



An Organization that is Working – Olathe Public Schools

Dr. Alison Banikowski, Deputy Superintendent
Mr. Calin Kendall, President Olathe NEA
Mr. Harlan Parker, Board of Education President

We are a “working” (*highly functioning*) school district...

- We have many reasons to celebrate
- One celebration is our collaborative governance structure known as Professional Council
 - Administration - *Management*
 - Olathe NEA - *Labor*
- Collaborates with our Board of Education (*BOE*)



Agenda for Today

- ✓ Who We Are
- ✓ Our Governance Structure
- ✓ An Illustrative Example
 - Our Appraisal Process
- ✓ Questions/Answers/Reflections



Olathe School District

- **Suburb of Kansas City**
- **Fourth largest city in the state**
- **Since 1950, Olathe's population has quadrupled**

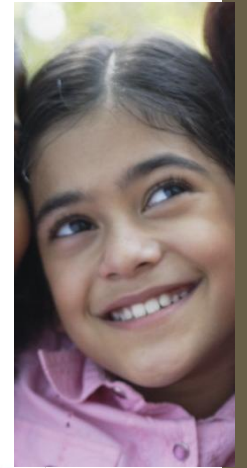


We serve our students in...

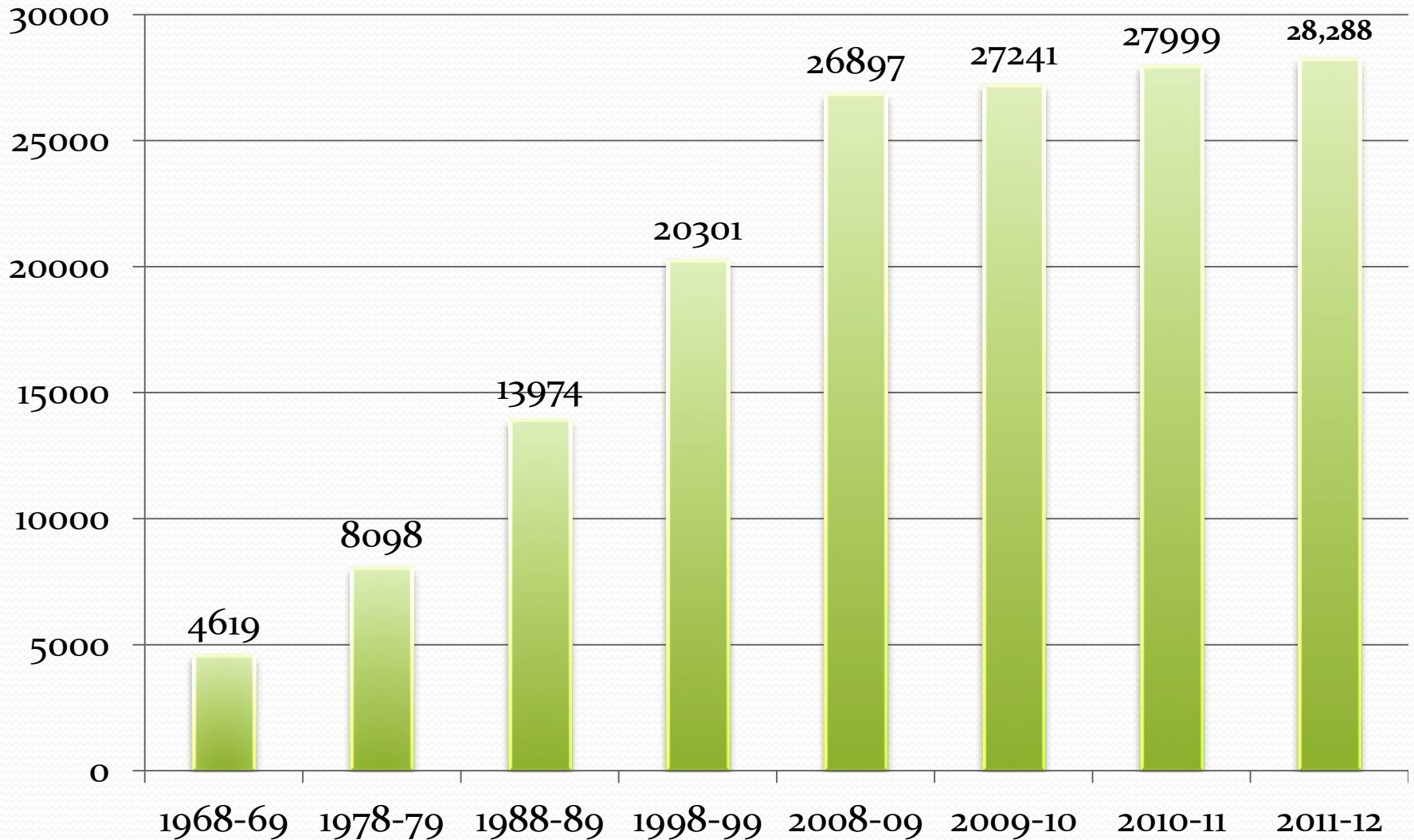
- ▣ **34 Elementary**
- ▣ **9 Middle Schools**
- ▣ **4 High Schools**
- ▣ **2 Early Childhood Centers**
- ▣ **Alternative Programs**
- ▣ **Special Use Buildings**



Let's take a closer look at our students....



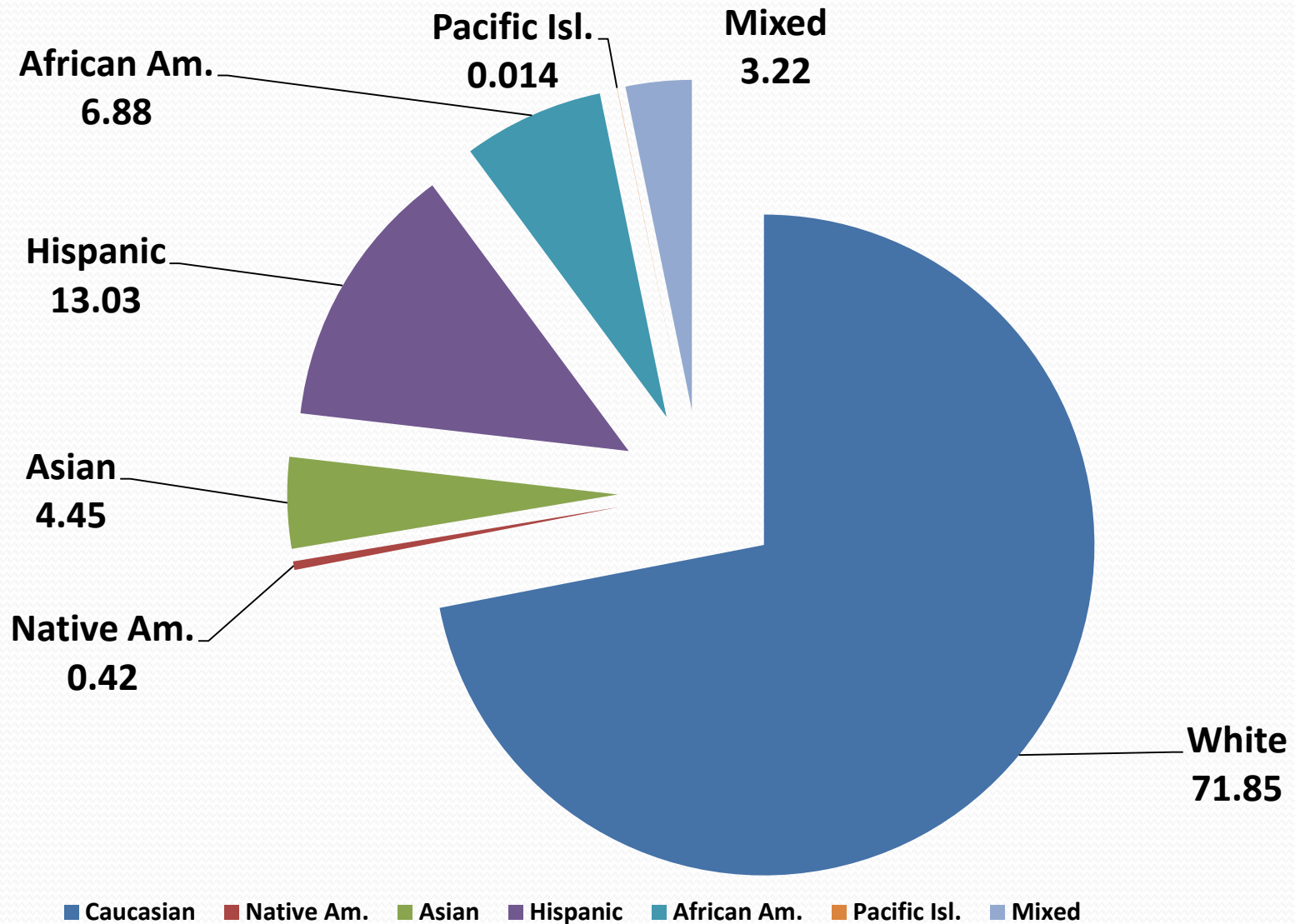
Student Total Enrollment



WHO WE SERVE...

