

**TOLEDO TEAM INCENTIVE PAY SYSTEM
(TTIPS)**

HANDBOOK

**Math and Reading
Grades K-3 and Art and Music Specialists**

An incentive pay system developed by the Toledo Federation of Teachers, in partnership with the Toledo Public Schools, under a grant from the AFT Innovation Fund.

Toledo Team Incentive Pay System (TTIPS)

INTRODUCTION

The Toledo Federation of Teachers (TFT) in partnership with the Toledo Public Schools (TPS) has developed an incentive pay system that will recognize, support and compensate qualifying core academic teachers, special education teachers and art and music specialists who work in grade-level teams to improve instructional practice and affect defined, measurable student academic growth through professional collaboration with colleagues and meaningful interactions with parents and guardians. The Toledo Team Incentive Pay System (TTIPS) is more than a pay incentive for teachers: it is a system that sets teaching standards and student achievement standards that surpass those of the Ohio Department of Education.

This incentive plan builds upon other union-sponsored pay-for-performance compensations that are already in place in Toledo Public Schools. These include additional compensation for teachers for taking on leadership roles within the district; for accepting teaching assignments in schools identified as high needs or other difficult-to-fill teaching assignments; and for meeting school achievement and attendance goals set collaboratively by the Toledo Federation of Teachers and the Toledo Public Schools.

The Toledo Team Incentive Pay System (TTIPS) is unique because of the following components:

- Sets a standard for teaching that exceeds that of the state;
- Builds upon existing programs;
- Recognizes and rewards collaborative teams of grade-level teachers, who volunteer for the program, rather than a single teacher;
- Includes professional development that focuses on the needs of each team of teachers and on areas of student achievement deficiencies within the district;
- Is developed with the collaboration of classroom teachers;
- Offers helpful guidance to parents and guardians to assist them in their children's education;
- Uses communication by key union officers to promote and attract teacher participation.

ELIGIBILITY

TTIPS is open to district regular education teachers who teach math or reading during the regular instructional day and who have a minimum of at least ten (10) students who are enrolled from the October count until the day of the state test administration as required by the Ohio Department of Education (ODE). It will be open to teams of grade-level teachers in grades K-3 who teach math or reading in selected high-needs schools and who agree to work as a collaborative team of math or reading teachers. A collaborative team of teachers may be any logical combination of either horizontal (all teachers of the same grade) or vertical (all teachers of two or more consecutive grades) teams teaching either math or reading. In order to qualify as a team, all eligible members of a team must agree to participate. It is recommended that each team have a minimum of three (3) members.

Additionally, collaborative teams are encouraged to have an art or music specialist as part of the team. The specialist must agree to complete the components of the program and work collaboratively with the other members of the team. The specialists are responsible for teaching their own subject matter as well as supporting the instruction of math or reading in their content area. This collaboration should also result in increased student achievement.

APPLICATION

Each member of a collaborative team of teachers must complete an application form and submit it to the TTIPS Oversight Committee (OC). The Oversight Committee will review the applications and make recommendations to the Professional Assignment and Compensation Committee (PAC) who will determine successful completion of TTIPS application process. A copy of the application form is provided at the end of this section.

TIMELINE, K-3/Specialists Teams

July

- Oversight Committee meets with TTIPS Coordinator

August

- Professional development training dates and locations secured

September

- K-3/Specialists TTIPS informational meeting
- Application submission
- Review of applications by Oversight Committee
- Final selection of TTIPS teams by Core Team Committee
- SuccessMaker
- Professional Development by Math Academy or Reading Academy Support Teachers and Peer Coaches, semester one (topic: SLO writing)
- Formative Assessment/CIP training, semester one
- Informational meeting for parent stakeholders in TTIPS conducted by teams of grade-level teachers
- Parent survey collected, collated and shared with teams
- Submission of “SMART Goal Template and Statement for Parent Attendance and Communication” for approval by the Oversight Committee

September through May

- Monthly collaborative meetings by teams of grade-level math teachers and grade-level reading teachers
- Ongoing parent-teacher communication

October

- Parent Math Workshop, semester one
- Parent Reading Workshop, semester one
- TTIPS District-wide team meeting, semester one
- Base-line data for SM4 obtained by each participating team by October 1

November

- Parent Teacher Conferences, semester one

December

- Presentation by TTIPS Project Coordinator to PAC

January

- Grade-level teams meet with Oversight Committee to submit and discuss Participation Requirements, semester one, and Measurement Requirement, semester one

