

Liberty Common School

Pay for Performance



BY CASEY CHURCHILL



Objective



- The *objective* of Liberty's teacher Pay for Performance program is to encourage continuous improvement and high levels of teacher performance.

Goal



- The *goal* is to deliver the mission of Liberty Common School - to provide excellence and fairness in education through a common foundation. This is achieved by successfully teaching a contextual body of organized knowledge (using a core knowledge curriculum), the values of a democratic society, and the skills of learning.

Teacher performance is evaluated each school year using input from these sources:



- Informal evaluation – Common referred to as “drive-by evaluations.” The principal drops by a class unannounced and informally evaluates the lesson. The principal and teacher meet to discuss this evaluation after it occurs.

Informal Evaluation



Informal Teacher Observation

Teacher Name: _____

Date: _____

Subject: _____

	+	Δ	N/A
PROCESS			
Begins instruction promptly			
Conducts beginning review			
Teacher explicitly explains the learning objective			
Teacher explains things in more than one way			
Gives directions - checks for comprehension, offers feedback			
Develops concepts - definition, attributes, examples, non examples, demonstrate			
Thinking Framework demonstrated			
Emphasizes important points			
Provides for practice			
Questioning-Single/Factual (requires analysis and reasoning)			
Recognizes response and gives corrective feedback when needed			
Gives specific academic praise			
Effective use of class time			
Handles materials in an orderly manner			
Uses quality transitions			
Quantum and TLAC being utilized			
Circulates and assists students			
Expresses enthusiasm			
Positive Non Verbal communication			
Cohesive instructional momentum			
Effectively manages classroom behavior			
Students feel safe to give answers and comments			
CONTENT			
Topic being taught is in current yearlong plan			
Expertise of topic is evident			
CLIMATE			
Curriculum map labeled and posted on outside walls			
Classroom environment reflects current unit topic			
Foundation Stones posted			
Homework board/overhead			
Comments			
Teacher Signature _____			
Administrator Signature _____			

Teacher performance is evaluated each school year using input from these sources:



- Formal evaluation – a formally arranged observation of the teacher by the principal. The teacher provides a formal lesson plan to the principal. The principal in turn provides a detailed written document of the lesson. The principal and teacher meet to discuss this evaluation.

Formal Evaluation



Liberty Common School Formal Observation

Name:

Date:

1. Lesson Plan—
 - a. Objectives
 - b.
 - c.
 - d.
 - e.
2. Bell Work
 - a.
3. Homework
 - a.
4. Lesson—
 - a.
5. Thinking Framework
 - a. Knowledge—
 - i.
 - b. Patterning—
 - i.
 - c. Modeling—
 - i.
 - d. Creativity
 - i.
6. Teacher Enthusiasm
 - a.
7. Teacher Knowledge
 - a.
8. Classroom Aesthetics
 - a.
9. Classroom Management
 - a.

10. Quantum

a.

11. Assessments

a.

12. Summary—

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Teacher performance is evaluated each school year using input from these sources:



- **Self-Evaluation** – The teacher evaluates him/herself according to the measured areas of the Pay for Performance plan.

Self Evaluation



<u>Pedagogy, Instruction, and Delivery</u>				
1. I effectively use different styles of teaching for different types of situations and students.	1	2	3	4
2. I assess the effectiveness of my instruction and delivery methods, use of class time, and pace of delivery.	1	2	3	4
3. I deliver the curriculum in an academically sound manner.	1	2	3	4
4. I assign homework that effectively reinforces classroom learning and class work.	1	2	3	4
5. I effectively oversee the delivery of the educational program by teachers aides and/or substitutes.	1	2	3	4
6. I use introductions, transitions, questions, handouts, and conclusions effectively.	1	2	3	4
7. My students demonstrate excitement for the subject matter in class.	1	2	3	4
8. I effectively integrate Character Education into lessons in an appropriate manner.	1	2	3	4
9. I effectively apply higher level questioning techniques into my lessons.	1	2	3	4
10. I effectively integrate Quantum and Teach Like a Champion methodology into my lessons.	1	2	3	4
Celebrations: _____				

Opportunity for Improvement: _____				

Teacher performance is evaluated each school year using input from these sources:



- Peer Observations – Each teacher will be observed by their mentor teachers and two other teachers throughout the year. The observing teacher provides feedback to the teacher who was observed.