Every fall for the past 46 years, enrollment in the Olathe School District has been larger than the year before.



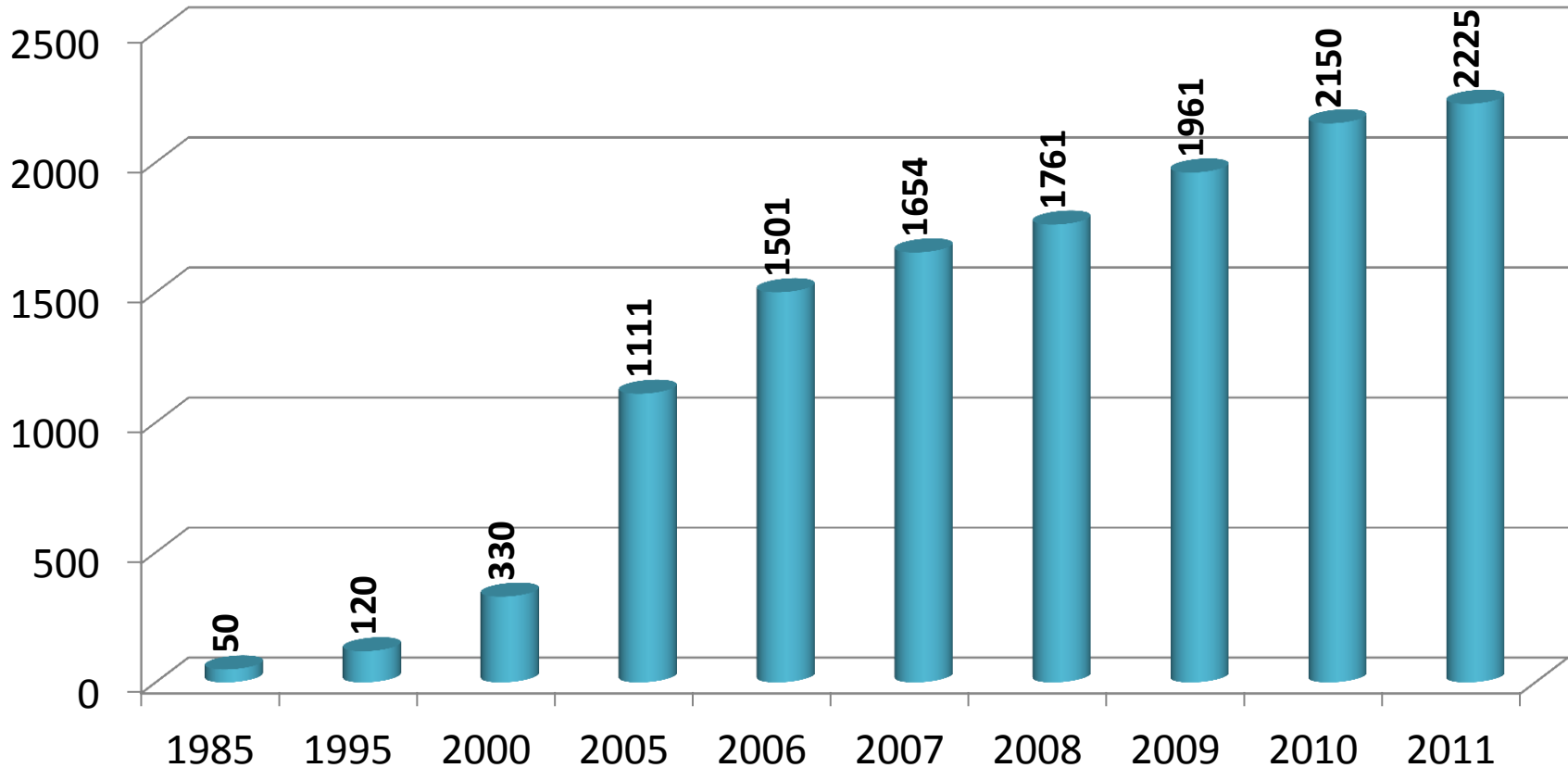


2011 -12 Racial/Ethnic Breakdown

Students for Whom English is not Their Primary Language

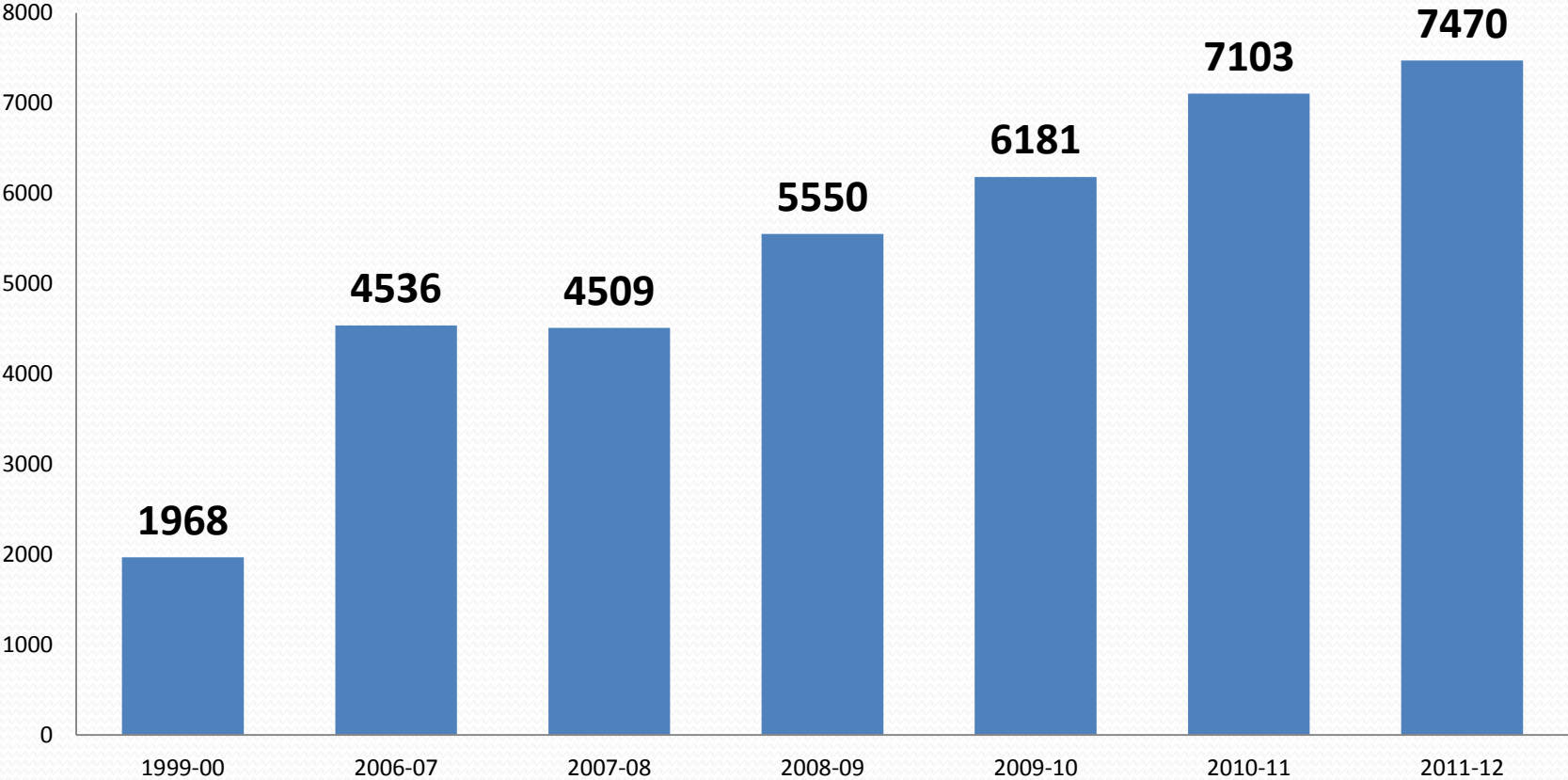
**2011-12:
7.8%**

**55 languages for ELL;
73 languages entire district**



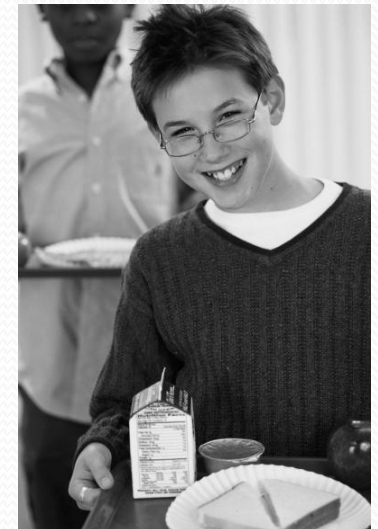
Students Qualifying for Federal Assistance Because of Poverty