February

- Formative Assessment training, semester two
- Professional Development by Math Academy or Reading Academy Support Teachers and Peer Coaches, semester two
- Oversight Committee makes final recommendations for Semester One, Participation Requirements to PAC

March

- Parent Math Workshop, semester two
- Parent Reading Workshop, semester two
- Parent-Teacher Conferences, semester two

April

- Presentation by TTIPS Project Coordinator to PAC

May

- Administration of State Math and Reading Achievement Assessments
- TTIPS district-wide team meeting, semester two
- Administration of end-of-year parent survey
- Grade-level teams meet with Oversight Committee submit and discuss Participation Requirements, semester two, and Measurement Requirement, semester two
- Oversight Committee makes final recommendations to PAC
- Presentation by TTIPS Project Coordinator to PAC

July

- Review and analysis of TTIPS data
- Determination of successful completion of Measurement Requirement

TOLEDO TEAM INCENTIVE PAY SYTEM (TTIPS)

APPLICATION

Complete both pages (See page 2 of Handbook for Eligibility Requirements)

Name _____	Social Security Number _____
Address _____	
School _____	Grade/Subject _____
Home or Cell Phone _____	School Phone _____
E-Mail _____	
I will be teaming with the following teachers _____	

EDUCATION RECORD

College	Degree	Degree Date	Major(s)	Minor(s)

LICENSURE

(List all certificates/licenses held.)

Type	Number	Prov Cert 4 Year	Prof License 5 Year	Permanent	Subject/Field

FULL TIME TEACHING EXPERIENCE

(List most recent years first)

School Year(s)	Building/School District	Grade Level or Subject Matter

Reasons for participating in the Toledo Team Incentive Pay System Grant:

Please list significant professional development activities, classes, in-services, etc. that you have completed within the last five (5) years:

I agree to complete all of the requirements.

Signature _____ Date _____

Return to: Joan Kuchcinski
TFT Office

Toledo Team Incentive Pay System

COLLABORATIVE TEAM PARTICIPATION REQUIREMENTS

Each qualifying team must submit evidence of successful team participation to the Oversight Committee at the end of each semester in the areas of Professional Development; Parent Involvement; and Data Collection, Review and Analysis. The Oversight Committee will review all evidence in the presence of the team members and make recommendations to PAC for final determination. Information for each of the three areas along with specific documents to use as evidence is included in this section. All forms may also be found on the TPS intranet drive designated for TTIPS and may be completed electronically.

PARTICIPATION REQUIREMENT: PROFESSIONAL DEVELOPMENT

Collaborative professional development with participation by all team members is an integral part of TTIPS. Therefore, it is imperative that all team members must participate in the following professional development and turn in all appropriate documentation to the Oversight Committee:

- A. Four (4) hours per month of collaborative team planning for the purpose of improving teacher instruction and increasing student achievement (exception: only two (2) hours of collaborative team planning is required in December)

This collaborative planning is part of the Collaborative Instructional Process that will be explained in more detail at a September meeting. The meeting time will be part of that month's collaborative team planning.

Document Evidence: "TTIPS Meeting Documentation Composite Report" (A)

- B. Four (4) hours per semester of professional development facilitated by the Math or Reading Academy

These meetings will consist of two (2) hours of professional development led by members of the Math or Reading Academy with time allowed for participants to implement the strategies in their classrooms. A follow-up two (2) hour-meeting also led by members of the Math or Reading Academy will be held so participants may discuss their implementation of strategies. Topics for the professional development will be determined by the needs of the district as well as the needs of the participants. Members of the Math or Reading Academy will assist specialists in strategies to support reading or math through art or music in the classrooms of the specialists.

Document Evidence: "TTIPS Meeting Documentation with the Math Academy" or "TTIPS Meeting Documentation with the Reading Academy" (B)

- C. TPS Professional Development (semester one only) that includes up to four (4) hours of Formative Assessment training and two (2) hours of SUCCESSMAKER training

Document Evidence: “TTIPS Formative Assessment Training” and “TTIPS SUCCESSMAKER Training” (C)

- D. TTIPS District-wide Team Meeting (one 3-hour meeting during the first semester and two 3-hour meetings during the second semester to discuss concerns and questions)

Document Evidence: “TTIPS District-wide Team Meeting” (D)

TTIPS Monthly Meeting Documentation Composite Report

School _____

Team Members _____

Month _____

Date	Time	Total Time	Attendees	Major Topics Covered	Tasks Assigned
			Presenter: Facilitator: Note taker: Others:		
			Presenter: Facilitator: Note taker: Others:		
			Presenter: Facilitator: Note taker: Others:		
			Presenter: Facilitator: Note taker: Others:		

