NEW HAVEN PUBLIC SCHOOLS – August 2010

TEACHER EVALUATION AND DEVELOPMENT- INTRODUCTION TO THE PROCESS

Teacher Evaluation and Development in School Change

The NHPS School Change Initiative Aims to…

• Close the gap between the performance of New Haven students and the rest of the State in 5 years

• Cut the drop-out rate in half

• Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college

By Pursuing a Vision of…

• Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives

• Schools as the centers for learning, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from where ever they start to the highest performance levels, collaborating without fault

• The district and schools acting to support development, innovation, and adaptation, both by schools and by individuals

Strategies: How will we achieve our goals and vision?

Ensuring meaningful focus on broad measures of students learning

Portfolio of Schools	Talent	Community
Each school will be organized and supported to its own unique organizational success	*Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes*	*The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations*

New Evaluation and Development System Highlights

The teacher evaluation and development system was created in partnership with the New Haven Federation of Teachers (NHFT), and includes a number of significant important changes and components:

- Prioritizes instructional coaching and development of teachers through professional feedback relationships with managers, prioritizing a periodic conferencing process for all teachers, rather than simply classroom observations for teachers in certain cycles;

- Encourages administrators to provide frequent, concrete feedback to teachers about their performance against a clear, detailed performance rubric, through multiple classroom observations;

- Incorporates student growth as measured by objective assessments as a factor in evaluations; and

- Uses an innovative validation process, so that third party ex-teacher experts validate administrator judgments about both exemplary and needs improvement teacher performance
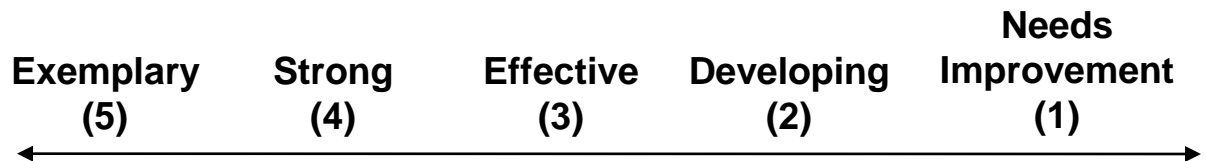
Teacher Evaluation and Development Focuses in 3 Areas

The new evaluation and development system will use multiple sources of information to assign each teacher's evaluation ratings and determine targeted development opportunities.
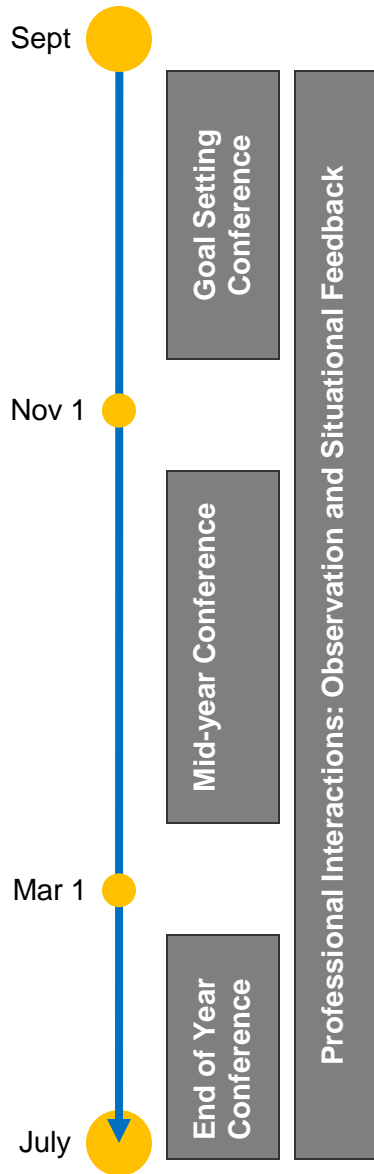
Component	Measured By	Materials
Student learning outcomes	*Growth* in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards	Conference Goal Setting Materials
Teacher instructional practice	Instructional manager judgments of observed teacher performance in the domains of Planning and Preparation, Classroom Practice, and Reflection	Instructional Practice Performance Continuum
Teacher professional values	Instructional manager judgments of observed teacher behavior that address a set of characteristics including professionalism, collegiality and high expectations for students.	Professional Values Performance Continuum