Number of Students Receiving Free/Reduced Lunch



Poverty (Free/Reduced) Data

- District Avg.:
 - ✓ 2010-11: 25.27%
 - ✓ 2011-12: **26.41%**
- Range At Different Schools: **1.6%-84%**
(5 elem. schools above 70%)
- **10 Title 1** Elementary Schools
- **3 Title 1** Middle Schools



Homeless Figures

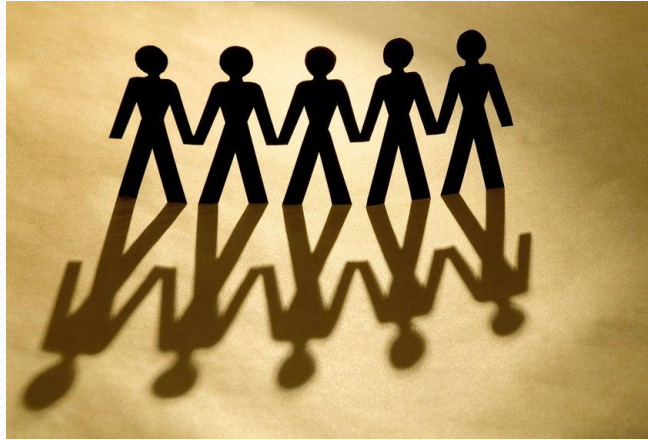
- **2007-2008** **82**
- **2008-2009** **202**
- **2010-2011** **265**
- **2011-2012** **326**
- **2012-2013** **586** *(Total Identified)*



Keys to Success...

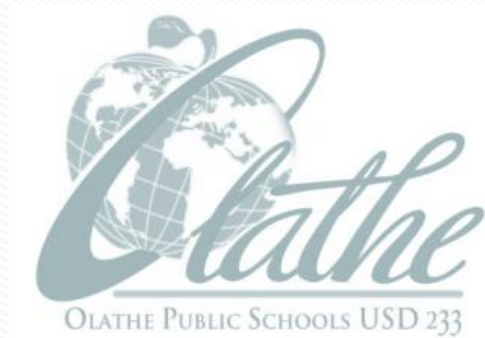
- *Community*
- *Our Culture - Way we do business*
- *Quality Staff*





Our Community

- ✓ **Recognize importance of schools**
- ✓ **Financial Support**
- ✓ **Parent & Community Involvement**



Our Culture – The Way We Do Business

*We are passionate
about
“what we stand
for”
& “the way we do
business”*



The “Olathe Way”

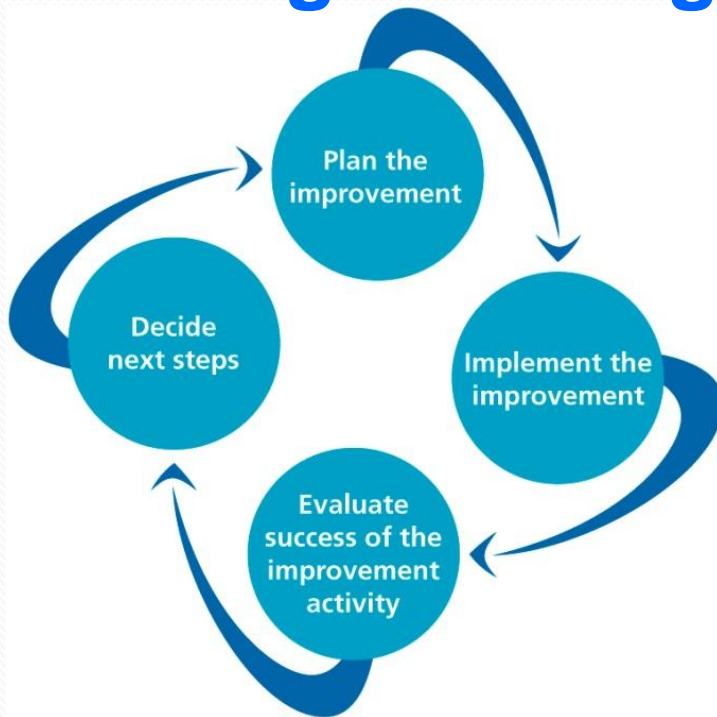
...**Vision**...

**Students
prepared for
their future!**





- **Data Driven Continuous Improvement**
- **Life-Long Learning**





Staff Guiding Principles

We promise to demonstrate in actions and words a commitment to....

- ↪ Children 1st
- ↪ Respect for ALL
- ↪ Teamwork
- ↪ Excellence and Quality
- ↪ Commitment to Individual Needs

Most Important Key to Success ...

Quality People



Randy Dix, finalist Teacher's Hall of Fame



Rhonda Rheist, \$50,000 grant winner



Tiffany Richards, KS Teacher of the Year 2012

Strategic Directions

2011-2016 Olathe Public Schools Strategic Plan



Improve Student Achievement

The Olathe Public Schools will increase achievement for all students through learning based on a comprehensive, challenging instructional program, focused on individual needs and grounded in research.

Recruit, Retain, Develop a Quality Staff

The Olathe Public Schools will actively recruit, retain, and develop a highly competent, caring, and student-focused staff throughout the organization.

Engage and Involve All Stakeholders

The Olathe Public Schools will proactively inform and engage all stakeholders (*staff, students, & community*) to support and ensure student success.

Be Responsible and Accountable for Resources

The Olathe Public Schools will implement effective and efficient financial and operational procedures to enhance the educational program.

Staff Data

4,300+ Employees

- 2,282 licensed/certified staff
- 120 administrators
- 1,977 support staff (classified: secretaries, aids, custodians, etc.)

