



Evaluation System Background Materials – National Context

Prepared for RIDE and ACEES | June 21, 2010



The New Teacher Project

The New Teacher Project (TNTP) works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute teacher quality challenges
- Approx. 200 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:
 - Districts:* Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, San Antonio, Washington, DC
 - States:* Alaska, Louisiana, Texas, Virginia



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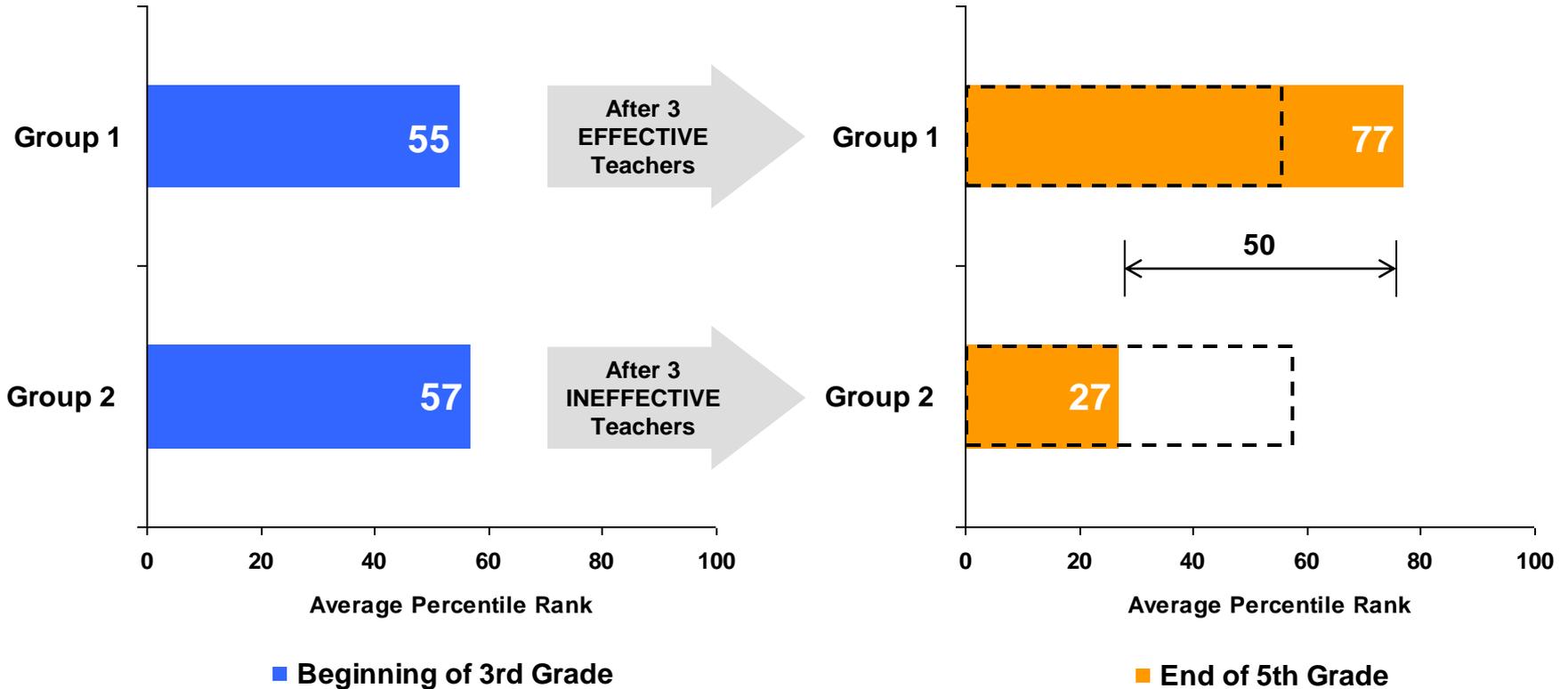
Characteristics of a Credible Evaluation System



Research has shown that effective teachers are critically important to student learning.