A, Participation Requirement: Professional Development

TTIPS Meeting Documentation
Math Academy Professional Development
School _____

Team Members _____

Date	Time	Total Time	Attendees	Major Topics Covered	Authorized Signature of Presenter
				SLO	

B, Participation Requirement: Professional Development

TTIPS Meeting Documentation
Reading Academy Professional Development
School _____

Team Members _____

Date	Time	Total Time	Attendees	Major Topics Covered	Authorized Signature of Presenter
				SLO	

B, Participation Requirement: Professional Development

TTIPS Meeting Documentation
Formative Assessment Training and
SuccessMaker Training

School _____

Team Members _____

Date	Time	Total Time	Attendees	Major Topics Covered	Authorized Signature of Presenter
				Formative Assessment: CIP	
				Formative Assessment:	
				SuccessMaker:	

C, Participation Requirement: Professional Development

TTIPS Meeting Documentation
District-Wide Meetings

School _____

Team Members _____

Date	Time	Total Time	Attendees' Signatures	Major Topics Covered	Authorized Signature of Presenter

D, Participation Requirement: Professional Development

PARTICIPATION REQUIREMENT: PARENT INVOLVEMENT

Students need the support of their teachers as well as that of their parents/guardians. Parents must be familiar with the education standards mandated by the state so they can assist their children in their achievement. Therefore, teachers will reach out to parents by communicating with parents on their children's progress and sharing information with them at workshops and conferences.

Since the Parent Involvement component of this program is so critical to the success of student achievement, it has been factored into TTIPS as one of the Measurement Requirements. Please refer to this information in the section "Measurement Requirements."

For purposes of this program, a parent/guardian is defined as a legal guardian with whom the student resides. Each student may receive subject-related materials for attending workshops. The student may bring additional family members to the events.

In order to meet the Parent Involvement Requirement, each semester, teams of teachers must involve parents/guardians in the following:

- E. Parent Information Meeting on TTIPS to share early in the school year general information and expectations concerning the program

Document Evidence:

"Parent Workshop Record" (E) with attached "Parent Sign-in Sheet" and "Parent Communication Flyer"

- F. Math/Reading Workshop, developed in conjunction with the Math or Reading Academy and held at a time convenient for the majority of parents/guardians

Document Evidence:

"Parent Workshop Record" (F) with attached "Parent Sign-in Sheet" and "Parent Communication Flyer"

- G. Parent Teacher Conferences with the option of holding "Student-Led" Conferences

Document Evidence:

"Parent Workshop Record" (G) with attached "Parent Sign-in Sheet" and

“Parent Communication Flyer”

Note: For all of the above parent meetings, only one “Parent Workshops Record” need be attached. (E/F/G)

H. Parent Communication Log (to be completed on-line)

Document Evidence: “Parent Communication Log” (H)

I. Parent Survey to be conducted by the TTIPS external evaluator and shared with participating teams (Teachers: A Parent Survey for your viewing is included at the end of this section in the Handbook).

Document Evidence: None needed, but surveys must be returned to the TTIPS Coordinator.

SMART Goal for Parent Attendance and Communication (See “Measurement Requirements.”)

Note: Related to this area of Parent Involvement, teams must complete the “SMART Goal Template and Statement for Parent Attendance and Communication” as part of the “Measurement Requirements” of this handbook (pages 33 and 34). The form must be reviewed by the Oversight Committee and approved prior to the end of September of the current school year. At the end of semester two, the team must provide the data for the current school year as stipulated at the end of the form.

Document Evidence: “SMART Goal Template and Statement for Parent Attendance and Communication” in the “Measurement Requirements” section of this Handbook.

Parent Workshops Record

Dates and Times	Title of Workshop	Brief Description	Number of Parents Who Attended	No. of Students Represented
	TTIPS Information Mtg. for Parents (E)			
	Workshop, Sem. 1 (F) Title:			
	Workshop, Sem. 2 (F) Title:			
	Parent/Teacher Conferences, Sem. 1 (G)			
	Parent/Teacher Conferences, Sem. 2 (G)			

Attach sign-in sheets to this form with parents' names and the title of the activity for each event.