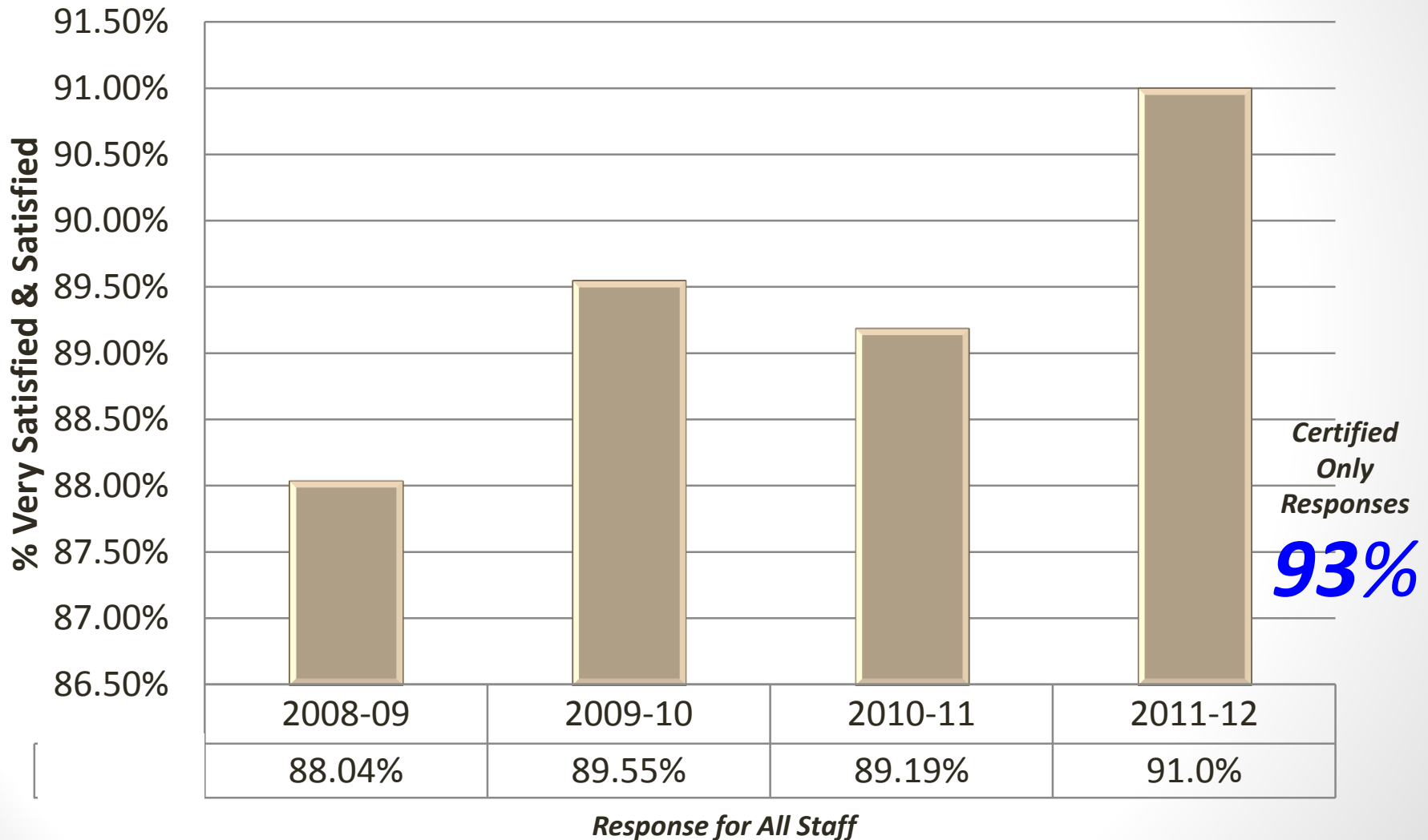


PeoplePulse

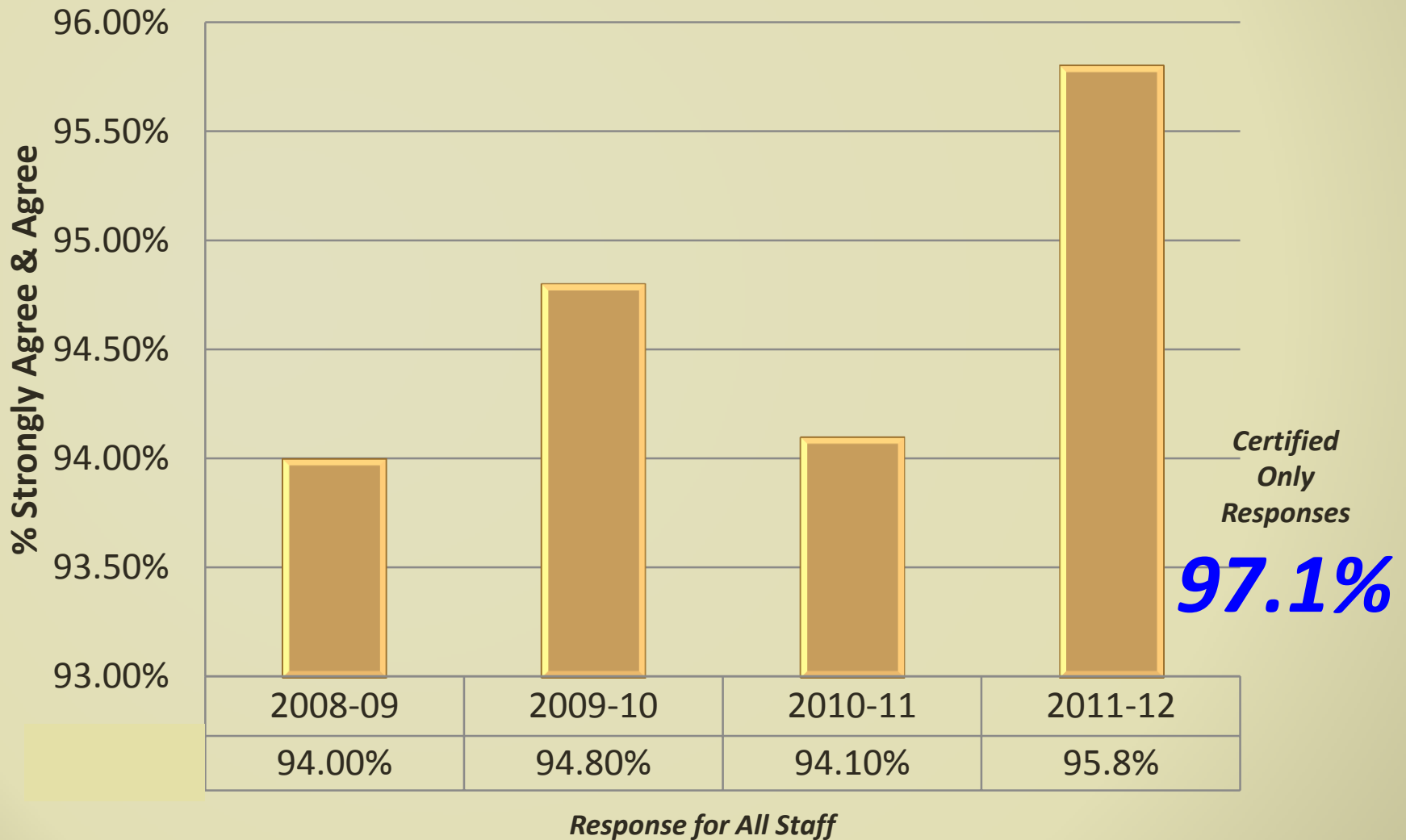
Staff is so important we survey them yearly!

Response Rate: Total = 3,430/ nearly 80%

Overall, how satisfied are you with your job?



I am proud to tell others I work for Olathe Public Schools.



Indicators of Results

- All of our schools Accredited
- Continue to make AYP
- Attendance Rate = 95.7%
- ACT = 23.6 composite
- Graduation Rate = 89%
- Rich activity and athletic programs; 80% involvement
- We have a safe, positive learning environment for students
- We have a safe, positive work environment for staff



**We are a....
Well-oiled machine!**



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- ✓ An Illustrative Example
 - Our Appraisal Process
- ✓ Questions/Answers/Reflections



Our Board of Education...

Board of Education (BOE)

- 7 Member Board Elected by the Community
- Longevity:
 - Mr. Harlan Parker 12 yrs. on BOE
- Our BOE respects the work of teachers & administrators



**Olathe Public Schools
Board of Education**

Professional Council Purpose



- Provides an avenue for collaboration between
 - ✓ Olathe NEA which represents teachers (*Labor*)
 - ✓ Administration (*Management*)
- Works in consort with our Board of Education
- Ultimate Goal: Education excellence for all students





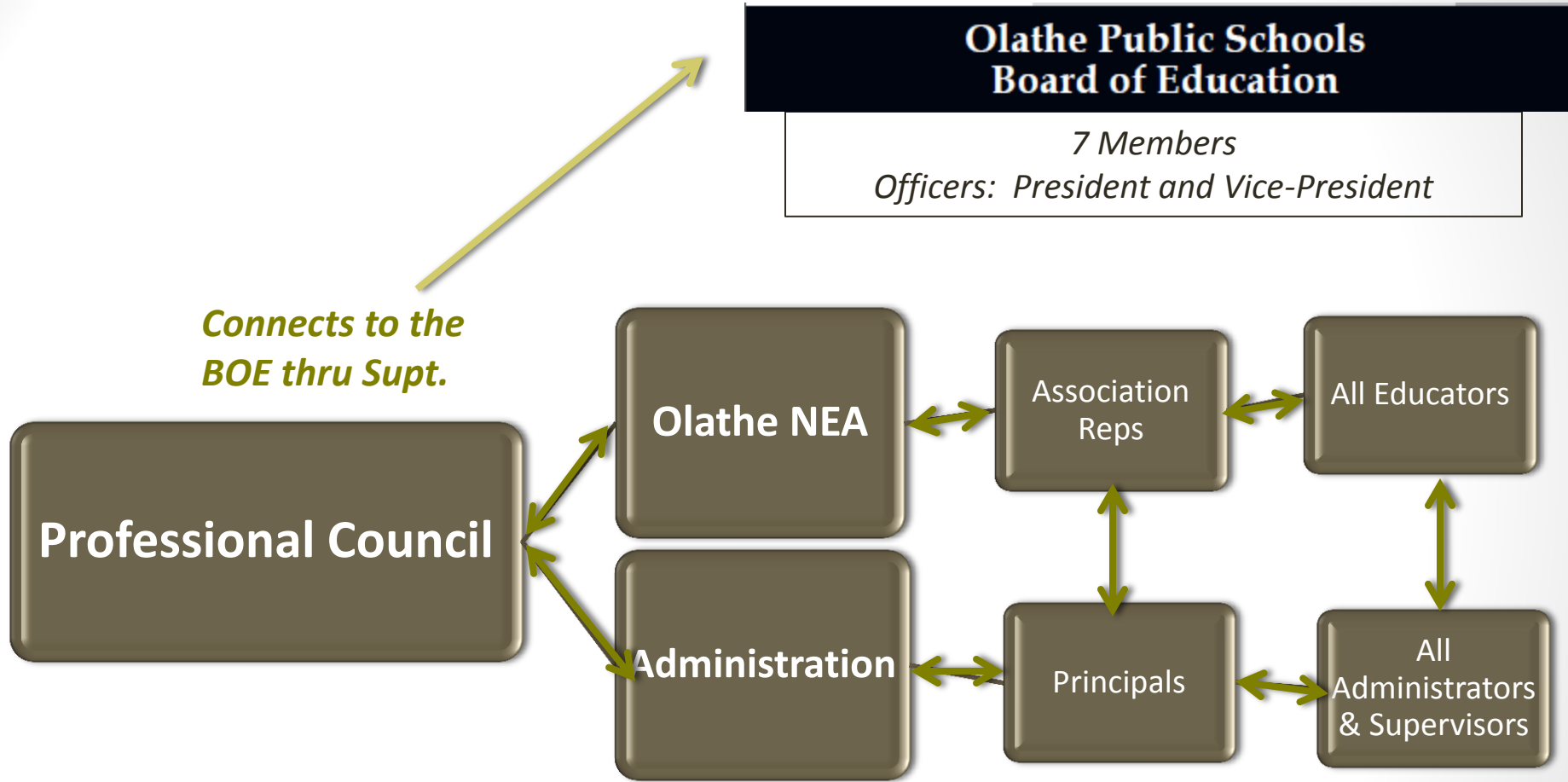
Professional Council Concept is NOT new...