Dallas students who start 3rd grade at about the same level of math achievement...

...may finish 5th grade math at dramatically different levels **depending on the quality of their teachers.**



Original analysis by the Education Trust.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



Qualifications provide some insight, but past performance is by far the best indicator of a teacher’s likely effectiveness.

Effect of characteristic on student performance
(measured by percentile growth*)

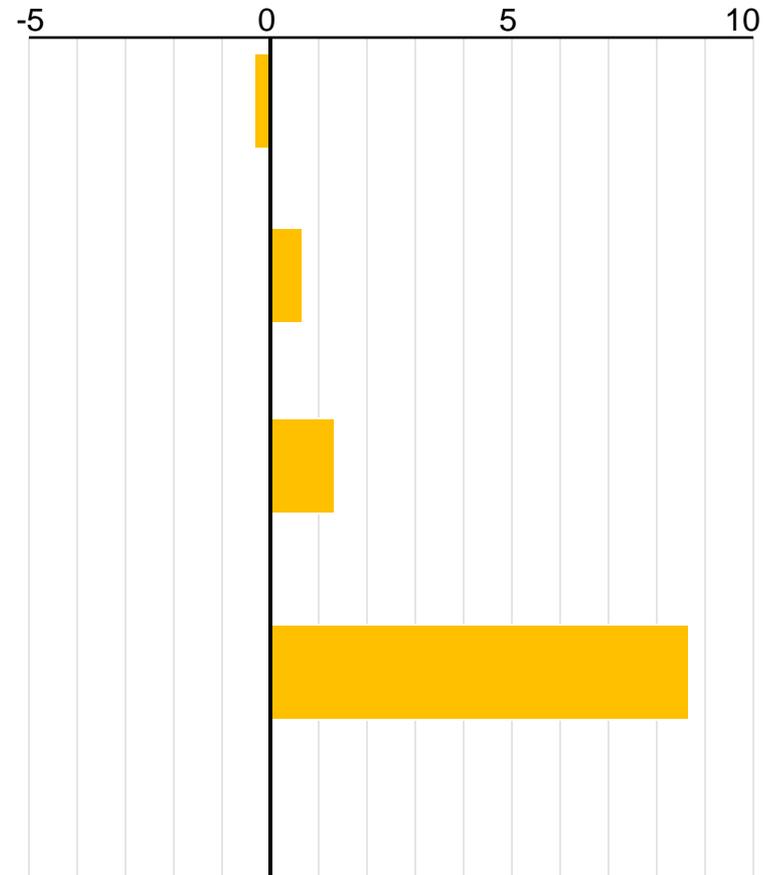
Teacher characteristic

Having a Masters Degree in Education

Pathway into Teaching
(Alternative certification)

Major in Subject Area Taught
(H.S. Math Teacher Having a Math Major)

Past Performance
(Difference between a teacher in the top quartile and a teacher in the bottom quartile student outcomes)



Source: Student Achievement Partners, LLC

*Percentiles calculated as average of the results of multiple studies measuring teacher effect on student achievement. Calculations by TNTP. Characteristic and Average Student Growth: Masters Degree (-0.13); Alt cert - TFA (0.63); Math Major (1.47); Past Performance (8.67)

