

ATTACHMENT X-B: PERA Facilitation Request

Suggested Motion: Move to approve the PERA Facilitation Request

Recommended Action: Approve as presented.

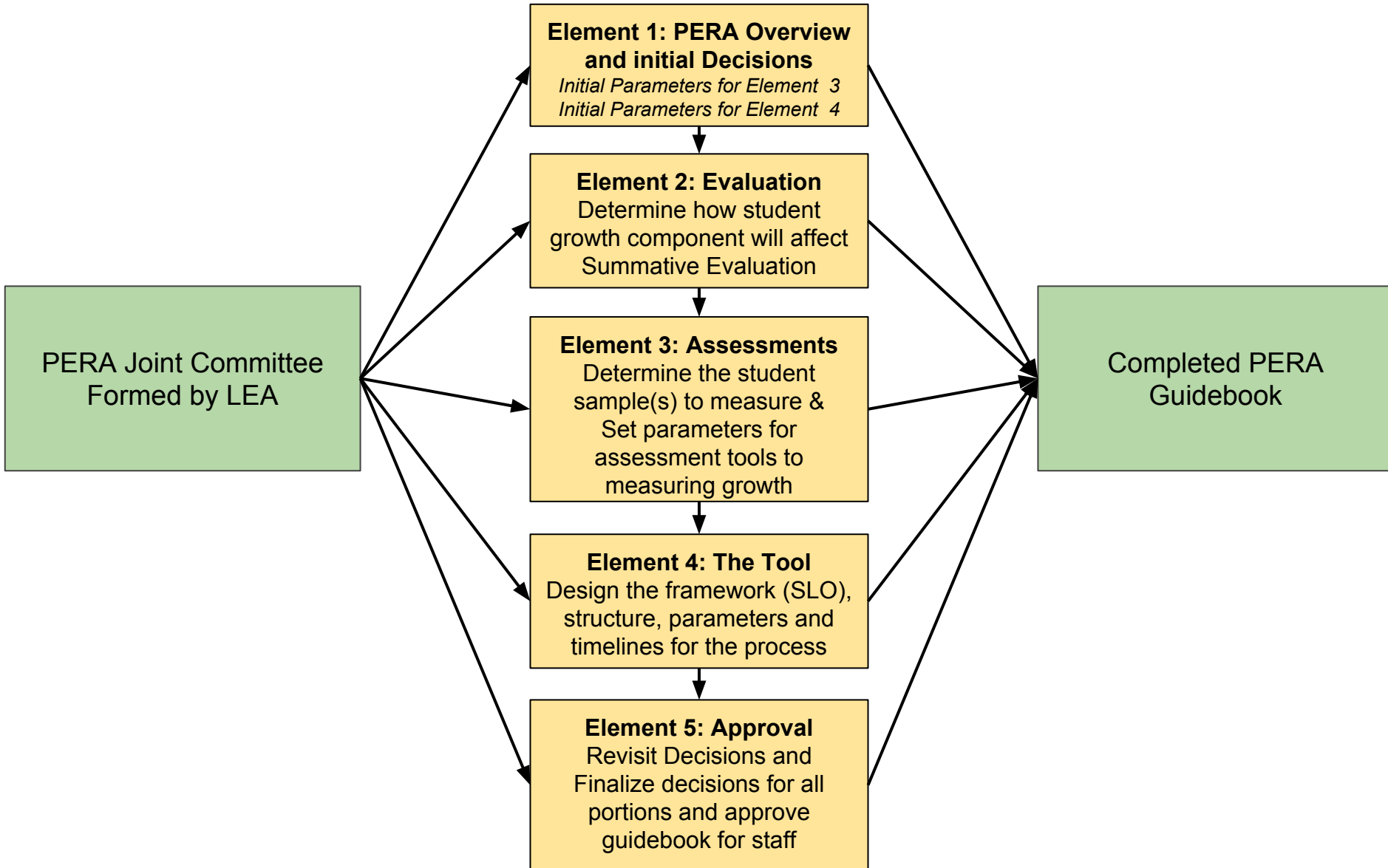
Attached is the PERA facilitation module information provided by Anne Weerda from Kids at the Core (KATC). This gives an overview of how they typically structure the decision making process and facilitation. Each session is 6 hours, so if after school meetings are conducted, we will need to expect there to be two different after school meetings for each session.

This company says if we work with them, the process goes a lot faster as they have specific objectives and examples from other districts. They help with the research and presentation end, making the process streamlined and efficient. This organization prides themselves on being teacher friendly and knowledgeable about the many different types of teachers.