- ❖ Long history of working collaboratively – began in 1974
- ❖ Supported by longevity in leadership

Olathe Superintendents:

- *Dr. Mel Winters - 23 years as Supt.*
- *Dr. Ron Wimmer - 14 years as Supt; 40 total yrs. in the district*
- *Dr. Pat All – 5 years as Supt.; 31 total yrs. in the district*
- *Dr. Marlin Berry – Beginning 3rd Year as Supt.; 5 yrs. in district; 16 yrs as KS Supt.*

Professional Council Structure



Professional Council Membership

- Representing Olathe NEA (President + 5 Members)
 - Olathe NEA President – full time release
 - Calin – 5 yrs. on Council; 20 yrs. in district
 - 5 members appointed by Olathe NEA President
- Representing the Administration (Supt. + 5 Members)
 - 5 members appointed by the Superintendent
 - 2 principals; 3 district administrators
 - Alison Banikowski – 17 yrs. On Council; 28 yrs. in district



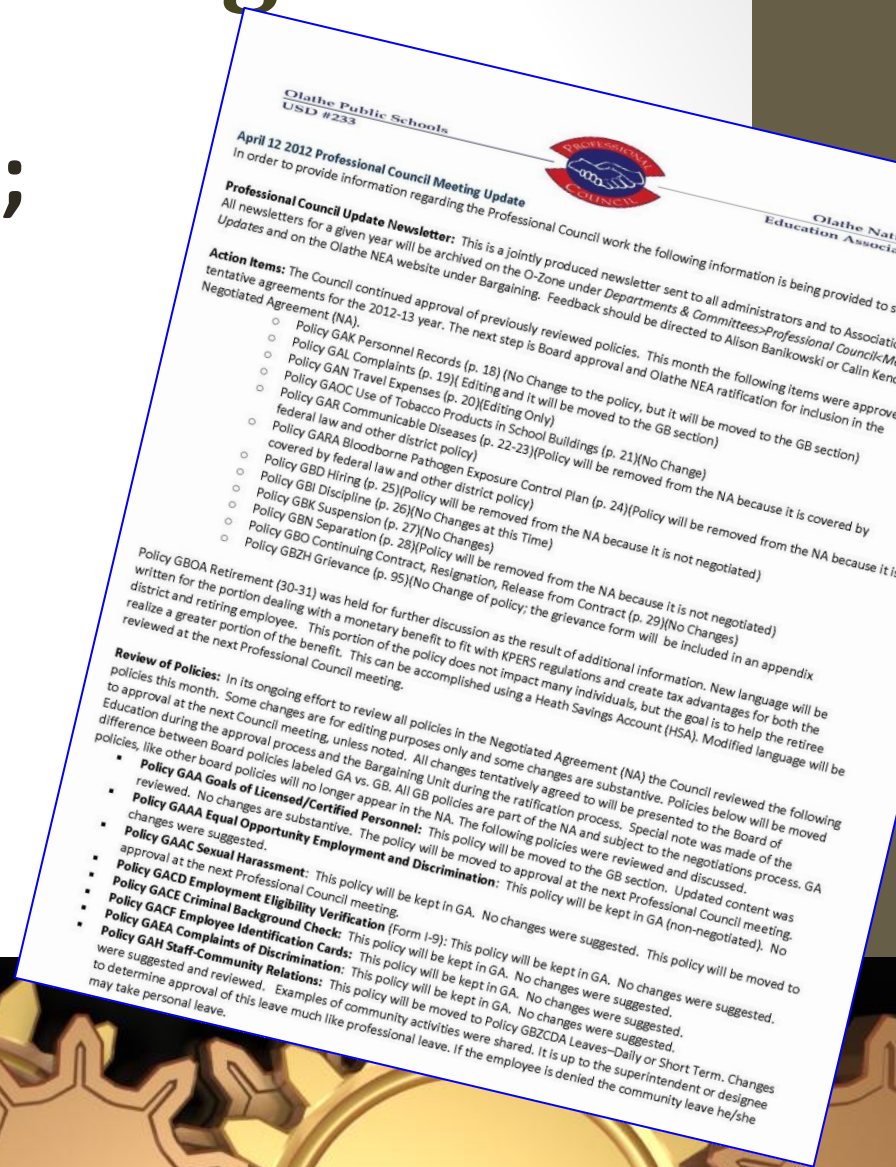
What does Professional Council Do?

- Discusses, studies, advises, recommends. problem solves
- Collaboratively designed agendas & review of minutes
- Use a subcommittee process
- Various topics
 - Student learning
 - Climate, such as working conditions
 - Policy language
 - Professional Development
 - Compensation, including salary and benefits



Communication Clearinghouse

- ❖ Monthly newsletter; Jointly Developed
- ❖ Monthly Tips for Administrators
- ❖ Website: External, Internal



Negotiated Agreement

Located electronically:

- District internal website
- Olathe NEA website

Ratified by
the Board of Education
of Olathe Public Schools
USD 233
and
Olathe NEA

**Personnel Policies &
Professional Employee Agreement**

**Licensed/Certified Staff
2010-2011**



Professional Council

- ↪ An award winning model
- ↪ Recognized in 1999 with the NEA-UAW/Saturn Partnership Award
- ↪ Continue to refine our structured collaborative bargaining process focused on student learning



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✓ An Illustrative Example

▪ Our Appraisal Process

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One Example of Our Collaborative Process

Educator Appraisal Process

Research is clear....

- The most important variable in learning is a quality teacher; a quality educator.
- Professional feedback is important for continued growth.



First Appraisal Study

- **Began in 1997-98** – Initiated by Professional Council
- **Goal: Combine...**
 - ✓ Teacher Appraisal - Feedback
 - ✓ Professional Development
 - ✓ School Improvement
 - ✓ Intensive Assistance
- **Collaborative Process**
 - ✓ 30 teachers
 - ✓ Olathe BOE members
 - ✓ Olathe NEA & KS NEA reps
 - ✓ State Dept. Reps.
 - ✓ Administrators
 - ✓ Parents/Community
- **NFIE** (*National Foundation in Education*) **Grant**
- **Surveys to Entire Staff**
 - ✓ Current Appraisal Process
 - ✓ Current Staff Development Program
- **Approved by BOE in 2000**
- **Current appraisal process was approved by the BOE in June of 2000; Implemented 2000-2001 school year**



New Appraisal Study: 2011-12

- **Professional Council initiated a new study**
- **District Steering Team appointed**
 - *Both Council members and others*
 - *Included HR, T&L*
 - *Included our NEA Uni-Serve director*
- **Input obtained throughout study from many educators and administrators**
- **Many aspects the same**
- **Some aspects modified**

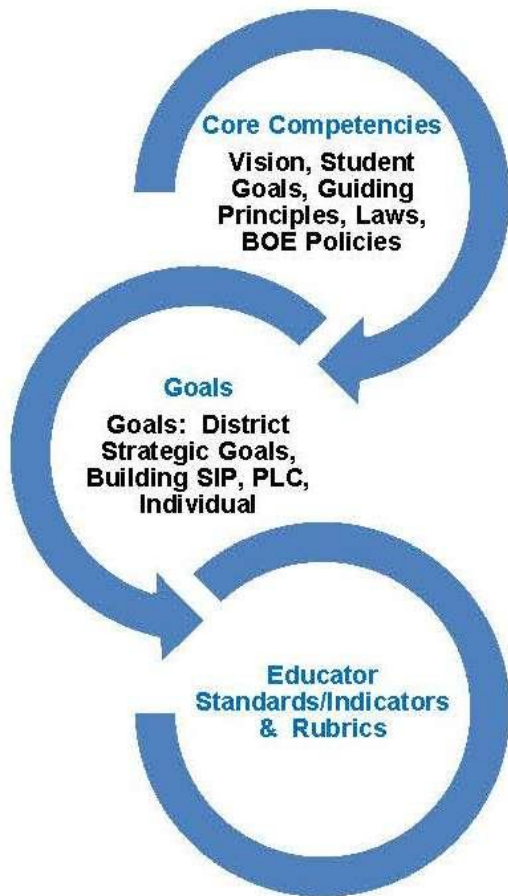


Philosophy & Purpose – *Stayed the Same*



- ◆ Appraisal is an ongoing collaborative process based on open communication and rooted in standards of excellence.
- ◆ The goal is to enhance an educator's skills and student learning.
- ◆ Process reflects a continuum, beginning with the new novice educator and continuing through an educator's career.