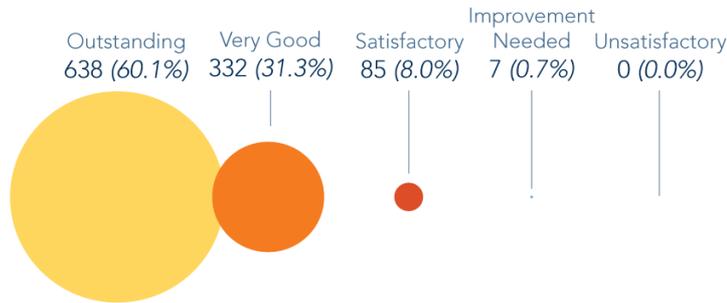
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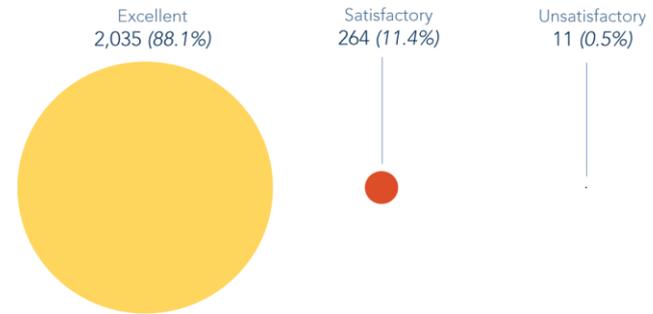
Unfortunately, current teacher evaluation systems rarely differentiate performance.

Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems

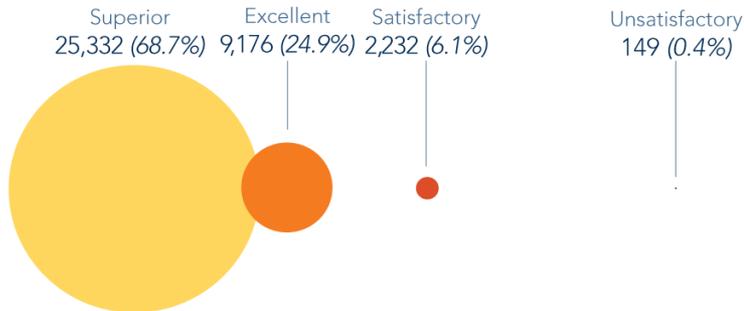
AKRON PUBLIC SCHOOLS SY 05–06 to 07–08



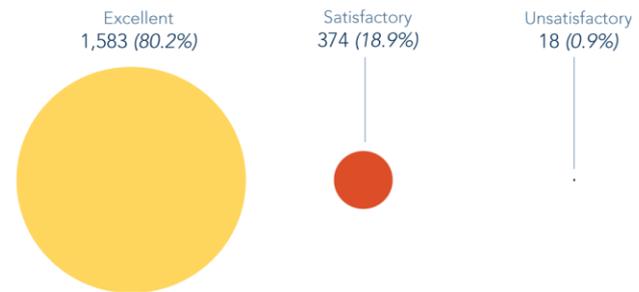
DISTRICT U-46 (ELGIN) SY 03–04 to 06–07



CHICAGO PUBLIC SCHOOLS SY 03–04 to 07–08

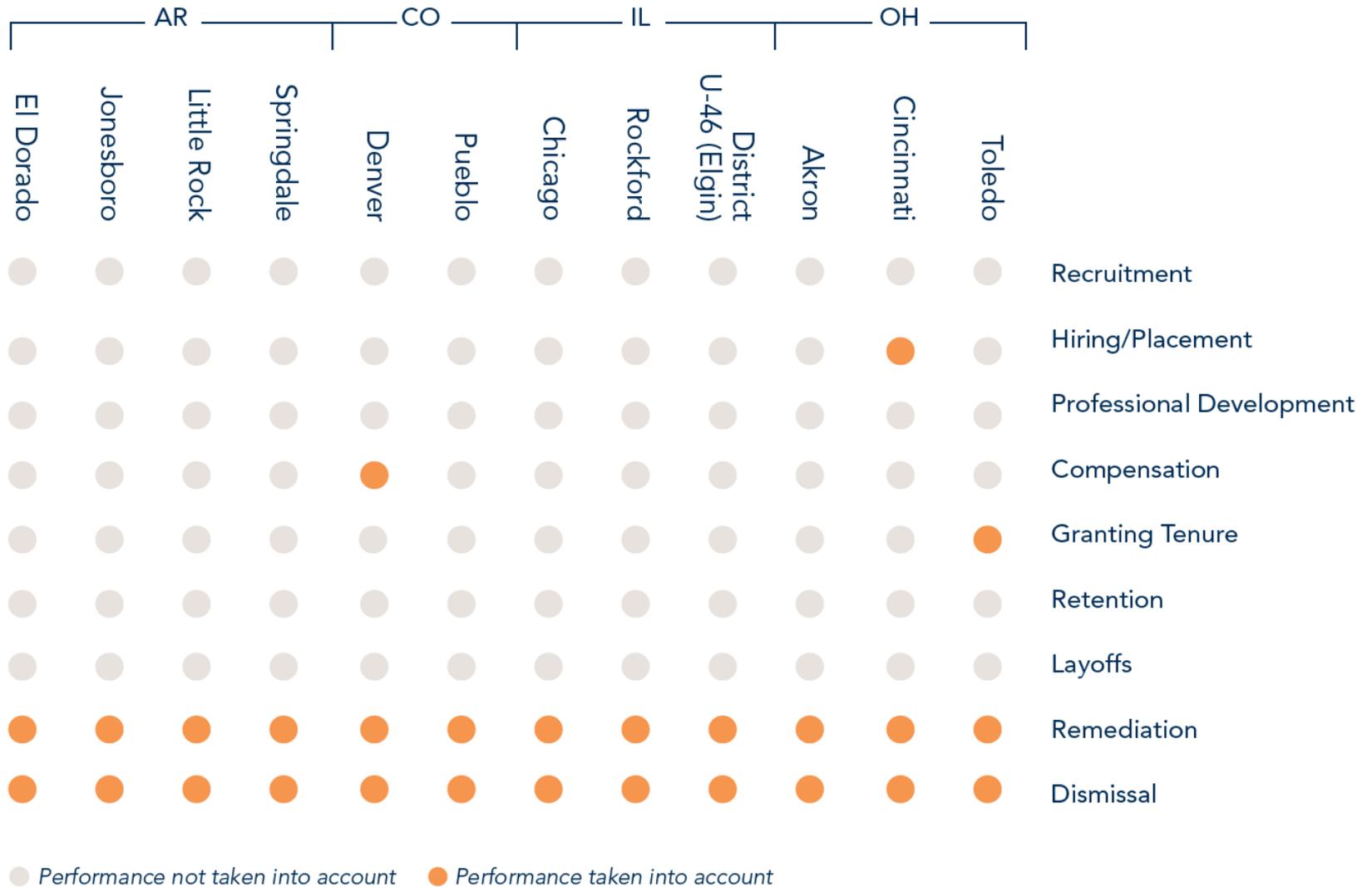


ROCKFORD PUBLIC SCHOOLS SY 03–04 to 06–07





In addition, teacher effectiveness is rarely taken into account for any action other than remediation or dismissal of a teacher.



Source: *The Widget Effect*, The New Teacher Project, 2009.
 © The New Teacher Project 2008



Recent federal policy, however, has laid the foundation for states to pursue systems that measure educator effectiveness.



Areas for Reform-Outlined by Secretary Duncan on April 1, 2009

- o Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers.
- o Making progress toward college and career-ready standards and rigorous assessments that will improve both teaching and learning.
- o Improving achievement in low-performing schools, by providing intensive support and effective interventions in schools that need them the most.
- o Gathering information to improve student learning, teacher performance and college and career-readiness through enhanced data systems that track progress.



To meet the goals for improving teacher effectiveness and ensuring that all schools have highly qualified teachers states must...

Report on the extent to which all students have access to qualified and effective teachers and whether or not teachers are evaluated based on how well their students perform, including:

- o The number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified
- o The number and percent of teachers and principals rated at each performance level in each local educational agency's (LEA's) teacher evaluation system
- o The number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes



Educator effectiveness is also the most heavily weighted section in the federal \$4.3B Race to the Top initiative.