Peer Observations



2014-2015 Peer Observation Group

Objective: Teachers will observe other teachers with similar and varying backgrounds so that they can first and foremost gain from their expertise. The more we see what others are doing the more we grow as a school. Secondly, as colleagues, we can also use this time to help point out areas of improvement.

Below are the observation groups for the year. You are expected to observe 3 teachers as a team throughout the year and 1 teacher independently of your choice. Teams will observe grades above and below. Arrange to observe a head of time with the teachers listed below and coordinate with your grade level team to observe at the same time. Please choose one of the two observation summary forms below and fill out while observing. When done, meet as a team with the person you observed to discuss notes taken. Give a copy to your peer being observed and to Casey.

2014-2015 Liberty Staff Peer Observation List

			Team Observe	Team Observe	Team Observe	Ind. Choice
K	1	Shockley, Tina	Jessica Rencher (1)	Jenna Allen (2)	Kendra Owsley(3)	
	2	Horton, Angela				
	3	Trout, Connie				
1	4	Tamez, Amy	Connie Trout (K)	Gretchen Meister (2)	Cherie Pedersen (3)	
	5	Olson, Beth				
	6	Rencher, Jessica				
2	7	Meister, Gretchen	Angela Horton (K)	Amy Tamez (1)	Rob Huey (6)	
	8	Siemens, Sara				
	9	Allen, Jenna				
3	10	Owsley, Kendra	Tina Shockley (K)	Steve Ronen (4)	Sheryln Galeener (5)	
	11	Pedersen, Cherie				
	12	Wood, Debbie				
4	13	Siener, Jeff	Beth Olson (1)	Bri Schupp (5)	Devin Duroux (6)	
	14	Ronen, Steve				
	15	Hersh, Elissa				
5	16	Schupp, Bri	Sara Siemens (2)	Jeff Siener (4)	Shannon Canfield (6)	
	17	Cardenas, Jenny				
	18	Galeener, Sheryln				
6	19	Huey, Rob	Deb Wood (3)	Elissa Hersh (4)	Jenny Cardenas (5)	
	20	Canfield, Shannon				
	21	Duroux, Devin				
Specials	22	Nichols, Tracy	Jon Wilcox	Kimberly Clouser	Deb Wood	
	23	Grandprey, Erin	Tracy Nichols	Donny Reeves	Kimberly Clouser	
	24	Clemens, Amy	Donny Reeves	Sara Siemens	Tracy Nichols	
	25	Wilcox, Jon	Tina Shockley	Amy Tamez	Amy Clemens	
	26	Reeves, Donny	Steve Ronen	Bri Schupp	Observe at the High School	
	27	Clouser, Kimberly	Jenny Cardenas	Erin Grandprey	NA	

2014-2015 Peer Observation Group

Date:
Teacher:
Observer:

Subject:
Topic:
Objective:
Lesson Beginning:
Classroom Environment:
Gems:
OFI:
Classroom Management:
Gems:
OFI:
Teaching Techniques:
Gems:
OFI:
Overall comments:
What I am taking away from your lesson and will use in my classroom:
Miscellaneous comment:

Teacher performance is evaluated each school year using input from these sources:



- Professional Goals and Development – Each teacher establishes and works toward achieving three professional goals and one team goal throughout the year. If a goal is achieved, it will be replaced with a new one.

Professional Development Plan



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PROFESSIONAL DEVELOPMENT PLAN

Teacher Name _____

Job Title _____

Date _____

Professional Development Plan

1. Three Primary Personal Goals and Objectives for the year including rationale (for example, impact on student achievement and improvement; relation to organizational needs; or necessary personal or professional issues)

a.

b.

c.