Educator Expectations Refined



- ▶ **Core Competencies:** Vision, Guiding Principles, Laws, All BOE Policies
- ▶ **Goals:** District Goals, Building School Improvement Goals, PLC goals, Individual Goals
- ▶ **Educator Standards/ Indicators/ Rubrics**

The Educator Standards



★The foundation for the Appraisal Process

★Guide the performance and growth of all licensed/certified staff

→ *Educators are committed to students and their learning.*

→ *Educators know their subject matter and how to teach it.*

→ *Educators create a climate for learning.*

→ *Educators are life-long learners.*

→ *Educators communicate and interact with others.*

Indicators: For Each Standard

3. Standard: *Educators Create a Climate for Learning*

Accomplished Olathe District educators provide a safe, positive environment conducive to learning. They model and expect students to demonstrate honesty, respect, responsibility, and trustworthiness throughout the learning environment.

The Olathe District Educator...

3.1 Treats students with dignity and respect.

3.2 Develops and maintains positive student-educator relationship.

3.3 Creates a positive, invitational, and safe learning environment.

3.4 Teaches, models, and practices expectations, rules, procedures and routines.

3.5 Develops and implements appropriate strategies, behavior supports, and consequences.

3.6 Provides students opportunities for shared decision-making.

3.7 Develops a climate that respects individual differences.

3.8 Implements and reinforces school and district policies.

Rubrics: 4 Levels



- **Accomplished:** Distinguished educators; consistently exceeding expectations
- **Effective:** Meet rigorous Olathe District expectations
- **Developing:** Gaining knowledge; Not yet meeting expectations
- **Ineffective:** Not currently aware of or not currently demonstrating the skills and/or knowledge identified in the Standard and Indicator

Rubrics: 4 Levels



- **Accomplished:** Distinguished educators; consistently exceeding expectations

- **Effective:** Meet rigorous Olathe District expectations

All educators are expected to perform at the Effective level or higher on all Educator Standards/Indicators after 1 year in the district.

- **Developing:** Gaining knowledge; Not yet meeting expectations
- **Ineffective:** Not currently aware of or not currently demonstrating the skills and/or knowledge identified in the Standard and Indicator

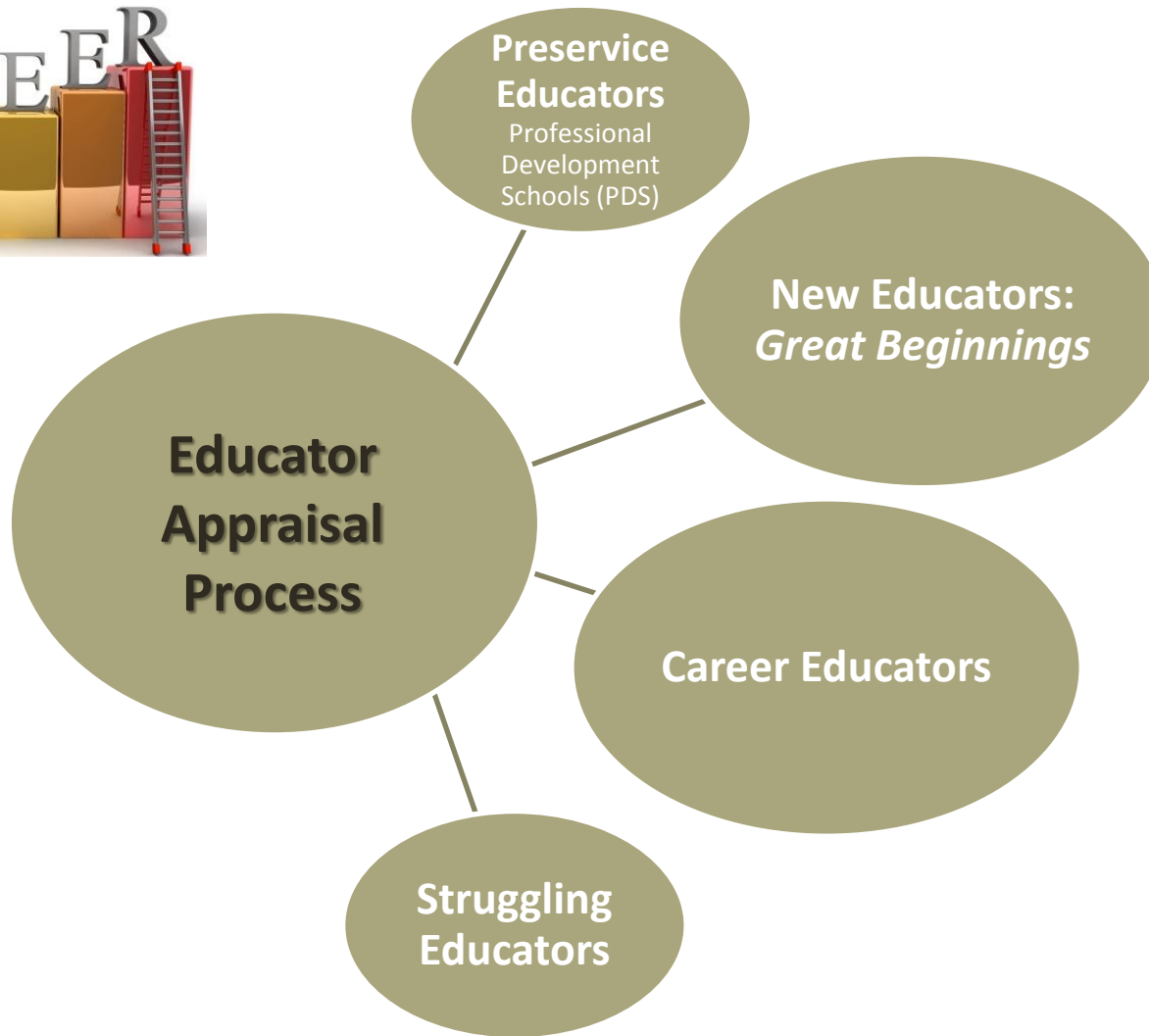
The Educator Standards

- **General Indicators & Rubrics:** Most educators use these
- **Niche groups:** Specific indicators & rubric



- Audiologist
- Coordinator
- Counselor
- Early Childhood
- IRT (Instructional Resource Teacher)
- IST (*Intervention Support Teacher*)/Autism Specialist
- Library Media Specialist
- Music Therapist
- Occupational/Physical Therapist
- School Nurse
- School Psychologist
- Social Worker
- Special Education Teacher
- Speech-Language Pathologist

Phases of our Appraisal Process



New Educator Induction Program

Olathe Public Schools



“Great Beginnings”

- *Educators new to the profession*
- *Educators bringing experience from other districts*



New Educator Induction Program Olathe Public Schools

“Great Beginnings”

- ❖ An Award Winning Program
- ❖ Recognized in 2007 with the NEA-Saturn/UAW Partnership Award
- ❖ For our Teacher Induction Program



“Great Beginnings”

New Educator Induction Program



Comprehensive

IRT

- Consultation
 - Model Lessons
 - Co-Teaching
 - Problem Solving
- Observation/Reflection
- Feedback

DISTRICT

- Prof. Growth Sessions
 - During Day
 - After School
 - On-Site Masters ESU
- District Staff
 - Coordinators
 - Directors
 - Others

SCHOOL

- School Administrators
 - Dept. Chairs
 - Olathe NEA Bldg. Reps.
 - BLT Members
 - Collegial Mentor

“Great Beginnings”

New Educator Induction Program



• **IRT - Instructional Resource Teachers**

- ❑ On-Going Mentors

- ❑ Full-Time Release Positions

- ❑ Activities:

- Accessing resources

- Training

- Emotional Support

- Consultations

- Co-Planning; Co-Teaching

- Observations & Feedback – 1 observation part of portfolio



Teacher Quality

- Facilitates New Educator Induction
- Promotes & Supports District Educator Standards
- Conducts Observations & Consultations
- Facilitates Professional Development
 - Preservice
 - Advanced Teaching & Learning Series
 - School Improvement Strategies
- Mentors Educators in the Assistance Program

