

**Pinellas County Schools Teacher Growth Measurement Pilot
School Board Meeting
April 1, 2014**

EXECUTIVE SUMMARY

Background

In the spring of 2013, Pinellas County Schools (PCS) embarked on a state approved project in partnership with Learning Sciences International (LSI) to create a system of multiple teacher growth measures. The goal of the pilot was to deliver measures that teachers understood, perceived as fair, and saw as being within their control or influence, helping them improve as they made instructional decisions. Teachers received content-rich training prior to the start of the school year and school administrators were guided to provide, honest, focused feedback to help teachers grow in their practice. Teachers learned to create unit learning goals with accompanying scales that represent learning progressions aligned to a cognitive taxonomy. The cognitive taxonomy levels, when followed and measured, ensure that students are climbing the staircase of cognitive complexity found within the new Florida Standards.

Goals of the Pilot

- To develop multiple measures revealing specific strengths and growth areas to help teachers strengthen their instructional practices
- To provide data empowering teachers to be in control of their own professional development to positively impact student achievement
- To provide diagnostic student growth data, allowing teachers to adjust instructional strategies while the students are still in their classrooms
- To provide a student growth score calculated on teachers' actual students as an alternative and possible replacement to the State VAM.
- To remain in compliance with state law

Accomplishments

- Teachers worked collaboratively to design rigorous standards-based units helping to prepare students for mastery of the new Florida Standards.
- Teachers and administrators completed a self-assessment on research-based strategies that guided individual professional development plans.
- Administrators at each school scheduled classroom observations with the intention of giving teachers feedback that would help them grow further in their instructional practice. Teachers received this feedback through the *iObservation* web-based platform.
- Students in grades 4-12 responded to a Student Perception Survey providing teachers with further data as to their effective use of research-based instructional strategies.
- Formative learning growth data was calculated based on the individual teacher's unit pre/posttests providing teachers with further feedback on their instructional practice.

By having access to multiple data measures (self-assessment, observations, student surveys, student growth data) through *iObservation*, teachers grew in their instructional practice, positively impacting student achievement. Data collected from the pilot indicates that participating teachers are becoming increasingly skillful and empowered to engage in self-directed reflection and continuous improvement of their professional practice.