E /F/G , Participation Requirement: Parent Involvement

PARENT SURVEY

1. Parent-Teacher Conferences are helpful to me.

Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Attend
----------------	-------	----------	-------------------	----------------

Comment: _____

2. Parent Workshops are helpful to me.

Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Attend
----------------	-------	----------	-------------------	----------------

Comment: _____

3. When asked about a specific subject (i.e. math, reading...) my child is able to tell me what he/she learned in school.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

4. My child has a positive opinion about his/her learning.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

5. The teacher informs me when my child is succeeding.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

6. The teacher informs me when my child is struggling.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

7. The teacher keeps me informed about related activities for parents and students.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

8. The teacher makes me feel comfortable in my dealings with him/her.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

9. The teacher sees us as partners in my child's education.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

10. The teacher is willing to discuss my concerns and questions in a welcoming way.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

11. The teacher respects and cares for my child.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

12. The teacher makes goals for my child known to me.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Comment: _____

PARTICIPATION REQUIREMENT: CLASSROOM DATA FOLDERS AND STUDENT DATA FOLDERS

Looking at data as a collaborative team will help teachers chart the most effective course for the success of their students and enable strong communication among stakeholders concerning student achievement. Data analysis helps teachers know students' strengths and weaknesses and helps a team verify if students understand new material as it is being taught. If not, teachers are able to amend their instruction so student achievement is fostered. Similarly, if students understand their current status as students and set goals relative to their present knowledge, they can chart their progress and see gains being made.

Teams must analyze three different sets of data. Both math and reading teams must use Student Learning Objectives (SLO's) and SUCCESSMAKER weekly data. Reading teachers must also implement DIBELS and track the data for their students. The third data source for math teachers must be decided by the team of math teachers. For example, the math team may choose to track formative assessments, Chapter Tests, etc. If teams wish to track more than three sources of data, they may, of course, do so.

Students must also keep track of their achievement by maintaining Student Data Folders. These data folders will help students determine their progress towards personalized goals.

In order to meet the data requirement, each semester, teams of teachers must provide the following evidence of data analysis:

- J. Classroom Data Folders in which teachers organize the data they analyze with their team so student achievement gains will be reached. The Classroom Data Folder must include Student Learning Objectives (SLO) worksheet(s), the "SUCCESSMAKER Data Summary for Math" or "SuccessMaker Data Summary for Reading" and a third Data Summary (DIBELS for reading teams and a choice of formative assessments or Chapter Test data for math teams).

Document Evidence:

"Math Class Scores" or "Reading Class Scores" (J1),

"Class Composite – Weekly SuccessMaker Data (Grade K-3)" (J2)

Note: J2 includes DIBELS data for Reading Teams

"Data Chart for Math" for an assessment determined by each math team (J3)

- K. Student Data Folders in which students chart their goals for SLO'S based on their scores from pre assessments, benchmark tests and post assessments. In order to emphasize the importance of the goals, teachers will require students to review their goals at least twice each quarter. Also, teachers will assist students in setting concrete ways in which they will meet their goals. Finally, students will chart their progress on SUCCESSMAKER.

Note: Teams of grade-level teachers will submit 20% of the Student Data Folders based on a random selection by the Oversight Committee.

Document Evidence:

“Student Learning Objective Goals” (K1)
“Student Goal Statement” (K2),
“Student Monthly Success Maker Data (K3)

Math Class Scores

[illegible]

Class Composite - Weekly SuccessMaker Data (Grade K-3)

Quarter _____

Class _____ Grade: _____ Average Enrollment level: _____

Average IP Level: Math _____ Reading _____

Average Target Goal: Math _____ Reading _____

Average	Target		Goal		Actual		Reading											
	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R
5.8																		
5.6																		
5.4																		
5.2																		
5.0																		
4.8																		
4.6																		
4.4																		
4.2																		
4.0																		
3.8																		
3.6																		
3.4																		
3.2																		
3.0																		
2.8																		
2.6																		
2.4																		
2.2																		
2.0																		
1.8																		
1.6																		
1.4																		
1.2																		
1.0																		
0.8																		
0.6																		
0.4																		
0.2																		
0.0																		
	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9	
Attendance																		

Math = Blue Reading = Green

To be successful exercise percentage correct should be 65% or greater

J2, Participation Requirement: Data Folders, Classroom

DATA CHART FOR MATH

DESCRIPTION OF DATA: (e.g. formative, chapter tests) _____

[illegible]

J3, Measurement Requirement: Collaborative Instructional Process

Student Name _____

Student Goal and Action Plan

Goal: _____

When will you reach your goal? _____

Action Plan: What things will you do to reach your goal?

- _____
- _____
- _____

Who will help you reach your goal?