IRTs –

Instructional Resource Teachers

Full-Time Release Master Teachers

Improving Student Achievement

Effective Instruction

- Collaborates with All Staff
 - Research-Based Instructional Strategies
 - Classroom Management
 - Integration of Instructional Technology
- Supports Curriculum Development & Implementation
- Supports Textbook Adoption /Resource Development
- Supports MTSS/RTi Integration

School Improvement

- Facilitates Staff Development
- Resource to PLCs
- Supports Assessments
- Supports /collaborates with Educators & Administrators
- Implements District Strategic Plan
- Serves on Building Leadership Teams
- Collects and Analyzes Data
- Conducts Walk-Throughs

Professional Learning



Various Learning & Support Sessions

- Begins at Preservice (3 days)
- Advanced Teaching & Learning Series – AT&L
- School Improvement Training
- Grade Level/Content Area Professional Development
- Professional Learning Communities (PLCs)



Content

- Curriculum
- A Successful Beginning of the Year
- Olathe NEA Luncheon
- Blood Borne Pathogens
- Benefits – Health, Dental,
- Legal Requirements
- Creating the Instructional Environment
- MTSS/RTi; Differentiation
- Parent Teacher Conferences
- Brain Based Teaching
- Developing an Action Plan
- Common Core

“Great Beginnings”
New Educator Induction Program

Professional Learning



On-Site Master's Program

- **Jointly Developed: Began in 2000-2001**
- **Based on standards & outcomes**
- **Grounded in research**
- **Various Emphasis Areas**
- **Open to all new educators**



C/I Masters: Curriculum
Leadership, Effective Practitioner,
National Board Certification



Dual Masters:
C/I, Administration



Master Teacher Masters:
Reading Specialist, Elementary
Subject Matter



Support at the School Level

Building Level Collegial Mentors

- All novice educators are assigned a building Collegial Mentor
- Supports the new educator with:
 - Instructional practices
 - Curriculum
 - Management
 - Policies & Procedures
 - Professional Development
 - Building Protocol



Phases of our Appraisal Process



Appraisal

Olathe Public Schools

- **After 4 years in New Educator Process**
- **Career Educator Process:**
 - **3 year cycle**
- **Components:**
 - **Action Plan**
 - **Based on Strengths/Needs**
 - **Action Plan Log**
 - **Summary of Results**
 - **Summative Evaluation**



Appraisal Process Components

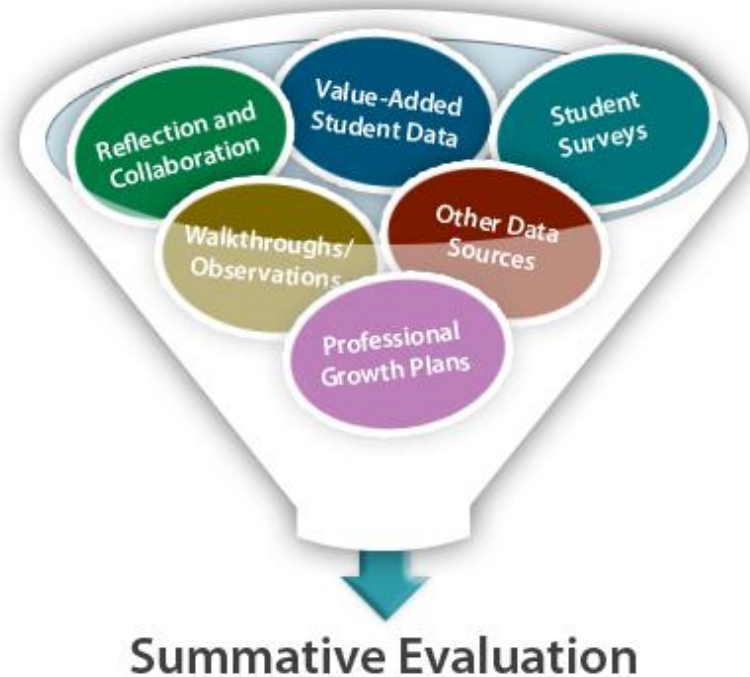
- Formal Observations
- Action Plan
- Summative Evaluation
- Professional Learning



Components of Appraisal

Summative Evaluation

- **Somewhat New – Collapses Mid-Year and End-of-Year Evaluation**
- **Appraisal of all 5 Standards**
- **Summarizes performance based on various sources of data**
 - From formal observations to walkthroughs to the Action Plan log



Graphic- R. Marzano
www.marzanoevaluation.com/evaluation/summative_teacher_evaluation/

Components of Appraisal

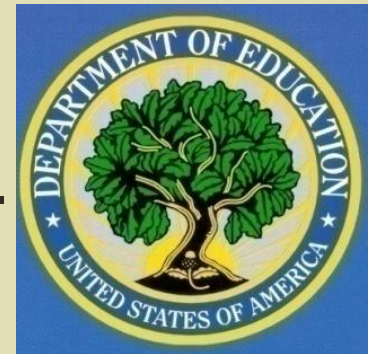
Professional Learning

- District, Building, Individual
- Plan Jointly Development
 - Points earned for:
 - *Relicensure/Recertification*
 - *Movement on Salary Schedule*
 - Tracking System = MyLearningPlan®

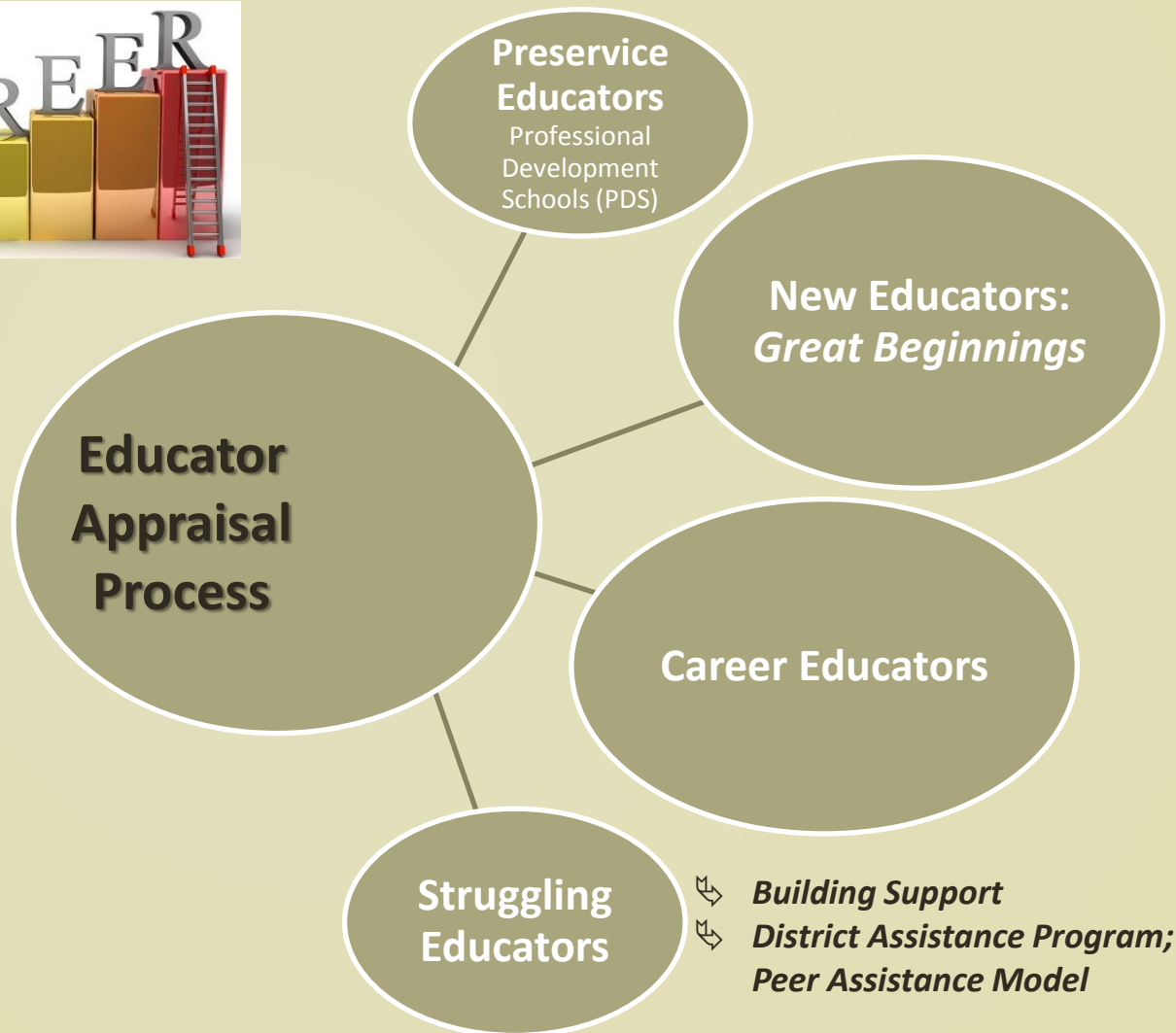


An Award Winning Program

- National Staff Development Award from U.S. Dept. of Education!!
- 2009; Kansas Staff Development District Award!!