2. One Team Goal and Objective for the year and rationale

d.

3. Tactical Plan for achievement of goals and objectives (specific action/dates for achievement of parts of plan)

a.

b.

c.

d.

4. Professional Strengths:

5. Professional Opportunities for Improvement:

Teacher performance is evaluated each school year using input from these sources:



- Student performance data analysis – All appropriate teachers provide analysis of state performance tests and NWEA MAPS tests. The teachers identify potential knowledge deficits with the children and potential educational shortcomings with our content.

Data Analysis



TCAP Analysis – August 20, 2013

Liberty Common 6th Grade

by Rob Huey, Shannon Canfield, and Devin Ricketts

Introduction

The following is an analysis of the 2012-2013 TCAP scores in the areas of mathematics, reading, and writing. This report will look at the results from the tests, analysis in each academic area, and initiatives that will be put into place to raise scores.

Reading

Proficiency Results

Advanced – 34% Proficient – 66%

Total advanced or proficient – 100%

Partially Proficient – 0% Unsatisfactory - 0%

Gains and Losses

Gains

- 5 students with a **gain of more than or equal to 50**.
- 12 students **moved up one or more proficiency levels**.

Losses

- 19 students had a **negative scale score difference**.
- 3 students **moved back one or more proficiency levels**.

Skill Results by Student

What is the student count for each skill area of students not making benchmark?

- **Fiction and Poetry** 2 Students
- **Non Fiction** 1 Students
- **Vocabulary** 6 Students

Longitudinal Analysis:

Year	At or Above Proficiency	Below Standard
2009-2010	100 %	0 %
2010-2011	98 %	2 %
2011-2012	98 %	2 %
2012-2013	100 %	0 %

Analysis

Vocabulary showed the largest number of students below benchmark (partially proficient). With a 100% proficient and advance score (in this database), our reading program appears to be strong.

Initiatives

We will look at our vocabulary program, which focuses on Caesar's English for the first half of the school and then it's just in-context vocabulary during the second half of the school year. With this in mind, we are considering keeping review assignments/quizzes on vocabulary throughout the second semester.

In addition, we will look at revising some of our reading assessments this year, where we will also incorporate vocabulary.

• Students Needing Additional Help Due to Scores of Proficient/Low or Partial Proficient & Initiatives Taken:

All students scored in the provided database proficient or advanced in math, however, the following three students scored on the lower range of the proficient category:

[REDACTED] – was on a Tier 2 plan all throughout 6th grade; she made progress and was removed from a Tier 2 last year. She should be a “eye” student and add interventions later, only if needed.

[REDACTED] – was on a Tier 2 plan all school year. She struggled with math and was unable to continue on a Tier 2.

[REDACTED] – was a Tier 1 student last year. He did Read Naturally for 30 minutes a day and should continue to get Tier 1 help in 7th grade.

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[REDACTED] – was a Tier 1 student last year. He did Read Naturally for 30 minutes a day and should continue to get Tier 1 help in 7th grade.

Teacher performance is evaluated each school year using input from these sources:



- Accomplishments – This is also called the “brag sheet”. We want to know all the things that the teacher has done above and beyond the call of duty for the students and for our school. An example of this would be volunteering to serve on a school committee or attending the piano recital of a student in his/her class.

“Brag Sheet”

Accomplishments for Casey Churchill 2007-2008 school year

Activity	Date attended
5 th year STAT member	All year
5 th year Yearbook advisor	All year
Developed a budget for the yearbook to track expenses	NA
Saved Liberty \$578 for yearbook costs. Liberty no longer subsidizes the yearbook. We are in the green.	NA
5 th year Eco-Week Coor.	Sept. 17-19
CK Consultant Training for new teachers (saves the school \$2,500.00)	All year
Wilderness First Responder re-certification	Throughout the year
Chaperoned and took pictures at the December dance	Dec. 7th
Alternative license mentor for Bill Kranz	Throughout the year
5 th year Human Development Instructor	April 14 th and 16 th
Attended the Fall Festival	Oct. 5 th
Attended the 5 th & 6 th grade band/choir concert	Nov. 13 th
Attended and presented at the Regional CK Conference. Cost to Liberty \$0 to attend.	Nov. 9-10
Reading CSAP score 100% Advance/Proficient+ for 4 years in a row (2003-2007)	Throughout the year

Now what?