- _____
- _____
- _____

Evaluation:

_____ **I reached my goal!**









_____ **I did not reach my goal.**

K2, Participation Requirement: Data Folders, Student

Name _____ Grade _____

Student Monthly SuccessMaker Data

Target Goal: Reading _____




June 				
May 				
April 				
March 				
February 				
January 				
December 				
November 				
October 				
Initial Placement				
Date	Score	Percent correct	Student Comment	Teacher Comment

K3, Participation Requirement: Data Folders, Student

Name _____ Grade _____

Student Monthly SuccessMaker Data

Target Goal: Math _____

June 				
May 				
April 				
March 				
February 				
January 				
December 				
November 				
October 				
Initial Placement				
Date	Score	Percent correct	Student Comment	Teacher Comment

K3, Participation Requirement: Data Folders, Student

MEASUREMENT REQUIREMENTS

TTIPS sets teaching standards and student achievement standards that surpass those of the Ohio Department of Education (ODE). Therefore, teams of teachers must meet measurement requirements that reflect best teaching practices resulting in improved student achievement. In particular, successful participation in the initiative will be judged by the following criteria:

A. A Positive Value-added Score on the Post Test for the SLO

A positive value-added score of more than one year's growth based on scores of the students who are registered with the team members is a requirement. According to the ODE, more than one year's growth is based on "gain that is at least one standard error above the Growth Standard" (<https://ohiova.sas.com/evaas>).

In order to include only those students who are taught by the team of teachers, detailed records of students will be collected and verified by the participating teams of teachers. Such recordkeeping is referred by ODE as "linkage."

In some instances it may be necessary to recalculate the value-added scores (e.g. when a team consists of vertical grades). In these cases, the external evaluator for TTIPS will recalculate the value added score for the team using data from the ODE website and a formula provided to TPS by Battelle for Kids.

Document Evidence: STAR Pre and Post Test Value Added Scores provided by the district

B. Involvement in the Collaborative Instructional Process (CIP)

Say something in here about specialists doing an art/music lesson that reflects their subject content and supports reading or math at the same time. The team members will observe and assist in composing the lesson.

The CIP refers to the process in which a team of teachers collaborates to improve instruction. The team is required to analyze student data, choose lesson goals, prepare and deliver a lesson, observe students during the lesson, and revise the lesson based on in-depth discussions and evidence. Teams are required to complete one cycle of the CIP each year. Additionally, each member of the team must deliver the lesson each semester and receive feedback on student involvement in the lesson. Art and music specialists will collaborate with other members of their teams to write and present a related lesson.

The Oversight Committee will review the CIP at the end of the semester and evaluate it using a rubric (a copy is provided for each participant). If the CIP does not meet the standards of TTIPS during the first semester, the team has options. The team may revise the first-semester CIP or may complete a new one in order to meet the first semester requirement. In addition, the team must fulfill the CIP requirement for the second semester.

Document Evidence: “Lesson Study Rubric,” provided as a reference tool (B1), “Lesson Study Blank Form” (B2), “Formative Assessment Interview with Focal Student” with samples of student work to be attached (B3), and “Post Lesson Discussion” (B4)

C. **One** of the following measurements:

1. Successful fulfillment of SMART Goal for parent attendance and communication”

Document Evidence: Approved Team “SMART Goal Template and Statement for Parent Attendance and Communication” (pages 31 and 32) and successful fulfillment of goal. (B)

2. A Composite SUCCESSMAKER Value-added Score

The VA will be based on growth on SuccessMaker. This growth will be calculated in one of the following ways:

A. For students new to TPS: Growth will be determined by taking the SM4 initial placement score in the current school year and comparing it to the final SM4 score earned at the end of the current school year.

Or

B. For returning TPS students: Growth will be determined by taking the last SM4 score from the previous school year and comparing it to the final SM4 score earned at the end of the current school year.

The TTIPS external evaluator will compute the SUCCESSMAKER VA score.

Document Evidence: Attendance Records and Composite Scores for SUCCESSMAKER to be provided by the TTIPS external evaluator (C1), AYP designation from ODE (C2).

SMART GOAL TEMPLATE AND STATEMENT FOR PARENT ATTENDANCE AND COMMUNICATION

Directions: Complete the template below as a team and then write a goal statement that encompasses your responses. Your goal statement must be based on previous data.