Phases of our Appraisal Process



Headline Reads...

“Struggling Educators can be better”

Saturday, October 23, 2010

OnlineAthens
ATHENS BANNER-HERALD

- This parallels our philosophy!
- We believe in working with our struggling educators.



Struggling Educators

New Educator

- Appraiser Discusses Concerns; Timeline Modified
- New Educator Year 1 – IRT Support
- New Educator Extended 1 Extended – IRT Support
- New Educator 2-4: Building Level Support

Building Level Support

- Appraiser discusses concerns
- Strategic Support Plan – Developed, Implemented
- Various Sources of Support
- If goals met, return to Career Educator process

District Assistance Program

- Referred to District Assistance Program
- For Struggling Educators with Due Process
- Peer Assistance & Review Model
- Uses an IA (Instructional Assistant)
- Overseen by Assistance Review Panel

District Assistance Program

- **Model: Peer Assistance & Review Model**
- **Involves:**
 - **Struggling Educator**
 - **Instructional Assistance (IA)**
 - **Appraiser**



District Assistance Program –

Assistance Review Panel

- **Membership**
 - 5 members appointed by Olathe NEA
 - 5 members appointed by Superintendent
- **Consensus Decision Making Process**
- **Responsibilities:**
 - Accept referrals
 - Meet at beginning of process
 - Review IAs documentation
 - Make recommendations
 - Strict confidentiality



District Assistance Program –

Instructional Assistant (IA)

- **Develop Assistance Plan**
 - Meets with struggling educator & appraiser
 - Clarifies and prioritizes needs
 - Develops & monitors plan
- **Responsibilities:**
 - Modeling
 - Co-planning; Co-teaching
 - Consultation
 - Observation; Feedback Conferences
 - Scaffolds support
- **Communication**
 - Monthly reports made to the Assistance Panel
 - Making sure all participants informed: Struggling educator & appraiser



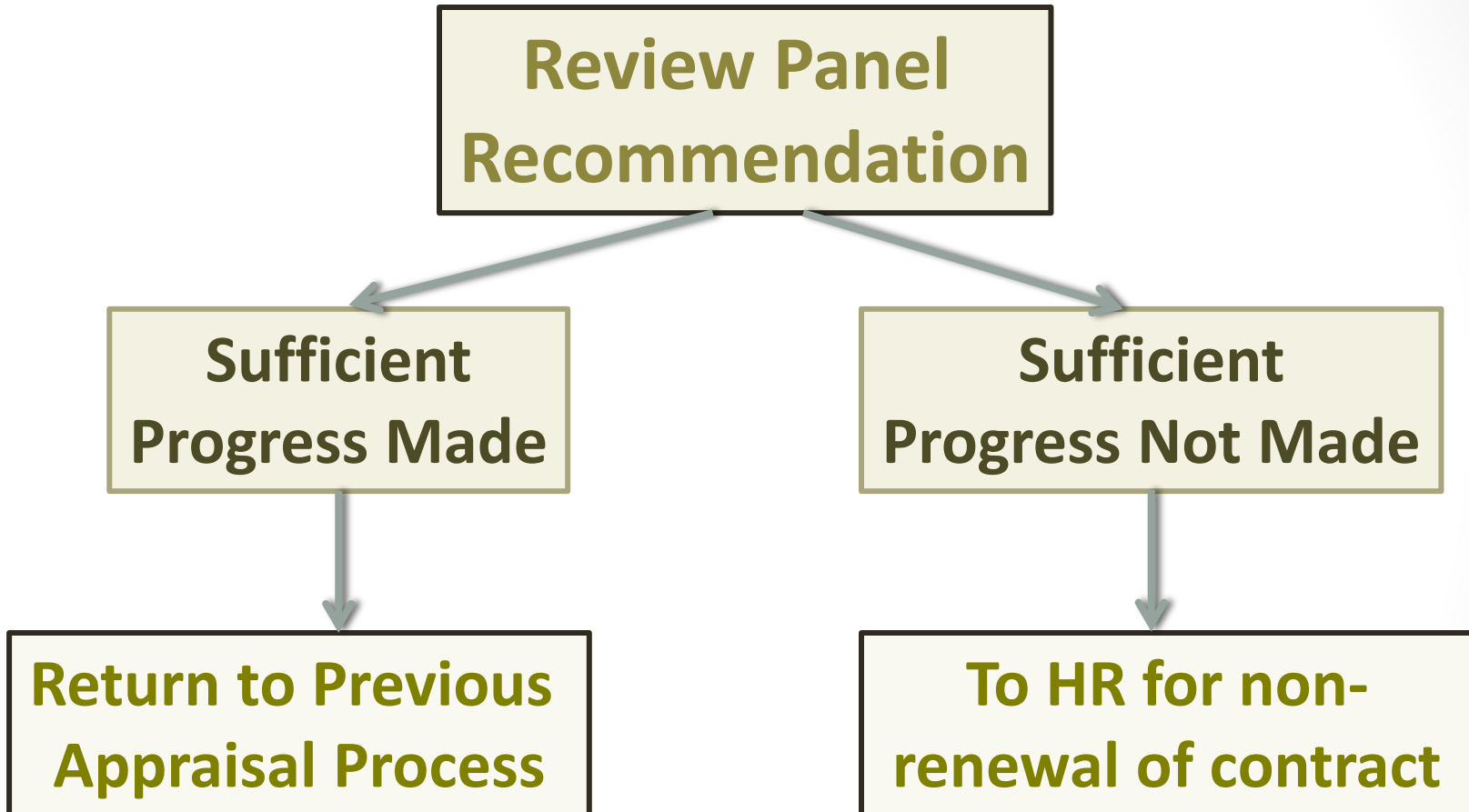
District Assistance Program –

Appraiser Role

- **Input into Assistance Plan**
- **Confers with IA**
- **Meets with Struggling Educator and IA**
- **Provides additional documentation**
- **On-going observation & feedback**
- **Day-to-day supervision**



District Assistance Program



Process continues to be refined...



in this brochure >>>

- Expectations for Educators
- New Educator Process, Including RTs
- Career Educator Process
- Action Plan
- Summative Evaluation
- Struggling Educators
- Due Dates Chart
- Appraisal Tracking System
- Placement Options: Assignment Change, Returning Educators

Olathe Public Schools

Appraisal Process

Expectations for Educators

Educator expectations are outlined in Policy GBE and includes three areas:

- Core Competencies:** All educators adhere to the District's Vision, Mission, Student Goals, and Guiding Principles; legal responsibilities; and all Board of Education (BOE) policies;
- Goals:** All educators are expected to support and work to achieve District strategic goals, Building and Professional Learning Community (PLC) School Improvement Process (SIP) goals, and Individual Action Plan goals;
- Educator Standards/Indicators/Rubrics:** All educators are expected to perform at the Effective level or higher on all Educator Standards/Indicators.

Introduction

Licensed/Certified Educators (non-administrative)

The mission of the Olathe Public Schools is "To provide a safe, positive environment where all students acquire knowledge and skills to be productive citizens." Olathe Public Schools are committed to providing a quality education for all students, recognizing that a caring, quality educator is the most important factor in student learning. In order to maintain and develop a quality staff, the district provides opportunities for professional learning and feedback. One avenue for feedback is the Appraisal Process.

All licensed/certified employees participate in the Olathe District Appraisal Process as outlined in this document. The Appraisal Process meets the statutory requirements of the Certificated Personnel Evaluation Act (K.S.A. 72-9001 to 72-9006) and Board Policy GBZCB. Educators, Olathe NEA and administrators jointly developed and refined the process.

Appraisal is an ongoing, collaborative process, based on open communication and rooted in standards of excellence. It mirrors our core values of data-driven continuous improvement and lifelong learning. The appraisal continuum begins with the new educator and continues throughout the individual's career. Its purpose is to improve educators' skills and student learning.

```
graph TD; A[Core Competencies: Values, Student Goals, Guiding Principles, Laws, BOE Policies] --> B[Goals: District Strategic Goals, Building & PLC, Individual]; B --> C[Educator Standards/Indicators & Rubrics]; C --> A;
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So....We are a district that is “working”

- In part, because of the our Professional Council process
 - Embodies collaboration between labor and management
 - Brings together Olathe NEA & administration
- In part, because of the working relationship between the Olathe NEA, teachers, administrators, and the BOE.
- And, totally because of an outstanding staff, dedicated to teamwork and....



To Student Learning...





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Mr. Harlan Parker, Board of Education President

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