At the end of each year, all teachers will be assigned a rating that indicates their level of performance <u>for each component</u> on the following scale:

Exemplary (5) **Strong (4)** **Effective (3)** **Developing (2)** **Needs Improvement (1)**

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TEVAL Process at a Glance – Timing and Materials

Timeline: Sept → Nov 1 → Mar 1 → July

Phases (vertical labels):
- Goal Setting Conference
- Mid-year Conference
- End of Year Conference
- Professional Interactions: Observation and Situational Feedback

What happens?

- Establish student learning goals for the year, focused on growth of students assigned to classes
- Establish area of professional focus for the teacher, drawing from instructional practice and professional values frameworks
- Establish professional development plan – opportunities for support and attention inside and outside of school

Before Nov 1st	Teachers on track to be exemplary (5) or needs improvement (1) need notification before 11/1, to launch 3rd party validation process. Triggers additional observations with the validator and one additional midyear conference

- Prior to midyear conference, and then again following midyear conference, observations of teacher practice, including through instructional rounds, classroom observations, data teams, and other professional activities.

- At midyear conference, discussion of teacher performance and development, informed by instructional rounds, classroom observations, data teams, and all other activities. Includes self-assessment by teacher, using the conferencing form, and tentative ratings

- End of year evaluation conference, including self-assessment by teacher, final rating in each area of evaluation, summative evaluation rating based on matrix, and preliminary thinking on professional focus/development for subsequent year.

What materials?

- Conference form: sections for goal setting conference

- Instructional Practice and Professional Values Performance Continuums
- Instructional Practice worksheet (Optional)

- Conference form: midyear sections

- Conference form: end-of year sections, completed and signed

Assessment of Teacher Performance (Summative)

The ratings for the three evaluation components will be synthesized into a final summative rating at the end of each year.

		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

*Ratings with this degree of mismatch should be the subject of focused policy review, outside the context of the specific teacher's evaluation, to determine why such a mismatch is occurring and what, if anything, needs to be corrected. 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.

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

Evaluation and Development Outcomes

Exemplary teachers:

- Eligible for teacher leadership positions, including modeling and sharing of best practices, supporting other teachers, and leading professional learning communities
- Teachers on track to receive an "exemplary" rating will be observed by an external 3rd party ex-teacher as part of the validation process to ensure fairness and accuracy of the instructional manager's judgment

Developing teachers:

- Should receive development opportunities designed to move beyond developing, including a written development plan and more frequent support
- Tenured teachers should generally not be rated "developing" for more than two consecutive years – after the second year, they can be treated as needs improvement.

Teachers in need of improvement:

- Will receive immediate and intense development opportunities, including a written Intensive Plan of Improvement and frequent support sessions with a coach/coaches
- Teachers who do not improve sufficiently even with intense development and support opportunities will be subject to immediate (i.e., end of this school year) sanctions; Teachers on track to receive a "needs improvement" rating must receive notice of their trajectory by November 1 in order to trigger the potential for "end-of-this-school-year sanctions."
- Teachers with a "needs improvement" rating will be observed by an external ex-teacher as part of the validation process to ensure fairness and accuracy of the instructional manager's judgment

3rd Party Validation Process

- Used as a norming mechanism to validate instructional manager judgments for teachers rated a needs improvement or exemplary
- Validators will be former teachers not currently affiliated with the district and who have demonstrated effectiveness in the classroom
- NHPS and NHFT will issue a joint contract to hire validators. Validators will be selected by the contractor in consultation with the district and the union, pending funding.

