceptional educators are rewarded for their performance and to align the compensation structure for educators with the goals of the district as they relate to student growth. KCPS is committed to providing quality education for all students and ensuring that all students have exceptional educators is integral to that goal. Additionally, the performance assessment element is meant to include those educators who do not teach in the classroom or who do not teach tested grades or subjects.

ELIGIBILITY

All certified instructional staff K-8 and all principals and vice principals are eligible for the performance assessment element of the performance assessment component. Self-contained classroom certified instructional staff in grades **1-8** are eligible for the student growth element of the performance assessment component. The student growth element is divided between communication arts and math, so teachers who only teach one of those subjects are eligible for that element.

**Performance Assessment
Teachers**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$2,000	20%	66%	Performance Assessment Earns an overall rating of 4.76 – 5.0 (Distinguished) on final summary evaluation	Final Summary Evaluations		<ul style="list-style-type: none"> Core subject teachers K-8 Guidance Counselors Other teachers (art, music, PE, etc.) Instructional Coaches ELL teachers Special Education Teachers Speech therapists Library Media Specialists
\$1,200	12%	40%	Earns an overall rating of 3.76 – 4.75 (Proficient) on final summary evaluation			
\$500	5%	16.5%	Student Growth - Math Classroom average value-added is above the district's average value-added on MAP Math tests or SAT 10	Value added measures based on classroom rosters	See Appendix A	<ul style="list-style-type: none"> Core subject teachers 1-8 Self-contained ELL teachers
\$500	5%	16.5%	Student Growth – Comm. Arts Classroom average value-added is above the district's average value-added on MAP Communication Arts tests or SAT 10	Value added measures based on classroom rosters	See Appendix A	<ul style="list-style-type: none"> Core subject teachers 1-8 Self-contained ELL teachers
Maximum Component Total: \$3,000						

**Performance Assessment
Principals**

Max. \$ Amount	% of Total	% of Component	Requirement	Documentation	Definitions	Eligibility
\$3,000	30%	100%	Performance Assessment Earns an overall rating of 4.76 – 5.0 (Distinguished) and 70% or more of teachers meet the student growth goal	Final Summary Evaluations	Student growth goal: either math or communication arts	<ul style="list-style-type: none"> Principals and vice principals
\$1,200	12%	40%	Earns an overall rating of 3.76 – 4.75 (Proficient) and no fewer than 75% of teachers meet student growth goal			
Maximum Component Total: \$3,000						

APPENDIX A: STANDARDIZED TESTS

Grade	Math	Communication Arts
1	SAT 10	SAT 10
2	SAT 10	SAT 10
3	MAP Math	MAP Communication Arts
4	MAP Math	MAP Communication Arts
5	MAP Math	MAP Communication Arts
6	MAP Math	MAP Communication Arts
7	MAP Math	MAP Communication Arts
8	MAP Math	MAP Communication Arts
ELL	MAP Math	MAP Communication Arts

APPENDIX B: PIONEER DOCUMENTATION SUBMISSION GUIDELINES

Individual teachers are responsible for maintaining their own documentation. Records for all components besides those listed here will come from district records.

Documentation for the PIONEER program must be submitted to Human Capital Management by close of business June 3, 2013 unless alternative arrangements are made with the program coordinator.

DOCUMENTATION MUST BE SUBMITTED ACCORDING TO THE FOLLOWING FORMAT.

SECTION 1: COVER

Name
Position
School
Date

SECTION 2: CERTIFICATION

Evidence of National Board Certification

SECTION 3: PROFESSIONAL DEVELOPMENT

Teacher must submit documentation of 20 extra hours of professional development (certificates of completion, MLP printouts) AND evidence of using those PD lessons in their classroom practice. Please use the form included in this packet to submit that documentation.

SECTION 4: PARENT ENGAGEMENT

Please use the form included in this packet to submit this documentation.

Sign in sheets from Fall and Spring Parent Teacher Conferences (including which parents go with which students) and a list of students whose parents should have come in for conferences (i.e. the total list of students in your classroom on that date).

Evidence of 10 contacts with the parents of each student in classroom (newsletters, emails, phone call logs, home visits, meetings, behavior logs, letters, etc.).

NAME

SCHOOL

DATE

PARENT ENGAGEMENT

Student Name	1	2	3	4	5	6	7	8	9	10
<i>First Last</i>	<i>Type of communication (i.e. October newsletter, Behavior log, phone call Date, meeting date, email date)</i>									

Attach Conference Sign-in Sheets
Attach examples of communication (i.e. newsletters, behavior logs, letters, emails, phone logs, etc.)

NAME

SCHOOL

DATE

PROFESSIONAL DEVELOPMENT

Date	Hours	Activity Title	Reflection
			<i>This is what I learned and this is how I used it in my classroom. 1-2 paragraphs describing how you personally used lessons learned in this activity in your classroom.</i>

Attach My Learning Plan printout and/or certificates of completion for all activities.