Using this information, each teacher's performance is assessed in the following categories (this description includes three examples within each category):

Performance Categories



Content Knowledge

- ✦ Demonstrates knowledge of topics for which the teacher is responsible, including Core Knowledge
- ✦ Relates knowledge to prior student knowledge
- ✦ Communicates relevant applications of the subject matter

Performance Categories



Designing, Planning, Documentation and Assessment of Work

- ✦ Creates curriculum maps that are complete and effective
- ✦ Demonstrates a variety of teaching methods appropriate to different situations
- ✦ Makes effective use of data from standardized tests

Performance Categories



Pedagogy, Instruction, and Delivery

- ✦ Effectively stimulates the natural curiosity of students
- ✦ Integrates the Thinking Framework in lessons
- ✦ Assesses effectiveness of if instruction and delivery methods, use of class time and pace of delivery

Performance Categories



Classroom Management

- ✦ Effectively establishes his or her authority in the classroom
- ✦ Use respect rather than fear in classroom management
- ✦ Creates an environment conducive to learning with appropriate pace

Performance Categories



Supplemental Responsibilities

- ✦ Demonstrates effective teamwork with other staff
- ✦ Initiates improvements in school-wide and classroom-specific issues
- ✦ Demonstrates versatility and flexibility to meet changing needs within the Liberty environment

Each teacher is then rated on scale of 1 to 4 within each performance category.



- The definitions of these ratings are:

4 = Meets and exceeds expectations

3 = Meets expectations

2 = Meets most expectations, but has some room for growth

1 = Meets some of the expectations, but has room for substantial growth (this is often new or first year teachers).

New Teachers



- Bands 1 and 2 are typically for new employees who are developing their skills and building sustained results. The maximum they can stay in bands 1 and 2 before demonstrating improved and sustained performance and move to band 3 is three years. Established employees whose performance has fallen below acceptable levels into band 1 or 2 go on Probation. They are expected to improve their performance and return to band 3 or higher within one year or else risk termination.

End of Year Evaluation



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Liberty Common School Performance Evaluation

Date of Evaluation
Evaluator Casey Churchill
Employee
Job Title

To the employee:

This evaluation is part of the process of the pay for performance plan. It is to let you know how you have performed in the judgment of your Principal, Headmaster, Board and colleagues. You and the Principal should discuss, assess and summarize your performance based on job responsibilities, school expectations, specific objectives and the six performance areas. You are encouraged to include comments on areas you don't feel were adequately addressed in the evaluation.

Performance Areas

I. Content Knowledge Score 1 2 3 4

Comments:

Opportunity for improvement:

II. Designing, Planning, Documentation & Assessment Score 1 2 3 4

Comments:

Opportunity for improvement:

III. Pedagogy, Instruction & Delivery Score 1 2 3 4

Comments:

Opportunity for improvement:

IV. Classroom Management Score 1 2 3 4

Comments:

Opportunity for improvement:

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V. Supplemental Professional Responsibilities Score 1 2 3 4

Comments:

Opportunity for improvement:

VI. Effectively met and achieved identified goals of previous professional development plan

VII. Participated in professional growth opportunities

Additional Performance Evaluation Data

1. Peer comments on performance and professionalism from other teachers.

Band Placement

2014-2015 1 2 3 4 5

Employee Comments. You are encouraged to add comments to this evaluation. Use attached sheet if necessary.

Administrator

Employee

Date

Date

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Per Pupil Rate



- We fund the schedule based off of the PPR increase each year. For example, a PPR increase of 3%, will fund the salary increases in our salary schedule.

Bonuses?