– Race to the Top

REFORM PLAN CRITERIA: Section D, Great Teachers and Leaders (138 points total)

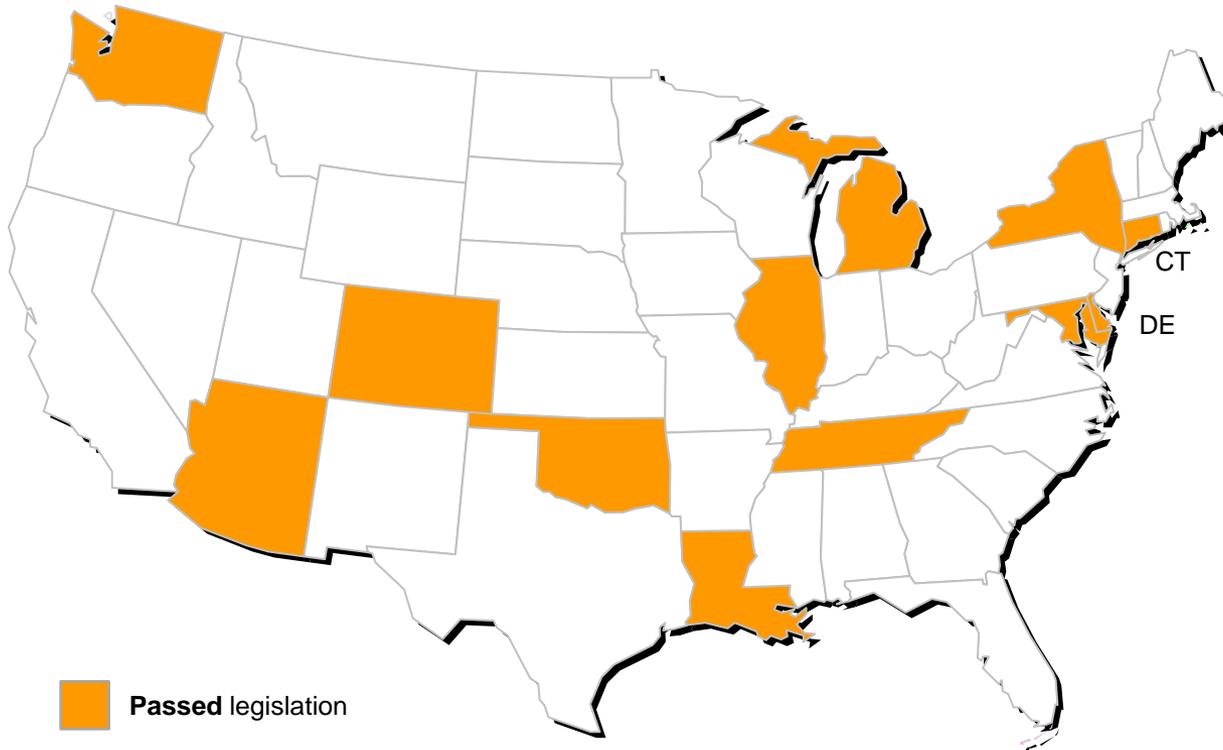
“(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

- i. Establish clear approaches to measuring student growth** (as defined in this notice) and measure it for each individual student; (5 points)
- ii. Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals** that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- iii. Conduct annual evaluations of teachers and principals** that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and (10 points)
- iv. Use these evaluations, at a minimum, to inform decisions** regarding [teacher and principal development, compensation, retention, tenure, certification and removal] – (28 points)”



In the last year, at least 12 states have responded to Race to the Top by passing legislation on teacher evaluation systems.

States passing legislation on their teacher evaluation systems:



1 in 4
U.S.
students
will be affected by
this legislation

A growing number of districts has also begun the hard task of designing and implementing new evaluation systems that meet the standards outlined in Race to the Top.



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Characteristics of a Credible Evaluation System



In Fall 2009, District of Columbia Public Schools (DCPS) implemented a new teacher evaluation system (IMPACT) after an extensive input and design phase.