Data: Percentage of students represented at Parent Teacher Conferences, semester one of previous school year _____
 Percentage of students represented at Parent Teacher Conferences, semester two of previous school year _____
 Percentage of students represented at Parent Workshop, semester one of previous school year _____
 Percentage of students represented at Parent Workshop, semester two of previous school year _____
 Percentage of students' parents/guardians contacted by teachers during semesters one and two of previous school year _____
 Number of communication contacts by teachers divided by the total number of students represented _____

<u>Specific</u> Our specific goal is	Team statement: To increase parent involvement and communication	___Approved by OC ___Not approved by OC
<u>Measurable</u> How will our goal be measured? How will we know when our goal is accomplished?	Team statement:	___Approved by OC ___Not approved by OC
<u>Attainable/Action Oriented</u> Is our goal challenging yet still achievable? (explain) What actions must be undertaken to achieve our goal?	Team statement:	___Approved by OC ___Not approved by OC

<u>Relevant/Realistic</u> Is our goal realistic? (explain) Are we willing to commit to it? What impact on student learning do we expect to see as a result of achieving this goal?	Team statement:	___Approved by OC ___Not approved by OC
<u>Timely</u> When will our goal be reached? What benchmarks will we use to track our progress toward the goal?	Team statement:	___Approved by OC ___Not approved by OC
<u>Team SMART Goal Statement</u>		___Approved by OC ___Not approved by OC Date: _____

Team Members: _____

End of year data for the current school year:

Percentage of students represented at Parent Teacher Conferences, semester one of current school year _____
 Percentage of students represented at Parent Teacher Conferences, semester two of current school year _____
 Percentage of students represented at Parent Workshop, semester one of current school year _____
 Percentage of students represented at Parent Workshop, semester two of current school year _____
 Percentage of students' parents/guardians contacted by teachers during semesters one and two of current school year _____
 Number of communication contacts by teachers divided by the total number of students represented _____

B, Measurement Requirement: SMART Goal Template and Statement for Parent Attendance and Communication

COLLABORATIVE INSTRUCTIONAL PROCESS

LESSON STUDY RUBRIC

COVER SHEET

SEMESTER ____ CIRCLE ONE ____1ST VERSION ____2ND VERSION ____3RD VERSION

TEAM SCHOOL/SUBJECT/GRADES: _____

TEAM PARTICIPANTS:

POINT SYSTEM FOR RUBRIC (A minimum of 15 pts. is required.)

SECTION	MINIMUM POINTS REQUIRED	ACTUAL POINTS AWARDED	LESSON MEETS MINIMUM REQUIREMENT
ALIGNMENT WITH OHIO'S EDUCATIONAL SYSTEM	1		YES NO
RESEARCH BASE FOR THE LESSON	1		YES NO
QUALITY AND USABILITY MEASURES	5 points with at least 2 points for #3, "Content"		YES NO
GENERAL CONSIDERATIONS	5 points with at least 2 points for #7, "Assessment"		YES NO
POST DISCUSSION/ANALYSIS OF LESSON	3		YES NO

LESSON APPROVED BY PAC: YES NO*CI, page 1 of 4, Measurement Requirement: Collaborative Instructional Process Reference Material*

COLLABORATIVE INSTRUCTIONAL PROCESS

LESSON STUDY RUBRIC

"Lesson study changes you forever as a teacher. You never plan a lesson again without thinking of student misconceptions, responses, having students clarifying and putting the responsibility for learning on the students. Students and teachers struggle with learning for deeper understanding. Both are learners."

—Rebecca LaChapelle, Rochester, NY

Note: In order to qualify for either the Participation Requirement or the Measurement Requirement, each member of the collaborative team must provide evidence that he/she presented a lesson for observation at least once during a semester.

Alignment with Ohio's Educational System

The lesson must rate at least 1 point in this category

Points	2	1	0
1. Alignment with Standards	The lesson has a direct and explicit link to Ohio's Academic Content Standards.	The lesson would clearly contribute to student learning of one or more standards, benchmarks, or grade level indicators.	The lesson is not well aligned with Ohio's Academic Content Standards.

Research Base for the Lesson

The lesson must rate at least 1 point in this category.

Points	2	1	0
2. Research Base	The lesson includes data or other information that indicates that use of the lesson results in increased student learning.	The lesson reflects research that is widely known and generally accepted.	The lesson is antithetical to commonly accepted research findings.

CI, page 2 of 4, Measurement Requirement: Collaborative Instructional Process Reference Material

Quality and Usability Measures

Items 3–6 are the criteria that tell whether the lesson suggests an effective teaching strategy. The lesson must rate at least 5 points in this category, with 2 points for #3, “Content”.