FREQUENTLY ASKED QUESTIONS

DOES PROFESSIONAL DEVELOPMENT I DID IN MY BUILDING COUNT FOR THE PIONEER PROGRAM?

PD for this program will only count if it is something you were **not required** to attend. If you attend PD in your building that is not required of you, then that will count.

DO PD360 VIDEOS COUNT FOR THE PIONEER PROGRAM?

Yes, PD360 videos count for the program but they require the same documentation as any other PD opportunity. Please keep in mind that it takes a lot of PD360 videos to add up to 20 hours.

DOES BOOK STUDY COUNT?

Yes, you will need to document the time spent reading the book as well as a reflection on how it can help improve your practice.

IF PARENTS COME IN FOR MEETINGS BUT I DON'T HAVE ANYWHERE FOR THEM TO SIGN IN, DOES THAT COUNT AS PART OF PARENT ENGAGEMENT?

Unfortunately, we cannot take your word for it that you met with parents because we need to be accountable for dispensing federal dollars. If you do not have documentation of meeting with a parent, then it cannot be counted for this program.

IF I SEND OUT A WEEKLY REPORT TO ALL MY STUDENTS' PARENTS EVERY WEEK, DO I HAVE TO TURN COPIES OF ALL OF THEM IN?

No, you just need to turn in 4-5 examples and a statement indicating how often you send them out and to whom (i.e. "I send a weekly report to every student's parents at the end of every week."). On the form you would indicate "weekly behavior log" as contacts 1, 2, 3, etc.

DO PHONE CONFERENCES COUNT FOR PARENT TEACHER CONFERENCES?

No, for a parent teacher conference to count, the parent must come into the building during the week of parent teacher conferences.

APPENDIX C: MEASURING STUDENT GROWTH IN PIONEER SCHOOLS

When you first heard about the PIONEER program, you probably had questions about how student growth would be measured in your classroom and in your school. Measuring student growth is a complex task and it has by no means been perfected. Our model is based on the model that is used by the state to measure student growth.

Step 1: MAP results are released in August and KCPS shares records of student-teacher linkages with our team of researchers at the University of Missouri, Columbia.

Step 2: MU team analyzes SAT 10 and MAP results to control for factors such as race, ethnicity, free/reduced lunch status, gender, and last year's performance to predict a score for each student. These factors can be predictive of student performance and must be controlled for in order to determine how much of each student's score can be attributed to their teacher in the school year of testing.

Step 3: MU team analyzes the differences between students' actual and predicted scores to determine which students scored better or worse than predicted. These differences are the basis for determining **value-added**.

Step 4: MU team will calculate the **value-added** for schools and teachers based on the difference scores calculated in step 3.

Step 5: Teachers whose average **value-added** is at or above the district average will earn the performance bonus as detailed in the PIONEER Guidebook. Schools in which average **value-added** is above the district average will earn the building growth performance bonus as detailed in the PIONEER Guidebook.

How can we measure growth for first and second graders?

First and second graders' growth will be based on their SAT10 pre- and post-tests from this year.

How can you measure growth for students who are new to the district or the school?

Scores of students who are new to the district or school will be omitted from calculations, because we cannot know whether or not they have grown. However, their scores will be recorded for future years. Growth can be measured for students who are new to the school but have taken the MAP test in the previous year at a different Missouri school because we will have access to that state data.

How will growth be measured for students in Standards-Based (SCL) schools?

This spring the PIONEER team will be working with you and your schools to confirm student rosters. That means we will be documenting which students were in which classrooms for what period of time throughout the year. Confirming student rosters will allow the research team at MU to attribute the appropriate portion of students' growth to different teachers.

APPENDIX D: CLASSROOM VISIT TEAMS

Each school has a Classroom Visit Team composed of two or three members who are teachers in that school. These teams will be visiting other schools to observe classrooms and discuss those observations with principals. The team from your school will never observe classrooms within your school. These teams will enter classrooms together and stay for approximately 20 minutes. If a team comes to your classroom please be assured that their presence is in no way related to your performance evaluation.

These observations in no way impact teachers' performance evaluations. Their purpose is threefold:

- Promoting inter-rater reliability among PIONEER principals
 - Inter-rater reliability is the hallmark of a fair, accurate evaluation system and we hope that PIONEER schools will be the exemplars within the district when it comes to accuracy
- Giving team members the opportunity to learn from colleagues
 - Even the most veteran of teachers can learn from colleagues by reflecting on his or her own practice or seeing the classroom from a different perspective
- Promoting discussions about teaching practice that lead to classroom success
 - Discussions about practice using the language of the rubric promote a culture of continuous growth and professionalism

These teams will also be giving us feedback on the PIONEER program as a whole, so if you have comments or questions, please feel free to contact your team members.