- The goal of IMPACT is to help teachers increase their effectiveness so that DCPS can dramatically increase student learning.
- IMPACT is built upon the 6 core beliefs of DCPS.
- IMPACT uses a growth-based model (value-added) for test results, rather than relying on absolute measures of achievement from year to year.
- The system is built upon clearly outlined expectations, with clear feedback and growth plans. This includes detailed rubrics in the Teaching and Learning Framework (TLF) to guide the development of teachers and ensure meaningful feedback conversations.
- Each rating signifies a varying level of effectiveness and is tied to key development decisions.
 - Highly Effective → “Outstanding performance”
 - Effective → “Solid performance”
 - Minimally Effective → “Performance below expectations”
 - Ineffective → “Unacceptable performance”



Various components are used to assess teacher performance and contribute to a teacher's overall rating.

Component	Purpose
Individual Value-Added	Measures teacher's impact on his/her students' achievement, as measured by the DC CAS
Non-Value-Added Student Achievement Growth	Measures teacher's impact on student learning, as measured by other high-quality assessments (not DC CAS)
Teaching and Learning Framework	Measures teacher's instructional expertise in three core instructional areas: Planning, Teaching, and Increasing Effectiveness
Commitment to the School Community	Measures the extent to which teacher supports his/her school's local initiatives, supports his/her school's SPED and ELL programs, and participates in instructional collaboration
School Value-Added	Measures school's impact on student achievement, as measured by DC CAS
Core Professionalism	Measures four basic professional requirements for all teachers: <ul style="list-style-type: none"> -Attendance (no unexcused absences) -On-time arrival (no unexcused late arrivals) -Policies and Procedures (following the policies and procedures of their school and of the district) -Respect (interacting with colleagues, students, families, and community members in a respectful manner)



Multiple observations and conferences, regular feedback and targeted growth plans and professional development tied to clear performance standards are built into the year-long process.

Frequency of Required Formal Observations	5 each year
Frequency of Required Conferences	5 each year, as a follow-up to the observations
Purpose of Conferences	Observer shares feedback on all relevant scoring components and discusses next steps for professional growth, all of which are based on the observations and detailed rubrics provided by the district for each component and competencies within the component
Observations and Conferences Conducted By	3 by an administrator and 2 by a Master Educator* (Master Educator conferences are focused only on the TLF component)

- Master Educators are expert practitioners who serve as impartial, third-party observers who travel from school to school to conduct observations and provide targeted professional development in the subject area of their expertise. In addition to serving as a method to norm administrator judgments, they provide teachers with additional feedback and coaching wherever possible.



In New Haven Public Schools, the October 2009 teachers' contract set the stage for comprehensive reform of teacher evaluation in the district.

- **New evaluation system as mandated by the NHPS/NHFT teachers contract set the following standards**
 - Student progress must be a factor in teacher evaluation
 - Peer assistance and review programs must be considered
 - Evaluation process must differentiate teachers by creating at least four categories of teacher performance
 - Teachers on plans of improvement cannot exceed two years on a plan, with a 120 day maximum for outplacement
- **Formation of Teacher Evaluation Committee (TEVAL)**
 - Included representatives from NHPS leadership and NHFT leadership, as well as current NHPS teachers, coaches and school administrators.
 - Divided into five working groups, each charged with designing a key element of the new evaluation system: Student learning measures, Instructional practices and professional values, Peer review, Peer assistance and teacher development, Evaluation process

Source: NHPS and NHFT contract re-negotiated and ratified in October 2009 by an 842-39 margin. The contract goes into effect July 1, 2010 for the 2010-11 school year.



NHPS' collaborative process produced an evaluation system that addresses the needs of teachers and administrators by...

Features of New NHPS Teacher Evaluation and Development Process

...Allowing administrators to provide **frequent, concrete feedback to teachers** about their performance against a clear, detailed performance rubric, through multiple classroom observations and a mid-year review of student data.

...**Incorporating student growth as measured by objective assessments** as a significant factor in evaluations, with a clearly defined plan to be able to collect this data for most classroom teachers within the next several years.