Points	2	1	0
3. Content	The content is accurate and developed in a way that promotes student understanding.	The content is not inaccurate, but may not include desirable details or examples.	The content contains factual or other errors.
4. Equity	The lesson explicitly supports equity and access.	The lesson implicitly supports equity and access.	The lesson contains substance that, suggests bias against identifiable populations.
5. Response to Need	The lesson responds to a generally identified need (e.g., reading materials that address the lack of female participation in high school math courses).	The lesson responds to an often expressed need (e.g., students who have not learned their multiplication tables by the end of sixth grade).	The lesson is not responsive to the wants or needs of Ohio teachers or students (e.g., a unit on California history).
6. Classroom Discourse	Use of the lesson requires significant conversation and reflection by the students and teacher, with suggested questions for discussion.	Use of the lesson provides opportunity for significant conversation and reflection by the students and teacher.	Use of the lesson inhibits meaningful conversation and reflection by the students and/or teacher.

General Considerations

Items 7–9 are additional criteria for judging the quality of a lesson. The lesson must rate at least 5 points in this category, with 2 points for #7, “Assessment”.

Points	2	1	0
7. Assessment	The lesson includes a tool for helping teachers determine if the lesson has effectively increased student learning.	The lesson includes suggestions for assessing student learning.	The lesson does not include suggestions for assessing student learning.
8. Navigability	The lesson is easy to replicate.		The lesson presents some identifiable replication problems.
9. Written Lesson	The lesson is clearly written and carefully edited.	The lesson is good enough not to be distracting.	The lesson suffers from too many typos or is too terse to be easily understandable.

C1, page 3 of 4, Measurement Requirement: Collaborative Instructional Process,, Reference Material

Post Discussion/Analysis of Lesson

Items 10-11 represent the analysis(es) of the lesson that resulted in any final revisions. The changes in the lesson should be based upon observations of the lesson(s), post interviews with focal students and thoughtful discourse by the collaborative team. The lesson must rate at least 3 points in this category.

Points	2	1	0
10. Observation Notes	Completed notes and observations have been turned in by all team members viewing the lesson. All notes are objective.	Completed notes and observations have been turned in by all team members viewing the lesson. One or two judgmental statements may appear in the notes.	All observers did not provide notes or notes were incomplete or notes contained three or more observations that were judgmental by at least one of the observers.
11. Post Evaluation Analysis based on post evaluation summary and Focal Student Interviews	The post evaluation summary(ies) provides an explicit rationale for revising the lesson or maintaining the status quo of the current lesson.	The post evaluation summary(ies) provides an implicit rationale for revising the lesson or maintaining the status quo of the current lesson.	The post evaluation summary(ies) does not focus on student outcomes and state standards. Or the evaluation does not present a clear rationale for maintaining or revising the lesson. Or one or more post evaluation summaries are missing.

Parts of this rubric were adapted from The Ohio Lesson Center for Mathematics, Science, and Reading
<http://www.ohiorc.org>

CI, page 4 of 4, Measurement Requirement: Collaborative Instructional Process, Reference Material

Lesson Study Blank Form

Lesson Title					
Date of Lesson		Grade Level		Teacher of Lesson	
Writing Team Members					
Goals					
Standard/Benchmark That Relates to the Lesson Relationship of the Lesson in the Common Core State Standards Development of Topic in the Curriculum (Scope and Sequence)					
Grade Level	Standard Benchmark Code	Description of Benchmark			
Rationale					
Description of Class - What do students already understand about this topic?					
Description of Class - What more do we want them to understand?					

Lesson Description			
Primary Lesson Question			
Launch - Teacher Poses Problem			
Estimated Time for Segment	Flow of Lesson Activities Teacher	Anticipated Student Responses	Notes for responding to misconceptions or non-responsiveness and point for evaluation
Explore – Task			
Estimated Time for Segment	Flow of Lesson Activities Teacher	Anticipated Student Responses	Notes for responding to misconceptions or non-responsiveness and point for evaluation
Whole Group Discussion			
Estimated Time for Segment	Flow of Lesson Activities Teacher	Anticipated Student Responses	Notes for responding to misconceptions or non-responsiveness and point for evaluation
Wrap Up			
Estimated Time for Segment	Flow of Lesson Activities Teacher	Anticipated Student Responses	Notes for responding to misconceptions or non-responsiveness and point for evaluation

C2, page 2 of 3, Measurement Requirement: Collaborative Instructional Process

FORMATIVE ASSESSMENT INTERVIEW WITH FOCAL STUDENT

Share the information from this interview with other members of your team and take appropriate action during the Collaborative Instructional Process (CIP). Include the interview in your Classroom Data Folder and attach appropriate student work. Complete two interviews per lesson.