- In years when the schools future revenue forecast allows it, salary increases may be given. In years when future revenue is lean, in lieu of salary increases, performance pay bonuses may be given if the current year operating budget allows. For either case, a teacher's performance band ranking and current salary with the range are used to determine the size of the increase or bonus.

Salary Increase Table



Teacher Salary Increase Table 2014-2015

3.00%

Salary-Year Initial Salary	Band 1		Band 2		Band 3		Band 4		Band 5	
58,450 - 70,000									2.00%	3.00%
49,000 - 58,449							2.00%	3.00%	3.00%	4.00%
38,500 - 48,999					2.00%	3.00%	3.00%	4.00%	4.00%	5.00%
36,750 - 38,499			2.00%	3.00%	3.00%	4.00%	4.00%	5.00%	5.00%	6.00%
35,000 - 36,749	2.00%	3.00%	3.00%	4.00%	4.00%	5.00%	5.00%	6.00%	6.00%	7.00%
Base	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
	Band 1		Band 2		Band 3		Band 4		Band 5	

Keeping Track

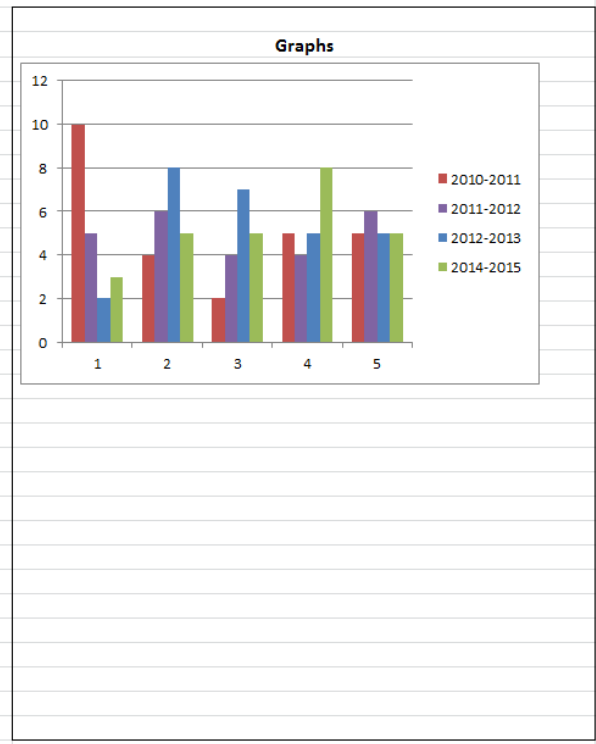


2014-2015 Band Placements

2011-2012		2012-2013		2013-2014		2014-2015		13-14 Salary	%	\$	13-14 Salary
Band	Teacher	Band	Teacher	Band	Teacher	Band	Teacher	Amounts	Increase	Adjustmen	Amounts
2		2		3		3				\$0	
1		3		3		1				\$0	
1		2		3		3				\$0	
1		1		2		2				\$0	
1		1		2		2				\$0	
1		2		2		2				\$0	
1		2		2		2				\$0	
1		2		2		3				\$0	
1		2		3		4				\$0	
1		0		1		2				\$0	
1		2		2		1				\$0	
1		1		2		3				\$0	
2		1		2		1				\$0	
2		3		3		4				\$0	
2		3		3		4				\$0	
3		1		2		2				\$0	
3		3		3		3				\$0	
4		4		4		4				\$0	
4		4		4		4				\$0	
5		5		5		5				\$0	
4		4		4		4				\$0	
4		5		5		5				\$0	
5		5		5		5				\$0	
5		4		4		4				\$0	
5		5		5		4				\$0	
5		5		5		5				\$0	
4		5		5		5				\$0	
				1		2				\$0	

Key: Color highlight indicates a band placement change

Band	Count	Band	Count	Band	Count	Band	Count
1	10	1	5	1	2	1	3
2	4	2	6	2	8	2	5
3	2	3	4	3	7	3	5
4	5	4	4	4	5	4	8
5	5	5	6	5	5	5	5



Notes



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Keith (Casey) Churchill
Principal

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