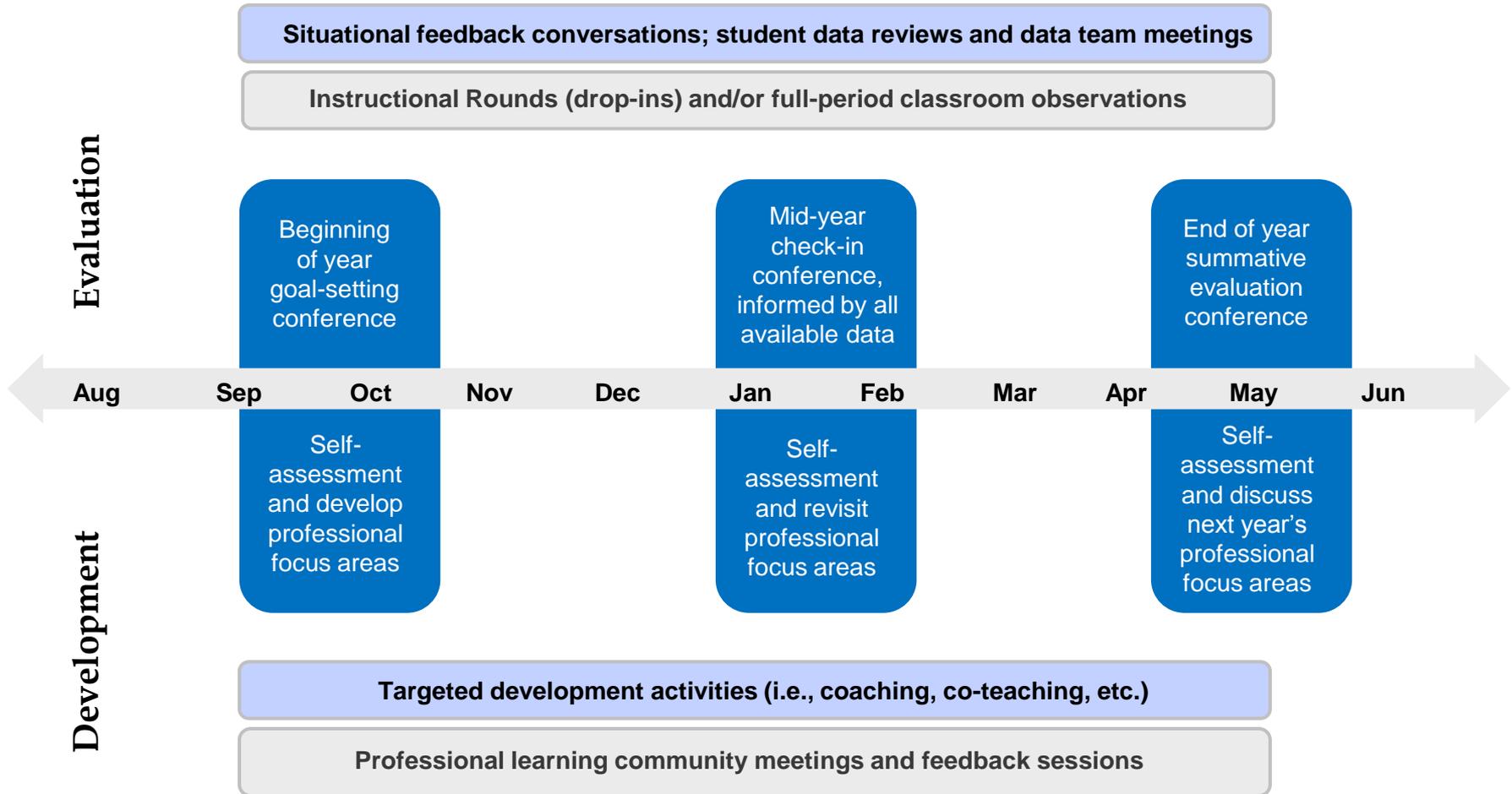
...Creating an innovative peer review process that uses **third party experts** as a norming mechanism to validate administrator judgments for teachers rated as “exemplary” or “needs improvement.”