1. What are some things you learned during this lesson?

2. Did the teacher make the goal(s) of the lesson clear to you? If so, what was (were) the goal(s) of the lesson?

3. What activities did you or the teacher do in class that helped you meet the goal(s)?

4. Were any activities confusing or too difficult?

5. If you could talk to your teacher about this lesson, what would you ask or suggest?

6. If your friend tells you he/she didn't understand the lesson, what would you do to help him/her?

Interviewer: Make a copy of the student's work and attach it to this interview sheet.

In view of the student's responses and his/her work, what will the team do next? Use the back of this sheet for the team's comments.

C3, Measurement Requirement: Collaborative Instructional Process

Post Lesson Discussion Summary

Provide a summary of the Post Lesson Discussion for each iteration of the lesson with a rationale for revising or for maintaining the original lesson.

Post Lesson Discussion

Name:

Observation Date:

Location:

Observation Time:

Class:

Did the students know the lesson objectives? Y N

Evidence:

Did the students actively engage with the material?

Evidence: (purposeful conversation, time on task, etc.)

What type of feedback were students given? (Describe below)

Evaluative

Descriptive

Student Performance (%):

Exceeded:

Met:

Below Level:

Next Steps for Students who:

Exceeded

Met

Below Level

Other things to look for:

C4 (Part 2), Measurement Requirement: Collaborative Instructional Process

CHECKLIST OF PARTICIPATION AND MEASUREMENT REQUIREMENTS

Participation Requirements for TTIPS, Semester One

I. Professional Development

- _____ TTIPS Meeting Documentation Composite Report (A)
- _____ TTIPS Meeting Documentation with the Math Academy (B) or
_____ TTIPS Meeting Documentation with the Reading Academy (B)
- _____ TTIPS Formative Assessment Training and SUCCESSMAKER Training (C)
- _____ TTIPS District-wide Team Meetings (D)

II. Parent Involvement

- _____ Parent Workshops Record (E/F/G) (attach Parent Sign-in Sheet)
- _____ Parent Communication Log (H)

III. Classroom Data Folders and Student Data Folders

- _____ Math SLO Worksheet or Reading SLO Worksheet (J1)
- _____ Class Composite – Weekly SuccessMaker Data (Grades K-3) (J2)
- _____ Data Chart for Math (J3)
- _____ Student Goal Statement (K2)
- _____ Student SuccessMaker Exercises Percent Correct (K3a)
- _____ Student Weekly SuccessMaker Data (Grade K-3) (K3b)

Measurement Requirements for TTIPS, Semester One

Parent Involvement and Communication (This must be completed and approved by the Oversight Committee no later than the last day of the September school calendar.) (pages 33 and 34 of the Handbook)

_____ SMART Goal Template and Statement for Parent Attendance and Communication (B)

Collaborative Instructional Process

_____ Lesson Study Form (C2) for team of reading or math teachers

_____ Lesson Study Form (C2) targeting art or music and supporting reading or math

CHECKLIST OF PARTICIPATION AND MEASUREMENT REQUIREMENTS

Participation Requirements for TTIPS, Semester Two

I. Professional Development

_____ TTIPS Meeting Documentation Composite Report (A)

_____ TTIPS Meeting Documentation with the Math Academy (B) or
_____ TTIPS Meeting Documentation with the Reading Academy (B)

_____ TTIPS District-wide Team Meetings (D)

II. Parent Involvement

_____ Parent Workshops Record (E/F/G)

_____ Parent Communication Log (H)

III. Classroom Data Folders and Student Data Folders

_____ Math Class Scores or Reading Class Scores (J1)

_____ Class Composite – Weekly SuccessMaker Data (Grades K-3) (J2)

_____ Data Chart for Math (J3)

_____ Student Goal Statement (K2)

_____ Student SuccessMaker Exercises Percent Correct (K3a)

_____ Student Weekly SuccessMaker Data (Grades K-3) (K3b)

Measurement Requirements for TTIPS, Semester Two**Parent Involvement and Communication**

_____ SMART Goal Template and Statement for Parent Attendance and Communication
(This must be completed and approved by the Oversight Committee no later than the last day of the September school calendar. During Semester Two evidence of parent attendance and communication for the current school year must be completed.) (B)

Collaborative Instructional Process

_____ Lesson Study Form (C2) for team of reading or math teachers

_____ Lesson Study Form (C2) targeting art or music and supporting reading or math

_____ Post Lesson Discussion (C4, parts 1 and 2)

