

Perry Schools - News on Learning

Office of Curriculum, Instruction, Assessment

Issue 2 of 2: 2015-16



District Priorities in 2016-17

- Build Culture/Adult Leadership
- Formative Instructional Practices (FIP 2-5) stemming from unit designs
- Data Teaming

Using teacher feedback received at PD Day 5, we will not take on additional responsibilities for Standards-based Grading (SBG) than was implemented this year. Instead, we will implement and gain feedback on FIP 2-5 in 16-17 before reporting at a 100% SBG implementation level by all teachers in 2017-18.

District Goals 2016-17

1. Achieve personal excellence.

- Further develop positive caring climate
- Be responsive to the community we serve

2. Become self-directed learners.

- Deep Learning
- Formative Instructional Practices (2-5)
- Efficiently collect data that matters

At this session on PD Day 5, we collected teacher feedback and questions related to the two district goals and strategies. [Here are the results \(with answers to questions asked\) from PD Day 5.](#)

Important Dates to Remember

- August 3 – Teacher Leader Kick off (8-3:00)
- August 10 – Teacher Work Day
- August 11 – Convocation/PD Day 1
- August 12 – PD Day 2
- August 19 – Lake Co Fair Day

Quality Profile

The Quality Profile is comprised of quality (and often measurable) statements about student/district performance. We want to develop a standard that is recognized state-wide. Thank you, teaching staff! [Here are the results of our collective work on PD Day 5.](#) It answers the question ***What story is most important to tell*** within 8 categories of school practices.

1. **Academics**
2. **Arts**
3. **Student Leadership and Activities**
4. **Fiscal Stewardship**
5. **Digital Learning**
6. **Parent and Community Involvement**
7. **Student Services**
8. **Staff Leadership**

Office of Curriculum, Instruction, Assessment
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This newsletter has embedded hyperlinks and was electronically mailed to each teacher on May 5, 2016.

Units – Deep Learning

Over recent years, we have made tremendous gains toward district goal 2, specifically to deconstruct your curriculum and understand it deeply. Because deep learning relates to student demonstration of content (POs) + life skills (e.g., communication, collaboration, creative thinking, and perseverance), it is time to begin thinking about what life skills are taught and demonstrated within your current units. Together, the content (Power Objective) + Life Skill results in **competency** (also called **Performance Outcomes**).

In 2016-17 we begin to “test drive” teaching and assessment of two (2) life skills:

- Communication (see district draft rubric)
- Collaboration (see district draft rubric)

It is important to begin defining what performance outcomes (POs + **life skills**) are priorities within each of your course units. Which units merit performance task assessment instead of traditional assessment?

Data Teaming

Because we want to implement specific interventions to close gaps for learners, we [data team](#).

What was learned about our practices this school year? We have a high implementation on our content teams for steps 1-2 of the process. Our growth needed is to demonstrate steps 3-5 in 2016-17. Supportive video understanding is [HERE](#) (start video at 01:45)

Student Growth Measures (SGMs)

With 2016-17 schedules drafted at each school, teachers know earlier than ever what courses he/she will instruct next year. This informs us on how student growth will be measured:

- SLO (Teacher C)
- Value-Added data only (Teacher A)
- Part SLO/Part Value-Added (Teacher A2)

If you are an A1 and/or A2 teacher this year, be certain to participate in the **EVAAS linkage system** with your principal in the week ahead.

If you are an A2 or C teacher, be certain to have refined your 2016-17 **SLO by May 15** based on the feedback that was emailed (and also recorded on your SLO doc) by your SLO reviewer. Please email the reviewer when the 2016-17 SLO is complete.

Standards-Based Grading and Reporting

As mentioned in the article above titled “District Priorities in 2016-17,” expectations for grading & reporting will not increase next year so that teachers and leaders fully implement FIP 2-5.

2016-17 SBG Grading & Reporting practices:

- Power Objectives/Supporting Indicators and the grading period they are assessed are clearly evident on the **grade level/course curriculum map** (in drive: v:/Curriculum).
- Progress on power objectives are evaluated on report cards each grading term (as indicated on the curriculum map).
- Parents receive weekly progress in all courses.

Licensure Changes - ODE

Ohio's initial teacher license is now the four-year resident educator license. The Ohio Department of Education no longer issues or renews two-year provisional educator licenses.

You may direct any questions to educator.licensure@education.ohio.gov.

Individual Professional Development Plan (IPDP)

It is the responsibility of every certified/licensed staff member of Perry Local Schools to have on file an approved Individual Professional Development Plan (IPDP). The IPDP, which must be submitted to the LPDC for approval, is to serve as a guideline for the individual's professional development during the next license renewal cycle. Consideration should be given to the needs of the educator, the students and the district goals. Plans should reflect that vision and direction. IPDPs are completed and submitted via PD Express as are any activity going toward that plan (graduate hours, PD workshops, etc.). A new IPDP should be submitted to the LPDC following the latest license issued. Once approval of the IPDP is obtained, relevant professional development activities may begin.

Who is Exempt from Working through the LPDC for Licensure Renewal?

School social workers, school speech-language pathologists, school nurses, school audiologists, occupational therapists, physical therapists, occupational therapy assistants and physical therapy assistants are required to maintain

licensure through their respective Ohio professional licensure board. Such employees renew their license by submitting a renewal application with proof of current professional board licensure directly to the Ohio Department of Education.

Holders of five-year professional ODE pupil services licenses for school counselor or school psychologist **who also hold** a corresponding professional board license may renew the ODE license through the respective professional licensure board, and do not need to work through an LPDC. Holders of five-year professional ODE school counselor or school psychologist licenses who **do not** maintain a concurrent professional board license are required to work through the LPDC to renew their ODE licenses.

May 2 – OTES Annual Review

At this meeting, the four recommendations bulleted below were made to improve OTES procedures in 2016-17:

1. Performance Rating Process
 - Share OTES Introduction Staff Mtg. link with staff
 - Improve pre-conference form
2. SLO Approval Process –
 - Writing rubrics need reviewed and revised with science/social studies content teams.
3. SGMs at 1-2 (below average) = Improvement Plan
 - Growth and Improvement plans – each equate to much of same amount of work.
 - Plans are complete by/before September 6.
4. Walk-Through Tool (Purpose is: Feedback)
 - Review the eTPES informal observation tool as a potential replacement for walk-throughs.

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