...Ensuring that **all teachers are evaluated every year** with multiple development conferences as the foundation of a professional learning relationship with their manager.

...Recognizing both **outstanding and poor performance**.



Ongoing feedback, substantive conferences, and targeted development opportunities are central components of the new evaluation system.



Note: Additional evaluation and development activities for non-tenured teachers, developing teachers, and/or teachers in need of improvement (such as mentoring from coaches, progress check-ins with instructional managers, additional conferences, etc) are proposed in greater frequency but do not appear in the timeline above.

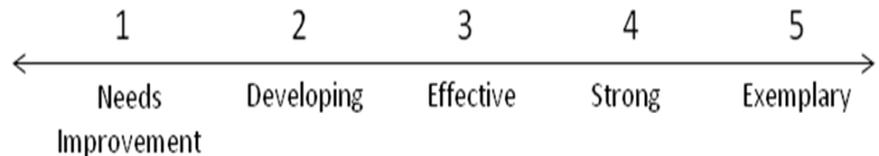


Teachers will be rated every year in three categories, each of which will consider multiple sources of information.

Component	Measurement
Student learning outcomes	Growth in student learning (measured by state and district standardized assessments) and attainment of rigorous academic goals aligned to standards
Teacher instructional practice	Instructional managers' observations of teacher performance in the areas of Planning and Preparation, Classroom Practice, and Reflection and Use of Data
Teacher professional values	Instructional managers' observations of teacher characteristics including professionalism, collegiality, and high expectations for students



Teachers will receive a rating in each category based on the following scale:





The ratings in each category will contribute to a final summative rating, with student growth outcomes playing a preponderant role.

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

Note: Instructional Practices will make up 80 percent of the combined Instructional Practices and Professional Values rating. Professional Value will account for 20 percent.



All teachers should be aware of what their summative rating will be before the end of the year, based on formal and informal feedback they receive from their administrators throughout the year.

*Ratings with this degree of mismatch will be the subject of focused policy review, outside the context of the specific teacher's evaluation. The individual ratings themselves will also be reviewed to ensure that the given rating in these situations is fair and accurate based on the preponderance of evidence shared by the instructional manager and teacher. Individual ratings may be adjusted for unfairness or inconsistency.



Evaluation ratings will guide development strategies for each teacher.

Final Summative Rating	Exemplary (5)	Strong (4)	Effective (3)	Developing (2)	Needs Improvement (1)
Development Opportunities	Targeted development and self-directed collaboration sessions with lead teachers and colleagues, as well as participation in professional learning communities		Targeted development sessions with coaches and/or lead teachers, as well as participation in professional learning communities	Immediate and intense development opportunities, including a written Plan of Improvement and more frequent support sessions with a coach and manager	Immediate and intense development opportunities, including a written Intensive Plan of Improvement and frequent support sessions with a coach/coaches and manager
Rewards/Consequences	Eligible for teacher leadership positions, including modeling and sharing of best practices, supporting other teachers, and leading professional learning communities			Tenured teachers may not be rated “developing” for more than two consecutive years.	Teachers who do not improve sufficiently will be subject to dismissal at the end of this school year; Teachers on track to receive a “needs improvement” rating must receive verbal notice of their trajectory by November 1 in order to trigger this outcome.
Peer Validation Process	Yes	No	No	No	Yes



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While there is no single “correct” model of performance evaluation, credible systems share several characteristics.

- **Clear and straightforward performance standards** focused on student outcomes
- **Multiple, distinct rating options** that allow administrators to precisely describe and compare differences in instructional performance
- **Regular monitoring** and norming of administrator judgments
- **Frequent and regular feedback** to teachers about whether and how their teacher performance meets, exceeds, or fails to meet standards
- **Professional development** that is linked to performance standards and differentiated based on individual teacher needs
- **Intensive support** for teachers who fall below performance standards