Cost on the project is really dependent on how long it takes, but planning 5 full days with KATC assistance could get us pretty far in the process, and they can offer electronic assistance between meetings. 5 Full day PERA Decision Making Facilitation is \$11,000. Cost of the 5 session facilitation includes ad hoc phone meetings and assistance, KATC doing all the agendas, facilitating discussion with examples, taking notes and summarizing all decisions, researching of additional information for special cases in our district, producing progress reports after each meeting, ghost writing the book as much as we would like on the back end and putting everything together between meetings so our team can review and preview as we go. They are willing to offer us a 10% discount. Cutting down days of KATC facilitation brings the price about \$2200 per day and then obviously includes less assistance with the writing, etc. Many districts choose to do a 6-7 full day series, which is more expensive but less rushed. In an effort to be economical and efficient, we suggest starting with a 5 day plan.



## PERA Decision Making Facilitation



# Implementation of Student Growth Measures

# Kids at the Core



## PERA Decision Making Facilitation

Component Focus	The Work of The PERA Joint Committee
<p>Session #1:</p> <p><i>Includes overview and initial discussion for two major decisions of Joint Committee</i></p>	<p><b>Element 1: Content Overview &amp; Initial Decisions</b>            Understanding PERA Law and the Role of the Joint Committee</p> <ul style="list-style-type: none"> <li>* PERA law details</li> <li>* Key decisions of PERA committee</li> <li>* Understanding Measurement Models</li> <li>* Assessment Option Overview</li> </ul> <p><b>Initial Parameters for Decision Making Process Part C: Assessment Tools for Measuring Growth</b></p> <ul style="list-style-type: none"> <li>- Specific Type I, II or III to be used for each category</li> </ul> <p><b>Initial Parameters for Decision Making Process Part D: The Framework Tool (SLO)</b></p> <ul style="list-style-type: none"> <li>- District chose to use SLO or other tool</li> </ul>
<p>Session #2</p> <p><i>Focused on one single major Joint Committee Decision, and secondary discussion for two major decisions of Joint Committee</i></p>	<p><b>Element 2: Evaluation</b></p> <p><b>Decision Making Process A: Student Growth Component in Summative Evaluation</b></p> <ul style="list-style-type: none"> <li>- Identify percent of overall performance evaluation rating determined by student growth</li> <li>- Determine if all tools have equal weight</li> <li>- Determine how student growth component and professional practice roll up to summative rating</li> <li>- Timeline for Growth Data Collection</li> <li>- Collective goals vs Individual goals</li> </ul> <p><i>Student growth must be a significant factor in rating teacher performance. Significant factor represents at least 30 percent of the performance evaluation rating assigned.</i></p> <p>Revisit Parameters for Decision Making Process Part C: Assessment Tools for Measuring Growth</p> <ul style="list-style-type: none"> <li>- Specific Type I, II or III to be used for each category</li> </ul>

<p>Session #3</p> <p><i>Focused on two single major Joint Committee Decisions</i></p>	<p><b>Element 3: Assessments</b></p> <p><b><i>Decision Making Process Part B: Student Sample to Measure</i></b></p> <ul style="list-style-type: none"> <li>- Guidelines for including and excluding students from sample measurement</li> <li>- Guidelines for shared responsibility of students</li> <li>- Minimum amount of population</li> </ul> <p><b><i>Decision Making Process Part C: Assessment Tools for Measuring Growth</i></b></p> <ul style="list-style-type: none"> <li>- Specific Type I, II or III to be used for each category</li> <li>- Determine approval process for teacher created assessments/ general nature of assessments which may be chosen</li> <li>- Data collection processes</li> </ul>
<p>Session #4</p> <p><i>Focused on one major Joint Committee Decision: SLO</i></p>	<p><b>PART 4: The Tool</b></p> <p><b><i>Decision Making Process Part D: The Framework Tool (SLO)</i></b></p> <ul style="list-style-type: none"> <li>- Identify a district framework for the growth goal setting process</li> <li>- Examine sample district/state tools, determine needs and alignment that is a best fit to your district</li> <li>- Establish guidelines including timeline, revisions and baseline data to be used</li> <li>- Establish approval processes</li> </ul>
<p>Session #5</p> <p><i>Focused on all decisions, revisit items left open, and finalize PERA plan for district</i></p>	<p><b>Element 5: Approval</b></p> <p><b><i>Revisit Decisions A-D and finalize</i></b></p>
<p>Session #6</p> <p><i>Finalize PERA plan for district and develop the implementation and PD plan for staff.</i></p>	<p><b>Element 5: Approval</b></p> <p><b><i>Plan Approval and Implementation</i></b></p>