Materials for Teacher Evaluation and Development Process

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Conference Form	• The centerpiece of the evaluation and development process; for use in goal setting, mid-year, and end-of-year conferences, with sections for each component of evaluation and development

Standards and Criteria

Instructional Practice Framework	• Defined criteria for purposeful, supportive, and meaningful instruction, including 19 components across planning and preparation, classroom practice, and reflection
Instructional Practice Performance Continuum	• Indicators of exemplary, effective, and needs improvement performance across each criteria of instructional practice
Professional Values Framework & Perf. Continuum	• Framework and indicators for evaluation of professional values, across 7 components of professional values

Work-sheets

Instructional Practice Worksheet	• Optional form to guide observation and feedback on areas of instructional practice
Goal setting Introduction	• Coaching and guidance for the process of setting goals for student growth, for use in teacher evaluation and development

Reference Material

Teacher Evaluation and Development Guide	• Summary description of process and standards for teacher evaluation and development
Teacher Evaluation and Development Handbook	• *To come: details, tips, content specific practices, and other insight about the instructional practice continuum.*

Appendix – frameworks for evaluation and development

Measuring Growth in Student Learning Framework

Teachers by Subject and Grade	Growth Measures to Be Used in 2010 – 2011	Growth Measures to Be Used in the Long-term
General Ed (including Bilingual) (K-3)	• Teacher and IM selected (2+)	• District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
General Ed (including Bilingual) (4-6)	• CMT (Reading, Math, Writing) • Teacher and IM selected (1+)	• CMT (Reading, Math, Writing) • District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
English & Math (7-8)	• CMT (Reading, Math, Writing) • Teacher and IM selected (1+)	
Social Studies, Science, & World Languages (7-8)	• Teacher and IM selected (2+)	• District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
English, Math, Social Studies, Science, & World Languages (9-12)	• Teacher and IM selected (2+)	
Specials/Electives (e.g. Art, PE, Music, Tech Ed) (K-12)	• Teacher and IM selected (2+)	• Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (1+)
ESL (K-12)	• CMT (Reading, Writing) where appropriate / applicable by grade • Teacher and IM selected (1-2+)	• CMT (Reading, Writing) where applicable by grade • District-wide LA assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
Special Education (K-12)	• CMT or MAS (Reading, Math, Writing) where appropriate / applicable by grade and student inclusion • Teacher and IM selected, based on IEP (1-2+)	• CMT or MAS (Reading, Math, Writing), where appropriate and applicable by grade • District-wide assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected, based on IEP (as needed)

Instructional Practices Framework

		Planning and Preparation	Classroom Practice	Reflection
1	Purposeful	Assesses students' prior knowledge and skills	Communicates objectives and lesson content clearly and accurately	Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning
2		Establishes clearly defined student learning goals and objectives for all students	Employs activities aligned with student knowledge and skills, differentiating as appropriate	
3		Designs and sequences lessons and activities aligned with student goals and objectives	Offers students multiple methods to approach material and to demonstrate learning	
4		Prepares assessments which align with student learning goals and objectives	Monitors and assesses student understanding and adjusts as necessary	
5	Supportive	Incorporates and addresses the social, emotional and academic needs of individual students	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Reflects on group and individual dynamics and interactions and identify areas for adjustment or refinement
6			Engages and includes all students in classroom activities	
7			Provides opportunities for meaningful student choice	
8	Meaningful	Develops lessons and units that are challenging, relevant and promote inquiry	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning
9			Engages students in substantive conversations with purposeful questions to promote inquiry and learning	
10			Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student's world outside of the classroom	

Professional Values Framework

Professional Values Competencies

✓ Collaboration and collegiality

✓ Self-improvement

✓ Reliability

✓ High expectations

✓ Respect

✓ Responsiveness and outreach

✓ Professionalism and judgment