Taking Stock of Progress

Board of Education
April 9, 2018

Strategy: *Conditions for Learning*

**Tactic:** *A Professional Model of Teaching*

**Tactic Leaders:** Amy Weber  
David Bell
**Conversation Structure**

1. What are we trying to do?

2. How are we trying to do it?

3. At any given moment, how will we know if we’re on track?

4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center

Conditions for Learning

- A professional model of teaching
- High expectations
- A commitment to equity
Structure of the Strategic Plan

MISSION

Preparing all students for a successful future

VISION

VALUES

Integrity
Valuing People
Teamwork
Exemplary Performance
Entrepreneurial Spirit

SYSTEM INDICATORS

LEARNING

CONDITIONS FOR LEARNING

READINESS FOR LEARNING

TACTIC  TACTIC  TACTIC

TACTIC  TACTIC  TACTIC
System Indicators

**4TH - 8TH GRADE**
Equity Growth Gaps: 60th Percentile (CMAS)

**SECONDARY**

**CCRI**
- Participation: 50% (IB, AP, CE, Internship, CTE)
- CCRI Success: 85% (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

**Equity Growth Gaps:** 55th Percentile (SAT)

**NON-ACADEMIC INDICATORS**

- **Employee Engagement:** 85% Positive
- **Student Engagement:** 3.75 on Emotional, Behavior, & Academic Engagement
- **Family Engagement:** 3.75 on National Family Engagement Standards
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**Theory of Action: A Professional Model of Teaching**

**IF** we implement district and school-specific criteria of classroom teacher attributes, aligned with student demographics and learning needs, in order to attract, hire, retain and competitively compensate skilled classroom teachers, and provide on-the-job professional development that is applied in the classroom

**THEN** high quality classroom teachers will be empowered and prepared to make key instructional decisions to transform student learning.
1. **Recruitment**: By 2021 the average number of highly-matched applicants by school-specific criteria for each classroom teaching job opening will be a minimum 10:1 (10 candidates to 1 opening)

2. **Selection/Hiring**: By 2021/22 the average Jeffco starting classroom teacher step placement (average step placement of all hires in a single year) will increase by one-half step

3. **Compensation**: By 2021/22 the average Jeffco classroom educator salary will be within 5% of similar front range districts

4. **Retention**: By 2021/22, Jeffco will have less than 10% turnover rate of ongoing classroom teachers.

5. **Teacher Perception**: By 2022/23 the teacher perception index of 9 questions will increase by at least Y points.
SMART Goals

Teacher Perception: By 2022/23 the teacher perception index of 9 questions will increase by at least Y points.

The TLCC-TELL index:

1. School staff show respect for each other.
2. I receive information/feedback that helps me to improve my instruction.
3. Teachers’ professional expertise is valued.
4. I have had leadership opportunities in this school.
5. Professional learning opportunity (e.g., instructional coaching, PLCs, professional development) improve instruction in the school.
6. Teachers in this school hold themselves accountable for the academic growth of every child.
7. The school provides opportunities for me to learn from other teachers.
8. I have the autonomy to make important decisions for my classroom (e.g., pacing, materials, and/or pedagogy).
9. I feel supported in trying new instructional strategies.
**Theory of Action**

**IF** we implement district and school-specific criteria of classroom teacher attributes, aligned with student demographics and learning needs, in order to attract, hire, retain and competitively compensate skilled classroom teachers, and provide on-the-job professional development that is applied in the classroom

**THEN** high quality classroom teachers will be empowered and prepared to make key instructional decisions to transform student learning.

**Milestones**

- Identify pilot schools/positions and develop criteria/attributes to drive hiring decisions.
- Construct processes to support identification and hiring based on criteria and attributes.
- Review results and modify approach for next staffing season.
- TLCC - Develop and monitor index results at district and school level
Leading Indicators

1. Number of applications per opening for classroom positions
2. Number of post-interview assessments completed in pilot period
3. Number of district- and school-based attributes identified, and linked to measured candidates (within the pilot).
4. Change/increase in step placement average for 2018-19 new hires, district-wide
5. Total exit survey completions, summer 2018 (licensed employees)
Conversation Structure

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SMART Goal

Recruitment: By 2021 the average number of highly-matched applicants by school-specific criteria for each classroom teaching job opening will be a minimum 10:1 (10 candidates to 1 opening).

*Measurement of this goal needs to be defined and captured during the current staffing season.*

Trajectories
SMART Goal

Selection/Hiring: By 2021/22 the average Jeffco starting classroom teacher step placement (average step placement of all hires in a single year) will increase by one-half step
**SMART Goal**

**Compensation:** By 2021/22 the average Jeffco teacher salary will be within 5% of similar front range districts
SMART Goal

Retention: By 2021/22, Jeffco will have less than 10% turnover rate of ongoing classroom teachers.
**SMART Goal**

**Teacher Perception:** By 2022/23 the teacher perception index of 9 questions will increase by at least Y points.

*The current TLCC (Teaching and Learning Conditions Colorado) survey closes in early March and district-wide results will form the baseline measurement for this SMART Goal.*
Implementation Heat Map

A Professional Model of Teaching

- Highly problematic – requires urgent and decisive action
- Problematic – requires substantial attention, some aspects need urgent attention
- Mixed – aspect(s) require substantial attention, some good
- Good – requires refinement and systematic implementation
Summary/Successes

- We have 8 schools identified as pilot schools in our attribute-based hiring
- We have interest from other district partners in contributing to the definition of attributes
- We have identified data and reporting needs and either 1) produced baseline data, 2) defined specifications for new data reporting, or 3) identified specifications for new data and data collection
- We have reviewed exit survey information and have begun identification of new questions and process improvements
## Conversation Structure

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Challenges

- Obtaining clarity and concurrence around district and school-based criteria held by successful classroom teachers.
- Linking hiring practices to the identified successful teacher criteria.
- Ensure competitive compensation.

Resources Required

- Attraction/Recruitment resources
- Staff supports
- System development support

“The most important in-school factor contributing to student success is the teacher. The world’s best-performing education systems consider teaching a profession, which not everyone can or should do. It requires a high level of personal commitment, and some might even say it is a calling.” - Dr. Jason Glass
Thank you